HEALTH POLICY AND ADMINISTRATION 341
COMPUTERS IN HEALTH CARE ADMINISTRATION
FALL 2007: SECTION 001

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INTRODUCTION

HPAA 341, Computers in Health Care Administration, is designed to enhance students' proficiency in the use of Microsoft Office and other PC applications, their understanding of computer use and the management of electronic data in a health care environment. What that means is that my goals for you are to become power users of PC applications and to understand the constraints on computer use within health organizations.

COURSE OBJECTIVES

By the end of the course, you should have:
1. Gained an understanding of the PC as a tool…that you can modify;
2. Increased substantially your productivity in and ability to communicate through Excel, with tools such as functions, macros and formats;
3. Increased your productivity and effectiveness in Word, using styles, templates and other advanced tools, and integrating objects into your document;
4. Enhanced your ability to produce and employ effective PowerPoint presentations;
5. Initiated a multi-pronged approach to computer security useful to you and your organization; and
6. Gained an understanding of the ethics and regulatory constraints that apply to the use of health care data and why they exist.

MATERIALS

There is no textbook for this class. In most cases, lecture notes and instructions for exercises will be posted to Blackboard. You may download and annotate the notes electronically during class, or print them and make handwritten notes.

There are many sources of help with MS Office and other applications, both on the web and in bookstores. Particularly useful are the "for Dummies" series for MS Office 2003, especially the "all-in-one desk references" for Excel (useful during the course) and Access (if you want additional reference):

- Harvey G, "Excel 2003 All-in-One Desk Reference for Dummies," Wiley Publishing, Inc, Hoboken: 2003. ISBN: 0-7645-3758-X.
- Simpson A, Young ML, Barrows A, "Access 2003 All-in-One Desk Reference for Dummies," Wiley Publishing, Inc, Hoboken: 2003. ISBN: 0-7645-3988-4.
- Gookin D, "Word 2003 for Dummies," Wiley Publishing, Inc, Hoboken: 2003. ISBN: 0-7645-3982-5.

COURSEWORK

Students are required to attend all classes and to complete all in-class exercises, some of which you will be able to complete during the class period. Up to two "passes" will be given for each student who advises their inability to attend in advance of class. Passes do not exempt students from completing an exercise. Class exercises submitted more than one week beyond the time the relevant class was held will not be accepted. Two optional, special projects constitute a substantial portion of the overall grade for those who seek a superior grade for the course: a group presentation and an individual spreadsheet modeling project.

Group Presentations should focus on how computers or their underlying technology influence the delivery of health care, or how utilization of health care has been affected by consumers' use of computers. You are encouraged here to think hard about how the advancement of information technology has influenced the provision of health care or the health of a population more generally. You also are encouraged to conduct your presentation as the facilitation of an interactive discussion. Involve the class rather than simply lecture to them. Grading of group "presentations" will be based primarily on content and the use of presentation technology, as well as technique and the level of class interaction.

Spreadsheet Modeling Projects will be completed by developing a 3-4 page report in Word regarding a health care issue of your choice, accompanied by an Excel file that demonstrates the supporting analysis. Explain the current status of the issue, why it is an issue, and your recommendations. Offer data and original quantitative analysis – model a process or intervention and conduct sensitivity analysis – to support your arguments. Grades for individual projects will be based primarily on ease of reading and formatting for effect – simple formatting; embedding text, tables and/or graphs; and making use of Excel to do so – the rationale behind your arguments also will be critiqued.

Participation points are intended as an incentive to promote positive course citizenship, i.e., being an active and positive influence in the class. Participation points will be gained by: students who participate actively in discussion, particularly by offering considered responses to questions that others raise or by raising current issues for discussion, and, to a lesser extent, who raise questions of a general nature; students who carry an equitable share of group work; and students who submit assignments that conform to specification (deadline, file naming, page limits, adherence to instructions, etc.).

Clearly, this is a subjective grade. It employs both a merit and a demerit system. Positive participation points are awarded for positive citizenship. Be the student that you would like your classmates to be and participation points should not be a problem for you. Demerits will be recorded for disruptive behavior (see in particular the policy regarding electronic devices, below).

HONOR CODE

Students are expected to have read and adhere to the Instrument of Student Governance and the UNC-CH honor code, http://instrument.unc.edu/:

1. Individual assignments: Each item submitted in hardcopy or electronically is assumed to be the student's own work and that no help was given or received beyond that explicitly permitted by the instructor. Using or consulting work of prior students is prohibited. You may request assistance from faculty, health care professionals, or other students in the class to understand concepts. However, your application of concepts and analysis should demonstrate original thought. Attribute any help you receive to the appropriate person(s).

2. Group presentations: Group presentations are to be completed by the group only. You are not to discuss the project with other members of the class, except as necessary to coordinate potentially overlapping content. These are not class projects; they are group projects. Using or consulting work of prior students is prohibited. You may request assistance from faculty, health care professionals, or other students in the class to understand concepts, but the group's discussion and analysis should reflect the group's original thought. Attribute any help you receive to the appropriate person(s).

GRADES

The following scale will be used to calculate grades in the course. Successful completion of a group presentation is required to attain a B-level course-grade; successful completion of both a group presentation and an individual project is required to attain an A-level course-grade.

A	92	–	100
B	83	–	91
C	74	–	82
D	65	–	73
F	0	–	64

For students seeking an A-level grade, semester grades are determined according to the following weights:

Attendance & participation	10%
Completion of assignments	65%
Student-directed application of course content	
Group presentation	10%
Individual project	15%
TOTAL	100%

Students seeking a B-level grade are not required to complete the spreadsheet modeling project. Their semester grades are determined according to the following weights:

Attendance & participation	10%
Completion of assignments	65%
Student-directed application of course content	
Group presentation	16%
Individual project	0%
TOTAL	91%

Students seeking a C-level grade are not required to complete the group presentation or the spreadsheet modeling project. Their semester grades are determined according to the following weights:

Attendance & participation	9%
Completion of assignments	65%
Student-directed application of course content	
Group presentation	0%
Individual project	0%
TOTAL	74%

Submission of any assignment required for a particular grade-level will constitute a declaration of intent to seek that grade-level, and the final grade will be determined appropriately.

COURSE POLICIES

Academic disruption exercise: HPAA is committed to developing and testing alternatives for continuing classes in the face of various disruptions. During this semester we may run such a test. If this course participates, you will be informed in advance about the nature of the exercise and actions to take. We

appreciate your full cooperation in this very important endeavor. In the event that the instructor drops out of an Edufolio session, students who still have connections should hold onto the room and continue class as long as possible. One student should phone the instructor at home and report next steps back to the group.

Course Evaluation: The Department of Health Policy and Administration is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

Electronic Devices in the Classroom: Use of electronic devices in this class is encouraged for taking notes, or perhaps quick look-up of information relevant to the discussion. Use of electronic devices (including cell phones) for multi-tasking, checking email, sending instant messages, playing games, etc. is inappropriate, and rude to the presenter and inconsiderate to other class members. Complaints about electronic devices in the classroom come from students themselves, as well as from lecturers and guests. Please limit the use of electronic devices only to class-relevant activities.

COURSE SCHEDULE (as anticipated)

Date	Topic	Exercise
Aug 21	Introductions; Syllabus; Hardware; Diagnostics; Research Ethics	Diagnostic Exercise; CITI Research Ethics Training
Aug 28	Excel: Basic Tools & Navigation	Personal Cash Budget I
Sept 4	Excel: SubTotals & Logical Functions	Personal Cash Budget II
Sept 11	Spreadsheet Modeling	Labor Budget: Implications of Change
Sept 18	Managing & Summarizing Spreadsheet Data	Global & Regional HIV Prevalence
Sept 25	Modeling & Sensitivity Analysis	Modeling a Direct Mail Campaign
Oct 2	Excel Charts: Selection, Presentation & Interpretation	Draft Charts for Project(s)
Oct 9	Files & System Management	Follow along on personal laptops
Oct 16	Fall Break Week	
Oct 23	Text Management with Word Outlines	Outline Project(s)
Oct 30	Using Word Styles & Templates to Promote Efficiency	Cover letter template; mail merge
Nov 6	Tables	tbd
Nov 13	No Class	tbd

Nov 20	Thanksgiving Holiday Week	Practice, practice, practice
Nov 27	Managing databases with MS Access	tbd
Nov 29	Individual Project due by 5pm	
Dec 4	Group Project Presentations	