

# GRADUATE PROGRAM IN HEALTH ADMINISTRATION

Indiana University

School of Public and Environmental Affairs

Indianapolis, Indiana

Spring, 2006

## H628 – Healthcare Information Systems - Section 10394

Tuesday, 5:45p – 8:25p, BS 2006

**Instructor:** Edward W. Koschka Jr., MBA  
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### Introduction

Information Systems are a key consideration of Hospital Administration in any healthcare organization today. This course will provide the student with a basic background in the terminology, technology, e-commerce and application of Information Systems in a healthcare setting. Outside presentations will be scheduled to give the student additional information on evolving information technologies. This 15-week course is designed to prepare the student to better understand Information Technologies (IT), Information systems, and the integration with business workflow processes. This increased knowledge will allow the student to become more involved in IT investment decisions, and implementations of major IT initiatives that will occur throughout their career.

### Course Objectives

The specific course objectives are that the student develops:

- 1) An appreciation of how Information Technology supports all business organizations (not just healthcare) today and in the future. These concepts are important as Healthcare can learn from other industries that are ahead of Healthcare in the innovative use of Information Technology.
- 2) Apply the concepts learned above into specific uses of technology in a Healthcare setting with specific focus on all areas of the Integrated Delivery Network.
- 3) Understand and learn the possible pitfalls associated with the implementation of Information Technology into Healthcare business processes. The student will learn how to judge if the culture of the organization is ready for the incorporation of technology into business processes.

### Teaching Methods

This course has been modified for 2006 based upon student feedback from previous years. The course will continue to be delivered using both “online” and “on campus” venues. The assigned text will be the basis for all class activities and will be supplemented by videos, lecture materials, guest speakers and Internet research topics as follows:

- o On-campus sessions - Eight of the fifteen class sessions will be held “on campus” in BS 2006 and will be focused on a specific topic using videos, outside speakers, hospital tours, and case discussions to enhance the learning experience. The focus of these on campus sessions will be Healthcare Information Technology.
- o OnCourse session - The remainder of the coursework will be facilitated “on line” using OnCourse and associated self-study activities. These activities include: reviewing a PowerPoint presentation developed for each class session, answering short discussion questions, and participating in online discussion groups that will emphasize the key learning’s of each chapter.

### MHA Competencies

The MHA Faculty has identified 10 areas in which students should achieve competency by the conclusion of the program. Although this course is designed to touch on all 10 areas, its primary contributions are to improve the students knowledge in the following competencies: Background of the healthcare system (understand how HIT is applied in all areas of healthcare); leadership and professionalism (improve written and verbal communications skills); quantitative skills (using HIT for process improvement); Information Skills (understand principals of information management and use of technology); Decision Making (develop analytical skills for effective decision making ); Implementing Change (major emphasis on change management as healthcare implements technology to improve processes); and Personal Development (innovative thinking).

### Required Text

Managing Information Systems: Managing Information Technology in the Business Enterprise, Sixth Edition, 2004  
O’Brien, James A., McGraw-Hill, ISBN 0-07-282311-9

Optional Text (Great Overview of Health Information Systems) – I will be using as basis for some healthcare lectures

The CEO’s Guide To Health Care Information Systems, 2<sup>nd</sup> Edition, 2001

Joseph M. Deluca, Rebecca Enmark, Jossey-Bass A Wiley Company, ISBN 0-7879-5277-X (Available from [www.amazon.com](http://www.amazon.com), \$55.00)

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### GRADING AND ASSESSMENT

*Grades will be based on*

<i>Type Of Assignment</i>	<i>Number Of Assignments</i>	<i>Points (each)</i>	<i>Total Points</i>	<i>Percentage of Total Grade</i>
Personal Internet Research Papers	6	100	600	60%
Chapter End Discussion Questions	10	25	250	25%
Personal/Group Informatics Research Paper	1	100	100	10%
Weekly OnCourse Discussion Forums (points awarded at end of semester)			<u>50</u>	<u>5%</u>
Total Points Possible For Course			1,000	100%

Grades will be awarded on the following scale:

A	= 940 - 1000 pts.	94%
A-	= 900 - 939 pts.	90%
B+	= 880 - 899 pts.	88%
B	= 820 - 879 pts.	82%
B-	= 800 - 819 pts.	80%
C	= 700 - 799pts.	70%

- *All assignments are expected on the due date. Note-Assignments are time stamped as they are delivered into OnCourse*
- *Late assignments will not be accepted without prior approval or an EXCELLENT Excuse!*
- *All assignments are to be typed in a legible font (prefer Times New Roman 10 font) and presented in a professional format*

### A TYPICAL “ON LINE” (ONCOURSE) WEEK

During the semester there will be seven weeks of “online” activities using IU’s OnCourse learning environment. These activities will replace the normal classroom activity for that week. While the activities will vary from week to week, the following activities are representative of each chapter’s activities:

- 1) Sign on to OnCourse H628 Healthcare Information Systems web page – about 15 minutes
  - a) Review the ANNOUNCEMENTS for the week (reflects changes in assignments, activities, etc.)
  - b) Review the ASSIGNMENTS for the week and develop your personal work plan to complete the assignments
- 2) Complete the weeks assignments (per personal work plan) – plan on 3-6 hours to complete the weeks activities as follows:
  - a) Read the assigned text – 1 hour per week.
  - b) Complete the online chapter work and case study discussion for each chapter – 1 hour per week.
  - c) Complete the internet research activity, online discussion forum, the discussion questions that will help solidify the key learning’s of the textbook to date – 2 hours per week
  - d) Turn in all completed assignments by midnight on Sunday

### A TYPICAL “ONCAMPUS” CLASS SESSION

During the semester there will be eight weeks of on campus classroom activity. These sessions are designed to bring the class and the instructor physically together in a traditional classroom setting. Each session will focus on a specific global concept of Information Technology and a related topic in Healthcare Information Technology. While the activities will vary from week to week, the following activities are representative of each chapter’s activities:

- 1) Classroom activities - BS 2006
  - a) Review of class announcements and review of planned activities
  - b) Lecture, speaker, or focus on specific Healthcare Information Technology
  - c) Lecture/and case discussion from assigned text reading
- 2) Student Work outside of class session:
  - a) Read the assigned text – 1 hour per week.
  - b) Complete the online chapter work and case study discussion for each chapter – 1 hour per week.
  - c) Turn in all completed assignments by midnight on Sunday

### **Notes:**

- If you do not have a high-speed Internet access from home, you may have some difficulties in completing the assignments on a timely basis. In this case, assignments can be completed using the computer labs located on IUPUI.
- Please do not use your work computer resources to complete these assignments unless you are authorized to do so. Many companies have policies that restrict use of business equipment to those activities that support the business.
- 10% of each paper submitted will be dependent upon format and clarity. Make it pretty and run a spell check before it is submitted. Adding pictures, graphics, tables, or other points of clarification that are relevant to the internet research paper are highly recommended to help solidify that I feel you have an understanding of the subject.

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Class Schedule for Spring, 2006 (Revision 1.0 – January 10th, 2006)

Week#	Date	Location	Business Systems Focus	Healthcare Systems Focus	Assignments (For Points)
1	Tue Jan 10	BS 2006	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Review course syllabus and assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Video: “Thriving On Chaos”</li> <li>• Discuss impact of EDI on Business (From Video)</li> </ul>	
2	Tue Jan 17	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Foundation of Information Systems in Business (O’Brien Chapter 1)</li> <li>• Case Discussion – Clariant International</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Questions#1 – 25 points</li> <li>• Internet Research #1 – 100 points</li> <li>• OnCourse Case Discussion</li> </ul>
3	Tue Jan 24	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Competing With Information Technology (O’Brien Chapter 2)</li> <li>• Case Discussion – Enron Corp and Others</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – Video – TBA</li> <li>• 6:00p - Overview of Healthcare Information Technology – Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Questions#2 - 25 points</li> <li>• OnCourse Case Discussion</li> </ul>
4	Tue Jan 31	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Competing With Information Technology (O’Brien Chapter 3)</li> <li>• Case Discussion – FedEx vs. UPS</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Questions#3 - 25 points</li> <li>• Internet Research #2 - 100 points</li> <li>• OnCourse Case Discussion</li> </ul>
5	Tue Feb 7	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Telecommunications and Networks (O’Brien Chapter 4)</li> <li>• Case Discussion – General Motor Corporation.</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – “Video “Connections”</li> <li>• 6:00p – Jeff Christee, Regional VP, Cisco Systems, “ Future of Telecommunications”</li> <li>• 7:15p – Overview of HIT – Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Questions#4 – 25 points</li> <li>• OnCourse Case Discussion</li> </ul>
6	Tue Feb 14	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Introduction to e-business Systems (O’Brien Chapter 5)</li> <li>• Case Discussion – Baxter International</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Questions#5 - 25 points</li> <li>• Internet Research #3 – 100 points</li> <li>• OnCourse Case Discussion</li> </ul>
7	Tue Feb 21	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Enterprise and e-business Systems (O’Brien Chapter 6)</li> <li>• Case Discussion – Mitsubishi Motor Sales</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – Video “Imagine”</li> <li>• 6:00p – Steve Furry, “Current State Of Healthcare Systems”.</li> <li>• 7:15p - Healthcare Systems – Features&amp;Functions–Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Questions#6 – 25 points</li> <li>• OnCourse Case Discussion</li> </ul>
8	Tue Feb 28	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Electronic Commerce Systems (O’Brien Chapter 7)</li> <li>• Case Discussion – Wal-Mart and Mattel</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Questions#7 - 25 points</li> <li>• Internet Research #4 - 100 points</li> <li>• OnCourse Case Discussion</li> </ul>
9	Tue Mar 7	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Decision Support Systems (O’Brien Chapter 8)</li> <li>• Case Discussion – BAE Systems</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – Video “CRM systems”</li> <li>• 6:00p – Dan Rench, VP eBusiness, “Developing Healthcare-Oriented Websites”</li> <li>• 7:15p – Healthcare Systems For The IDN – Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Questions#8– 25 points</li> <li>• OnCourse Case Discussion</li> </ul>
10	Tue Mar 14	No Class	<b>Spring Break No Class</b>		
11	Tue Mar 21	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Developing Business/IT Strategies (O’Brien Chapter 9)</li> <li>• Case Discussion – The Rowes Cos. And Merrill Lynch</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Questions#9 - 25 points</li> <li>• Internet Research #5 – 100 points</li> <li>• OnCourse Case Discussion</li> </ul>
12	Tue Mar 28	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Developing Business/IT Solutions (O’Brien Chapter 10)</li> <li>• Case Discussion – Fidelity Investments</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – Video – ERP Systems”</li> <li>• 6:00p – John Galvon, Kelly School Of Business, ITPlanning”</li> <li>• 7:15p – “Systems Life Cycle” – Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Questions#10–25 points</li> <li>• OnCourse Case Discussion</li> </ul>
13	Tue Apr 4	OnCourse	<ul style="list-style-type: none"> <li>• Self-Study – Security and Ethical Challenges (O’Brien Chapter 11)</li> <li>• Case Discussion – Providence Health System</li> </ul>		<ul style="list-style-type: none"> <li>• Internet Research #6 -100 points</li> <li>• OnCourse Case Discussion</li> </ul>
14	Tue Apr 11	BS 2006	<ul style="list-style-type: none"> <li>• Self-Study – Enterprise and Global Management of Information Technology (O’Brien Chapter 12)</li> <li>• Case Discussion – USG Corp and Others</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45p – Video - TBA</li> <li>• 6:00p – Tom Penno, “IHIE - Development of a Regional Health Information Network”</li> <li>• 7:15p – Lecture “The top nine technologies for Healthcare” – Koschka</li> </ul>	<ul style="list-style-type: none"> <li>• OnCourse Case Discussion</li> </ul>
15	Tue Apr 18	Site Visit TIHH	<ul style="list-style-type: none"> <li>• Site Visit to The Indiana Heart Hospital, an All-Digital Hospital, 8000 North Shadeland (on Community North Campus) – Meet in Lobby at 6:00pm</li> </ul>		<ul style="list-style-type: none"> <li>• Personal/Group Informatics Research Paper, Due 4/26–100 pts</li> </ul>
16	Tue Apr 25	BS 2006 (if needed)	<b>Group Meeting To Complete Semester Wrap-up/Personal Informatics Research Paper All semester assignments are due by 5:00pm on Wednesday, April 26th, 2006</b>		

## SPEA Policies 2005-2006

### Addendum to Syllabus

#### Academic Misconduct

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. The faculty also has the responsibility of taking appropriate action when academic misconduct occurs.

The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the Code can result in your expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read the IUPUI *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.life.iupui.edu/help/code.asp> so you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct.

When a student is suspected of academic misconduct, the instructor will have an informal conference with the student in a timely fashion and provide the student with an opportunity to respond to the allegations. If the instructor believes that academic misconduct has occurred, he/she will initiate the academic misconduct process, which includes the possibility of a hearing if the student disagrees with the allegations.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines six areas of academic misconduct: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
  - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
  - b. A student must not use another person as a substitute in the taking of an examination or quiz.
  - c. A student must not steal examinations or other course materials.
  - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
  - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
  - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
  - h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

*The School of Education in Bloomington has developed a tutorial that will help you understand plagiarism – you can access the tutorial by linking to <http://www.indiana.edu/~istd/>.*

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### 4. Interference.

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. **Violation of Course Rules.** A student must not violate the course rules contained in a course syllabus or other information provided to the student.

6. **Facilitating Academic Misconduct.** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

### Civility

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, text messaging via cell phones, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

### Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (OnCourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://support.uits.iu.edu/scripts/ose.cgi?http://kb.indiana.edu/data/beoj.ose.help?osecat=email>

### Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

#### Withdrawal Deadlines

Course deleted from record, no grade assigned, 100% refund (Advisor signature <b>IS NOT</b> required)	Week 1 (last day)
Withdrawal with automatic <a href="#">grade of W</a> (Advisor signature <b>IS</b> required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with <a href="#">grade of W or F</a> (Advisor and instructor signatures <b>ARE</b> required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

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### Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements.

**Poor performance in a course is not grounds for an incomplete.** See the Office of the Registrar’s website at <http://registrar.iupui.edu/incomp.html> for more information. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

### Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. The petition is then sent to SPEA for its consideration. **The petition must be filed within 1 year of the date when the student was enrolled in the course.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date, but in no case will it consider petitions filed 5 years or more after the date the course is taken. SPEA will review the request and make a final decision. The Change of Grade petition form is located at the Office of the Registrar’s website at <http://registrar.iupui.edu/grdfm.html>.

### Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at <http://registrar.iupui.edu/activeduty.html>.

### Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Policies, Procedures, and Assessment. See the Office of the Registrar’s website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.

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*Week 1 – Tuesday, January 10th, 2006*

<i>Venue</i>	<ul style="list-style-type: none"><li>• On Campus Class will be held in BS 2006</li></ul>
<i>Topic</i>	<ul style="list-style-type: none"><li>• Introduction To Semester Activities</li></ul>
<i>Learning Objectives</i>	<ul style="list-style-type: none"><li>• Orientation of students to syllabus, assignments, and teaching methods used for this class</li><li>• Review 20 minutes of “Thriving On Chaos” video and discuss the concept of Electronic Data Interchange (EDI) usage in business</li></ul>
<i>Readings</i>	<ul style="list-style-type: none"><li>• No Reading Assignments for this week</li></ul>
<i>Assignments</i>	<ul style="list-style-type: none"><li>• No Assignments for this week</li></ul>
<i>Class Agenda BS 2006 5:45p – 7:15p</i>	<ul style="list-style-type: none"><li>• Completion of personal introduction form (turn in by end of class)</li><li>• Self introduction of instructor and students</li><li>• Review of course syllabus and semester assignments</li><li>• Review video “Thriving On Chaos” (20 minutes)</li><li>• Class Discussion – Pros/Cons of Using EDI for business</li></ul>

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***Week 2 – Tuesday, January 17th, 2006***

<b><i>Venue</i></b>	<ul style="list-style-type: none"> <li>• Student Self Study Using Internet Facilities of IUPUI OnCourse</li> </ul>
<b><i>Topic</i></b>	<ul style="list-style-type: none"> <li>• Business Focus: “Foundations Of Information Systems In Business”</li> <li>• Healthcare Focus: Development Of Internet Research Paper on Healthcare Related Topic</li> </ul>
<b><i>Learning Objectives</i></b>	<ul style="list-style-type: none"> <li>• Explain why knowledge of information systems is important for business professionals and identify five areas of information systems knowledge they need</li> <li>• Give examples to illustrate how the business applications of information systems can support a firm’s business processes, managerial decision making, and strategies for competitive advantage</li> <li>• Provide examples of the components of real world information systems. Illustrate that in an information system, people use hardware, software, data, and networks as resources, to perform input, processing, output, storage, and control activities that transform data resources into information products</li> <li>• Provide examples of several major types of information systems from your experiences with business organizations in the real world</li> <li>• Identify several challenges that a business manager might face in managing the successful and ethical development and use of information technology in a business.</li> <li>• Provide an overview of how Information Technology is used in various Healthcare settings to improve business processes.</li> </ul>
<b><i>Readings</i></b>	<ul style="list-style-type: none"> <li>• Read O’Brien Chapter 1 – Foundations Of Information Systems In Business</li> <li>• Read “Clariant and Others” case study and be prepared to answer the questions at the end of the case</li> </ul>
<b><i>Assignments</i></b>	<ul style="list-style-type: none"> <li>• Complete Chapter #1 Discussion Questions (25 points)</li> <li>• Participate in Online Discussion Forum for Case Study</li> <li>• Complete Internet research Paper #1 that will research the latest developments of information technology in Healthcare <i>Note – See H628 OnCourse Assignment Page For Details</i></li> </ul>
<b><i>Assignment Due Date</i></b>	<ul style="list-style-type: none"> <li>• Note – Submission Of all assignments via OnCourse must occur by Midnight on Sunday, January 22<sup>nd</sup></li> </ul>
<b><i>Class Agenda</i></b>	<ul style="list-style-type: none"> <li>• No Formal Class Session Planned, all activities are self study based upon students calendar</li> </ul>

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***Week 3 – Tuesday, January 24th, 2006***

<b><i>Venue</i></b>	<ul style="list-style-type: none"> <li>• On Campus Class will be held in BS 2006</li> </ul>
<b><i>Topic</i></b>	<ul style="list-style-type: none"> <li>• Business Focus: “Competing With Information Technology”</li> <li>• Healthcare Focus: Overview Of Healthcare Information Technology”</li> </ul>
<b><i>Learning Objectives</i></b>	<ul style="list-style-type: none"> <li>• Identify several basic competitive strategies and explain how they can use information technologies to confront the competitive forces faced by a business.</li> <li>• Identify several strategic uses of information technologies for electronic business and commerce, and give examples of how they give competitive advantage to a business.</li> <li>• Give examples of how business process reengineering frequently involves the strategic use of Internet technologies.</li> <li>• Identify the business value of using Internet technologies for total quality management, to become an agile competitor, or to form a virtual company.</li> <li>• Explain how knowledge management system can help a business gain strategic advantages.</li> <li>• Review the ten myths associated with the deployment of Information Technology in Healthcare.</li> <li>• Provide an overview of how Information Technology is used in various Healthcare settings to improve business processes.</li> </ul>
<b><i>Readings</i></b>	<ul style="list-style-type: none"> <li>• Read O’Brien Chapter 2 – Competing With Information Technology</li> <li>• Read “Enron Corp. and Others: Lessons in the Strategic Business Use Of IT” and be prepared to answer the questions at the end of the case</li> </ul>
<b><i>Assignments</i></b>	<ul style="list-style-type: none"> <li>• Complete Chapter# 2 Discussion Questions (25 points)</li> <li>• Participate in Online Discussion Forum for Case Study <b><i>Note – See H628 OnCourse Assignment Page For Details</i></b></li> </ul>
<b><i>Assignment Due Date</i></b>	<ul style="list-style-type: none"> <li>• Note – Submission Of all assignments via OnCourse must occur by Midnight on Sunday, January 29th</li> </ul>
<b><i>Class Agenda BS 2006 5:45p – 8:25p</i></b>	<ul style="list-style-type: none"> <li>• 5:45p - Review Of Agenda</li> <li>• Video: TBA</li> <li>• Lecture – Overview Of Healthcare Information Technology</li> <li>• 7:00p - Break</li> <li>• 7:15p - Continue Lecture after Break</li> <li>• If Time – Class Discussion on Enron and Others case Study.</li> </ul>

**Note - Weeks 4 – 15 are under construction**