

**DRSC 3313 – 23516**  
**Health Informatics and Information Systems**  
**Spring 2024 Course Syllabus**

**Instructor:** Lela “Denise” Wharton, MSN, RN

**E-Mail:** [ldwharton@utep.edu](mailto:ldwharton@utep.edu)

**Office:** Virtual | (972) 743 – 0433 (text or call)

**Office Hours:** By appointment

**Class Type:** Online 100%

**COURSE INFORMATION:**

**Catalog Course Description:** Health Informatics and Information Systems is a 3-credit course. This course is an introduction to the structure and principles of health care informatics and the dynamics of information management technologies used in the health care environment. Applications of informatics, electronic services, and e-care in health care delivery, chronic disease and disability management. Hands-on experience with current technologies.

**Course Prerequisites:** Admission to the Bachelor of Science in Rehabilitation program or department approval.

**Course Goals:**

1. Introduce students to structure and principles of health care informatics
2. Provide opportunities for experiential learning using the various information management technologies used in the health care environment.
3. Show examples of applications of informatics, electronic services and e-care in health care delivery, chronic disease and disability management.

**Learner Objectives.** Upon completion of this course the student will be able to:

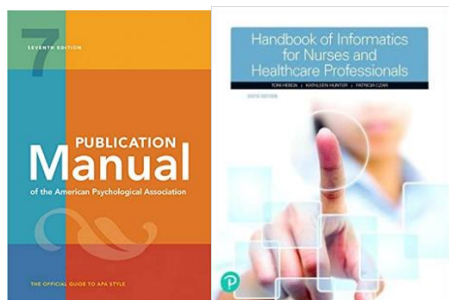
1. Describe the various applications of health informatics applications in the health care delivery and health management systems, including electronic health records, computerized physician order entry (CPOE), clinical decision support systems, disease management, disease registries, patient informatics and telehealth.
2. Evaluate the benefits, drawbacks and challenges of various health informatics applications, including impact on communications, research and clinical practice.
3. Demonstrate competent use of mobile devices and computer technology for an assigned informatics application.

**UTEP EDGE Experiences:** Learning Communities, Creative Activities, Student Leadership

**UTEP EDGE Advantages:** Leadership, Problem-Solving, Communication, Entrepreneurship, Social Responsibility, Confidence, Global Awareness, Teamwork, Critical Thinking

**TEACHING METHODOLOGIES:**

Textbook, Articles/News Items, Video, Blackboard LMS, Discussion Board, Quizzes, and Reflection Journals

**RECOMMENDED TEXTBOOKS:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> edition). Washington, D.C.: American Psychological Association.

Hebda, T., Hunter, K., & Czar, P. (2019). *Handbook of informatics for nurses & healthcare professionals* (6th ed.). Boston, MA: Pearson.

**COURSE ASSIGNMENTS AND GRADING SCALE:**

Activity	Points	Total Max Points
Discussion Board (4)	25 points	100 points
Quizzes (7)	10 - 20 points	100 points
Presentation Assignment (1)	50 points	50 points
Tele Health/Care Assignment Essay (1)	50 points	50 points
		300 points

**Time Stamps Learning Management System (LMS)**

- Attendance, participation, and all LMS (Blackboard LMS) postings are counted in Mountain Time (MST). The time stamps in the computer represent MST, regardless of your actual time zone. Required attendance is at least 3 times per week to obtain possible full points.

**Discussion Boards (4)**

- Discussion Boards will be open from Monday thru Saturday of the scheduled week. **Original/Initial posts (your own discussion posting – at least 300 words)** are due as

indicated in the course schedule/calendar. Respond to at least **two** classmate's posts (**at least 150 words**) by Saturday that week, as indicated on the due date in course schedule/calendar. You must respond on two different days. Each post must include at least one EBR article as a source of reference.

### Assignments (2)

- Assignments are due by **11:59pm (MST)** on the **due date calendar/course schedule**. Late work is not accepted. However, life happens, and in the case of an emergency, an extension may possibly be granted. You must contact the instructor before the due date with details. There will be a **deduction of 10% from the total assignment points per 24 hours past the due date**. The only exception is with extenuating circumstances or events that have been discussed with the instructor **PRIOR** to the deadline.

#### **1) Presentation Assignment: Healthcare Literacy and Internet Information**

##### **Objectives:**

- The objective of this presentation assignment is to educate students about the importance of healthcare literacy and how to critically evaluate healthcare information available on the internet.
- Technology is an important part of patient education. The student will utilize technology to create a presentation which will enhance skills of communication, technology, and education.

**Assignment:** Create a voice over presentation with 6 – 8 slides using the guidelines below. The six slides should include a Title and References slide. You may use the outline below to set up your presentation. Include speaker notes of what you will say and citations on each slide. The presentation will be at least five minutes.

##### **Introduction:**

- Begin with a brief introduction to the concept of healthcare literacy and its significance in today's information-driven world.
- Highlight the prevalence of health-related information on the internet and its potential impact on individuals' health decisions.

##### **Part 1: Understanding Healthcare Literacy:**

- Define healthcare literacy and explain its components: reading, understanding, and using health-related information to make informed decisions.
- Discuss the consequences of low healthcare literacy, such as poor health outcomes, increased healthcare costs, and higher rates of hospitalization.

##### **Part 2: The Internet and Healthcare Information:**

- Explain the benefits of online health information, such as convenience, accessibility, and the empowerment of patients.
- Highlight potential challenges, including misinformation, conflicting advice, and the difficulty of verifying sources.

### **Part 3: Evaluating Healthcare Information Online:**

Choose a website to evaluate with the following guidelines. State the website.

- **Source credibility:** Discuss the importance of checking the author's qualifications, the website's reputation, and whether the information is backed by reliable sources.
- **Timeliness:** Explain why recent information is often more relevant in the medical field.
- **References and citations:** Emphasize the significance of information being supported by credible references. Define credible references.
- **Bias and objective reporting:** Identify any potential bias or commercial interests behind the information on the internet (websites).
- **Consistency with known facts:** Stress the importance of cross-referencing information with established medical knowledge.

### **Part 5: Promoting Healthcare Literacy:**

- Discuss ways to enhance healthcare literacy in clients/patients. Describe the importance of education about health specific to your profession.
- **Clear communication:** Highlight the significance of healthcare providers using plain language when communicating with patients.
- **Empowerment:** Encourage individuals to take an active role in their health by asking questions and seeking reliable information. Explain how to find reliable information.

### **Conclusion:**

- Summarize the key points covered in the presentation, emphasizing the importance of healthcare literacy in making informed decisions.
- Reiterate the need for critical evaluation when accessing healthcare information online.
- Provide resources for further learning about healthcare literacy and reliable online health information sources.

### **References:**

Provide a list of at least three current, scholarly sources (books, academic journals, research papers, official healthcare websites) used to complete this assignment. Follow APA 7<sup>th</sup> edition guidelines for citations and references.

Guidelines for a presentation: <https://libguides.hccfl.edu/powerpoint/tips>

## 2) Essay Assignment: Exploring Telehealth and Telecare in Modern Healthcare

**Introduction:** In recent years, the healthcare industry has witnessed a transformative shift through the integration of technology, leading to the emergence of telehealth and telecare services. These innovations have significantly impacted the way healthcare providers deliver care and engage with patients. This assignment aims to provide healthcare providers with a comprehensive understanding of telehealth and telecare, their benefits, challenges, and best practices for implementation.

For this assignment, you will collaborate with a partner (if odd number of students in class, group include 3 students). As a healthcare provider, you will be part of an interdisciplinary team and will collaborate with health professionals to provide the best possible care for your client/patient. Communication and collaboration are vital in healthcare. You will complete an evaluation on you group peers. Depending on the results, each student may receive a different grade. If it is noted that a group member did not complete the work, that student may receive a lower grade, up to and including a zero.

### Assignment Objectives:

1. To define and differentiate telehealth and telecare concepts.
2. To explore the benefits and challenges associated with implementing telehealth and telecare solutions.
3. To examine the ethical and legal considerations related to telehealth and telecare.
4. To identify best practices for successful integration and utilization of telehealth and telecare services.

### Assignment Guidelines/Tasks:

In a 5 – 7 page essay discuss/define the following guidelines. Include a title page, abstract, and references page which are not part of the 5 – 7 page essay. Use APA 7<sup>th</sup> edition format for students or professionals.

Understanding Telehealth and Telecare:

Define the terms "telehealth" and "telecare." Differentiate between the two concepts, highlighting their respective roles in modern healthcare. Provide examples of how telehealth and telecare have revolutionized patient care and improved healthcare accessibility.

Benefits and Challenges of Telehealth and Telecare:

Outline the benefits and challenges associated with implementing telehealth and telecare services. Discuss how these technologies enhance patient outcomes, reduce healthcare costs, and address geographical barriers. Additionally, explore potential challenges such as data security, patient privacy, and technology literacy.

### Ethical and Legal Considerations:

Discuss the ethical and legal considerations healthcare providers must address when utilizing telehealth and telecare. Discuss patient consent, data protection, confidentiality, and compliance with healthcare regulations. Provide real-world examples of ethical dilemmas and legal cases related to telehealth and telecare.

### Best Practices for Implementation:

Develop a list of best practices that healthcare providers should follow when integrating telehealth and telecare services into their practice. Include guidelines for selecting appropriate technologies, training staff, ensuring patient education, and maintaining a high standard of care through virtual interactions.

### Conclusion:

In a concluding paragraph, summarize the key insights gained from completing this assignment. Emphasize the significance of telehealth and telecare in modern healthcare and the role they play in shaping the future of patient-centered care.

### References:

Provide a list of at least four current, scholarly sources (books, academic journals, research papers, official healthcare websites) used to complete this assignment. Follow APA 7<sup>th</sup> edition guidelines for citations and references.

### **Quizzes (7)**

- Quizzes will be available for a specific timeframe, they open on Monday and close on Friday, (as indicated on the class calendar/schedule). Students may take the quiz twice and the highest grade will be recorded.
- Students must ensure a reliable device and internet connection as additional chances to take the quiz may not be approved.
- Once all quizzes are completed, feedback on the questions will be released. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

### **GRADING SCALE:**

#### **Grading scale:**

90 - 100 = A

80 – 89 = B

75 – 79 = C

60 – 74 = D

< 60 = F

## CLASS POLICIES:

**Attendance and Participation:** Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules
- Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**Excused Absences and/or Course Drop Policy:** According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

## DEADLINES, LATE WORK, AND OTHER POLICY:

MAJOR ASSIGNMENTS: **No late work will be accepted if the reason is not considered excusable.** There will be a **deduction of 10% from the total assignment points per 24 hours past the due date.**

**Excusable late work must be approved by faculty before it is due.**

However, life happens, and in the case of an emergency, an extension may possibly be granted. You must contact the instructor before the due date with details. The only exception is with extenuating circumstances or events that have been discussed with the instructor **PRIOR** to the deadline.

**MAKE-UP WORK: Make-up work will be given *only* in the case of a *documented emergency*.** Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

**ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES:** I strongly suggest that you **submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer.** I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

**INCOMPLETE GRADE POLICY:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**ACCOMMODATIONS POLICY:** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS). The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**SCHOLASTIC INTEGRITY:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and](#)



[Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**CLASS RECORDINGS:** The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

**COPYRIGHT STATEMENTS FOR COURSE MATERIALS:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**NOTICE OF POLICY ON CHEATING:** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**From the UTEP Dean of Student Affairs**

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>).

It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

**"Cheating" includes:**

- Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid

- from another student during a test;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
  - Collaborating with or seeking aid from another student for an assignment without authority;
  - Substituting for another person, or permitting another person to substitute for oneself, to take a test; and
  - Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

*Plagiarism* means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

*Collusion* means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

**COVID-19 PRECAUTIONS: Since COVID19 guideline are fluid, please check the UTEP website for guidance, when needed.** <https://www.utep.edu/ehs/covid/>

### **Computer Requirements:**

Use the browser checker to ensure you have all of the necessary plugins installed on your computer that you will need in order to access all the content in this course. This browser checker will test browser compatibility, cookies, JavaScript, pop-up and other Java features.

### **Browser Performance Hints**

- Clear browser cache
- Allow pop-ups
- Make sure your Java is up-to-date
- Follow the steps at [Blackboard Learn browser checker](#)

### **Software Requirements:**

When creating documents, slide presentations, spreadsheets, etc., you must use Microsoft Office or a compatible program (see **10 Free MS Word Alternatives**). If you are using Windows Vista or Office 2007, you may have compatibility problems and others in the course may not be able to

view your work. Go to the UTEP-IT website's "**Patches & Updates**" area to download a "compatibility toolkit" (it is listed under the "Patches and Updates" column). Also check your course syllabus for specific software instructions from your instructor.

### **Recommended software**

**Adobe Acrobat**

**Adobe Flash Player**

**Java**

**QuickTime**

**Windows Media Player**

**Supported Browsers**

### **Learning Resources:**

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- **UTEP Library** - access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **RefWorks** - bibliographic citation tool; check out the RefWorks **tutorial** and **Fact Sheet and Quick-Start Guide**
- **University Writing Center (UWC)** - submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here
- **Math Tutoring Center (MaRCS)** - ask a tutor for help and explore other math resources available here
- **History Tutoring Center (HTC)** - submit papers here for assistance with writing history papers, ask a tutor for help and explore other history resources available here
- **Illuminate** - online virtual classroom/conference room with multiple features including audio, video, instant messaging, interactive whiteboard, application sharing, file transfer, and session recording/playback with synchronized audio/chat/notes.  
Recommended Hardware for Illuminate -
  - Headphones
    - preferred rather than external speakers to avoid audio feedback being picked up by the mic
  - Microphone
    - a webcam microphone will work, but often a separate mic positioned closer to the mouth picks up less background noise
  - Webcam
    - for transmitting live video of the session participant(s)
  - Video camera
    - for transmitting live video of a procedure or demonstration
- **Safe Assign** - online submission of paper compares your work to published papers and checks for plagiarism
- **Netiquette** - "Netiquette" stands for "Internet Etiquette", and refers to the set of practices developed over the years to make the Internet experience pleasant for everyone. Please

review some of the **Netiquette** rules and take the Netiquette Quiz (Non-Graded) to see how your personal knowledge of Netiquette is.

### **UTEP Virtual Private Network:**

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple, click on the following link to see a visual tutorial: [UTEP VPN](#).

**Technical Assistance:** This online class is hosted by UT El Paso. If you have computer, Blackboard problems, or any other kind of technical questions, please contact the UTEP Help Desk via email at [helpdesk@utep.edu](mailto:helpdesk@utep.edu) or by phone at (915) 747-5257. The HELP desk hours are: Mon-Fri 7:00am - 8:00pm (Mountain Time), Sat 9:00am - 1:00pm (Mountain Time), Sun CLOSED.

### **COPYRIGHT NOTICE:**

Copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

### **COURSE RESOURCES:**

UTEP provides a variety of student services and support:

#### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.<sup>8</sup>
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## DRSC 3313 DUE DATE CALENDAR

\*\*\*\*ALL ASSIGNMENTS, DISCUSSION BOARD (DB) POSTINGS, and VISUAL LEARNING ARE DUE BY 11:59 PM MST ON THE DAY INDICATED\*\*\*\*\*  
 QUIZZES are due and close on Fridays for the week indicated

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week							
Week 1 Jan 16-21		16 DB: Self- Introduction on Blackboard DB	17	18	19	20 DB: Respond to Peers	21 What is Informatics? <a href="https://youtu.be/pzS-PaGC9o">https://youtu.be/pzS-PaGC9o</a>
Week 2 Jan 22-28	22 APA Quiz Open	23	24	25	26 APA Quiz due/closes	27	28 HIPAA <a href="https://www.youtube.com/watch?v=CRQwUIXMoqM">https://www.youtube.com/watch?v=CRQwUIXMoqM</a>
Week 3 Jan 29 – Feb 4	29 Suggestion: Review Presentation Assignment and begin research.	30 DB: My Experience with Informatics: Win That Grant!	31 Census Day	Feb 1	2	3 DB: Respond to Peers	4 Charting components <a href="https://www.youtube.com/watch?v=tN3HKr23zBM">https://www.youtube.com/watch?v=tN3HKr23zBM</a>
Week 4 Feb 5 - 11	5 Chapter 1 Quiz Open	6	7	8	9 Quiz due/closes	10	11
Week 5 Feb 12 - 18	12 Suggestion: Contact your classmate regarding the essay/collaboratio n assignment.	13 DB: Clinical Information Systems in Action	14	15	16	17 DB: Respond to Peers	18 EHR PodCast <a href="https://youtu.be/JoMjnYoiFhw">https://youtu.be/JoMjnYoiFhw</a>

Week 6 Feb 19 - 25	19	20	21	22	23	24	25
	Chapter 2 & 3 Quiz Open				Quiz due/closes		
Week 7 Feb 26 – Mar 3	26	27	28	29	March 1	2	3
		Collaborative Essay Group Contract Due			Presentation Assignment Due		Example of EHR/EMR: <a href="http://www.youtube.com/watch?v=hHnHI98BsPw">www.youtube.com/watch?v=hHnHI98BsPw</a>
Week 8 Mar 4 - 10	4	5	6	7	8	9	10
	Chapter 4, 13, & 18 Quiz Open	Continue working on essay with group. This week is assignment free; giving time to focus on this assignment.			Quiz due/closes		
Week 9 March 11 - 17	11	12	13	14	15	16	17
	Spring Break Week, Enjoy!	Spring Break Week, Enjoy!	Spring Break Week, Enjoy!	Spring Break Week, Enjoy!	Spring Break Week, Enjoy!	Spring Break Week, Enjoy!	
Week 10 Mar 18 - 24	18	19	20	21	22	23	24
	Ch. 8, 9, 10, 11, 12, & 14 Quiz Open	Suggestion: Send your essay to the writing center for advice.			Quiz due/closes		EHR video: <a href="https://youtu.be/xBtSFJsjsw">https://youtu.be/xBtSFJsjsw</a>
Week 11 Mar 25 - 31	25	26	27	28	29	30	31
		DB: Healthcare documentation SOAP Note		Spring Drop/Withdrawal Deadline		DB: Respond to Peers	
Week 12 April 1 – 7	April 1	2	3	4	5	6	7
	Suggestion: Make final changes to the Collaborative Essay.					Collaborative Essay and Peer Evaluation Due	
Week 13	8	9	10	11	12	13	14

April 8 - 14	Chapter 19 Quiz Open				Quiz due/closes		
Week 14 April 15 - 21	15 Chapter 5, 6, 16, & 20 Quiz Open	16	17	18	19 Quiz due/closes	20	21
Week 15 April 22 - 28	22	23	24 Please Complete the Evaluation of Course/Teacher Survey Extra Credit 5 pts.	25	26	27	28
Week 16 April 29 – May 5	29	30	May 1	2 Last Day of Class	3	4	5
Week 17	6	7	8	9	10 Grades are posted May 16, 2024	11	12

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Activity	Points	Total Max Points
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		300 points