

Course Information

Date Submitted: 1/20/2016

Current Prefix and Number: LIS - Library & Information Science , LIS 539 INTRO TO MED INFORMATICS

Other Course:

Proposed Prefix and Number: LIS 629

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library & Information Science

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: wbuntinuk@gmail.com

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Sujin Kim

Email: sujinkim@uky.edu

Phone: 859-218-0110

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL*

b. Full Title: INTRODUCTION TO MEDICAL INFORMATICS

Proposed Title: INTRODUCTION TO MEDICAL INFORMATICS

c. Current Transcript Title: INTRO TO MED INFORMATICS

Proposed Transcript Title:

d. **Current Cross-listing:** Same as CJT 629

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. **Current Meeting Patterns**

LECTURE: 3.0

Proposed Meeting Patterns

LECTURE: 3.0

f. **Current Grading System:** ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. **Current number of credit hours:** 3

Proposed number of credit hours: 3

h. **Currently, is this course repeatable for additional credit?** No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in health information professions.

Proposed Course Description for Bulletin: This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in health information professions.

2j. Current Prerequisites, if any: No prerequisites.

Proposed Prerequisites, if any: No prerequisites.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|LIS 539 CHANGE Dept Review|20150331

SIGNATURE|MSBEAC2|Megan B Sizemore|LIS 539 CHANGE College Review|20150427

SIGNATURE|ZNNIKO0|Roshan N Nikou|LIS 539 CHANGE Graduate Council Review|20150508

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	5509	LIS 539 UGC Review Checklist.docx
Delete	5889	revised LIS 629 Syllabus.pdf
Delete	6116	012016 LIS 629 Syllabus.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		LIS - Library & Information Science LIS 539 INTRO TO MED INFORMATICS	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	LIS 629
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which do change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		COMMUNICATION AND INFORMATION	Submission Date: 1/20/2016	
b. Department/Division:		Library & Information Science		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Will Buntin	Email: wbuntinuk@gmail.com	Phone: 859-257-3317
* Responsible Faculty ID (if different from Contact):		Sujin Kim	Email: sujinkim@uky.edu	Phone: 859-218-0110
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning (DL) Status:		<input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		INTRODUCTION TO MEDICAL INFORMATICS	Proposed Title: *	INTRODUCTION TO MEDICAL INFORMATICS
c. Current Transcript Title (if full title is more than 40 characters):			INTRO TO MED INFORMATICS	
c. Proposed Transcript Title (if full title is more than 40 characters):				

d. Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	Same as C	
<i>Proposed – ADD³ Cross-listing (Prefix & Number):</i>					
<i>Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number):</i>					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 3.0	Laboratory ⁵	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3.0	Laboratory ⁵	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*		3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. Current Course Description for Bulletin:					
<p>This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as foundation for further education, training, and work in health information professions.</p>					
* Proposed Course Description for Bulletin:					
<p>This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as foundation for further education, training, and work in health information professions.</p>					
j. Current Prerequisites, if any:					
No prerequisites.					
* Proposed Prerequisites, if any:					
No prerequisites.					
k. Current Supplementary Teaching Component, if any:					<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input checked="" type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ¹ for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review ()</p> <p>Update Academic Integrity, Excused Absences, and Disability policies</p> <p>Revise Late Work policy - students with excused absences do not have to contact the instructor in advance</p>
<p>Committee Review ()</p> <p>Comments</p>

Rationale for Converting LIS 539 to LIS 6xx

LIS 539 is being requested to convert from 539 to a 600 level course. This is at the request of the primary faculty in charge of teaching the course (Dr. Sujin Kim) and the program director (Dr. Jeffrey Huber). Our program offers several health-information related courses and has long been in discussions about how best to position those courses. We feel that the content covered in this course is best suited to a graduate-level student only. We have also developed additional undergraduate health information courses which will cover the need and interest at that level.

UNIVERSITY OF KENTUCKY
COLLEGE OF COMMUNICATION AND INFORMATION
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
& COLLEGE OF PUBLIC HEALTH
DIVISION OF BIOMEDICAL INFORMATICS

Course Syllabus
LIS/CJT 629 (SEC 201)
Introduction to Medical Informatics

Online Canvas Class: No Classroom meetings are required (<https://elearning.uky.edu/>)
Online course material posting date and time: Every Wednesdays by 11:59PM

Contact information

Instructor: Sujin Kim, Ph.D./Associate Professor
230G, Multidisciplinary Science Building (Speed Sort: 0082)
725 Rose Street, Division of Biomedical Informatics,
Department of Biostatistics, College of Public Health

Telephone: (+1) 859-218-0110

E-mail: sujinkim@uky.edu [Preferred method of contact]

Office Hours: Tuesdays between 3:30-5:30p [Walk-in] or Appointment via email

Course description

This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in various types of health information professions.

Course rationale:

Recent advances in information technology and computational methods are transforming biomedical and health research, practice, and service by introducing new digital methodologies that dramatically change the kinds of healthcare issues practitioners can ask and answer. However, healthcare professionals face real challenges to accommodate advancing technology in their practice of medicine. At the same time, these new methodologies are absolutely necessary to cope with the increasing availability of "big data", whether genomic, phenotypic or population-based. Practitioners in healthcare often feel that they are overwhelmed about not only new technologies but also "big data" that they are not ready for use at work. Bridging knowledge gaps between advancing technologies for use in healthcare and understanding people in healthcare is a critical role of "informationist" who will drive these important challenges. With this context, this course content is designed to meet the health informatics learning objectives for healthcare professionals whose work is extensively involved in work with health information in various settings in medicine.

Course prerequisites

- Not Required

Course objectives

- Describe trends and best practices in informatics for the organization of biomedical and health information.
- Develop protocols utilizing management of information using computer technology.
- Describe the effects of technology on medical research, education, and patient care.
- Describe the essential functions of the electronic health record (EHR) and the barriers to secondary use of EHR data for research.
- Explain the role that health information technology standards have on the interoperability of clinical systems, including health IT messaging.
- Access patient information using quality checks via electronic clinical data warehouse.
- Retrieve medical knowledge through literature searches using advanced electronic techniques.
- Develop understanding of pros and cons of evidence-based medicine and evaluate different levels of evidences for use in clinical practice guideline.
- Discuss major informatics application areas such as direct patient care informatics and support service informatics.
- Discuss the role of bioinformatics in the study design and analyses of high dimensional data in areas, such as genotypic and phenotypic genomics.

Public Health Competencies for Statistics and Informatics

(Note: this statement is required for CPH students.)

- **8.** Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- **G. 10.** Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- **K. 3.** Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- **K. 6.** Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- **K. 8.** Use information technology to access, evaluate, and interpret public health data.
- **K. 9.** Use informatics methods and resources as strategic tools to promote public health.
- **K. 10.** Use informatics and communication methods to advocate for community public health programs and policies.

Student learning outcomes:

Upon completion of this course, the learner will:

- Define biomedical informatics and its relationship to related fields, such as biomedicine and computer science.
- Describe the opportunities and challenges of using electronic health record for translational and clinical research
- Demonstrate the use open source tools to indexing and retrieve documents,
- Describe common medical terminologies, their importance in biomedicine and the use of biomedical information;
- Demonstrate proficient use of biomedical literature databases to retrieve relevant articles in a domain of interest, and
- Describe computational tools and resources genomic and phenotypic research.

Textbooks

- Robert E Hoyt, Nora Bailey, Ann Yoshihashi. *Health Informatics: Practical Guide for Healthcare and Information Technology Professionals* (6th Edition) (July 20, 2014). Publisher: lulu.com. (Ebook ISBN 978-0-9887529-2-4; Paperback ISBN 978-1-304-79110-8)

Communications:

(Reminder! Any official announcements will be posted on Canvas Announcement page).

I can communicate with students between classes in several ways.

- Most frequently asked questions about homework and material availability will be posted to the appropriate Discussion Board. A *Course Q&A* section of the Discussion Board has been created for students to ask each other questions regarding the course in general. Often, simple problems can be resolved by utilizing this mechanism. Professionals constantly interact and collaborate with each other online. This is one place where students can share the expertise or experience they have with the rest of the class.
- There is *Class Café* in the Discussion Board for your free topic postings that are not relevant to the class topics. Please keep your online posting etiquettes when postings. You are an adult and well-educate individual who will become an "informationist" leading digital world with good manners.
- For personal matters, students can directly communicate with me through email at sujinkim@uky.edu. Given that I have other research and service related duties, please understand that it may take up to 48 hours to respond to some emails, although I will try to respond to most before that. If several students have emailed similar concerns, I may try to address these with one email to the entire class.
- Students can communicate with me during office hours (Tuesdays, between 3:30 p.m. and 5:30 p.m.) or by appointment. My office is located in 230G, Multidisciplinary Science Building, 725 Rose Street). You can also reach me at 859-218-0110. However, emailing is better than telephone contact.
- Synchronous conversation by telephone or private online chat through Canvas *during my office hours* (or by appointment) is also available, if needed. I plan to open AdobeConnect session during the office hours within a couple of weeks. Any of these sessions may be recorded.

Canvas Course Homepage

The Canvas course page is a main tool for this class and you will be required to maintain a stable Internet connection to keep up with the all the relevant course materials and activities. Students should be aware that Canvas keeps records of the dates and times they use various sections of the class page. The following information about course folders is to give you a general understanding of the individual course folder. Please consult with me or UK Canvas Student Help and Support available at <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Student%20Menu.aspx>

Announcements

These appear first whenever the student logs into the class site. Important and official announcements may appear at any time during the course and students should log in at least every other day. As a complementary way to reach you, the announcement messages will be sent to you via the email address which you are registered with Canvas. It is noted that the Blackboard emailing service has unexpected problems from time to time. Therefore, the official announcements will be posted in the Blackboard Announcement page.

About this course

This is where you find a guideline to the course. You can find a general overview of the class, Blackboard structure, etc.

Syllabus

One can find course syllabus and the course related materials here. (Note: If any updates, a version info and modified date will be noted.)

Faculty Information

This link includes my contact information. My personal homepage is also linked for your reference about my teaching, research, and project details.

Course Contents

This section of the course site contains documents and folders of lecture slides, readings, web links, and other materials. Lecture notes/slides for each week will be provided either in Microsoft PowerPoint slides (MHTML) format or in PDF format for your convenience. Some of the lecture slides will contain voice-recorded PPTX files.

Assignments

This link will provide you assignment instructions and links to Assignment Drop folder. Due dates are given in the Course Calendar pages in the syllabus. The individual links are for you to deposit all of your assignments. Your assignments MUST have your name in both filename and the document itself (preferably in the header or footer), if you want full credit for your work. For instance, one can see that a file named SujinKimExercise1.docx is a student, Sujin Kim's exercise 1. I have no idea who turns in an assignment file labeled "Assignment 1.docx".

Discussions

Weekly discussion topics will be posted based on each week's topic. Please follow the instruction given in the topic description. (Note: Your discussion grading will be based on your active participation.)

MyGrades

Under the link to Tools, you can see **My Grades** where I will post your grades. Note that each assignment is weighted. For example, if an assignment is weighted at 10%, it will contribute 10 points to your final grade if you get 100% of it right, and 9 points if you get 90%, etc. You may want to wait to receive a total grade for an individual assignment until you complete each assignment category. The User Manual is very important. Please use it.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

- Practical Exercises (30 points)
- Class Participation and Discussion (20 points)
- Learning log and evaluation (10 points)
- Term Project (40 points)

(Note: No midterm and final exams will be given in this class.)

The following information is a summary of what you are expected to do for the given assignments. The details will be posted in the Blackboard course page in Assignment folder at least two weeks prior to due date.

Practical Exercises (30 points)

Five practical exercises (6 points each) will be given to sharpen the knowledge and skills that you have learned in the class. Guidelines will be distributed at least two weeks prior to the class.

Discussion/Participation (20 points)

10 weekly discussion topics will be posted on the Blackboard Discussion page, and active participation is required. You are to participate weekly in the Discussion board by answering to the given topics or replying to the given topic.

Learning logs and Evaluation Essay (10 points)

You are to include an overall review of your learning experience twice a semester (dates are given in the course calendar below). For the learning evaluation essay part, the act of stepping outside yourself and examining your thoughts and your work is a valuable habit to cultivate as you prepare yourself for life-long learning. I want you to reflect on your learning during the semester. At minimum, your essay should be two double-spaced pages (no more than 1000 words). You will be given an Assignment Drop link in Blackboard's Assignment folder.

Term Project (40 points)

Each person will be assigned to further investigate on one of the class topics. Your main job is to create a resource link using one of social media technologies (such as Wiki, blog, personal webpage, etc.) that contains a systematically organized collection of resources for the assigned topic. Your topic should be approved by me, and I will post more detailed instruction about this project by the first week of March.

Grade Scale

Points	Letter grade
100-90	A
89-80	B
79-70	C
0-69	E

Instructor expectations

1. I expect you to log into Blackboard course homepage to access course announcement, course information, assignment submission, and communication with your fellow classmates on a regular basis (at least three times a week).
2. The Blackboard class components are highly interrelated; missing a class lesson will detract from the learning potential of subsequent sessions.
3. I expect you to be prepared to begin work at the scheduled starting time for each session. Every Wednesdays, you will be notified a new posting for individual lecture notes which will summarize each week's lesson. I expect you to review the lecture notes to prepare your given class activities.
4. Reading a textbook chapter and recommended readings for further studies will prepare you to participate in the assigned class activities such as exercises, discussion, and learning logs and evaluation.
5. I expect you to actively participate in the discussions. This is not the type of class where you can sit back and read online postings.
6. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The UK Writing Center is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
7. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. This is a graduate-level course that requires you to study at least 9 hours a week for three-credit course like this one. You may need less time or more time, but be prepared for the fact that some weeks may be busier than others.

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Academic Accommodations Due to Disability

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- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16

Course Calendar

Date	Topic	Readings/Watching	Assignment Dues
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1/21 Wed	(Lesson 1) -Overview of Health Informatics	<ul style="list-style-type: none"> Textbook, Chapter 1 VideoClips 	<ol style="list-style-type: none"> Review "About this course" and "Syllabus" Student Contract Introduction to Yourself
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5/6 Wed	Final Project Presentation		

Rationale for Converting LIS 539 to LIS 6xx

LIS 539 is being requested to convert from 539 to a 600 level course. This is at the request of the primary faculty in charge of teaching the course (Dr. Sujin Kim) and the program director (Dr. Jeffrey Huber). Our program offers several health-information related courses and has long been in discussions about how best to position those courses. We feel that the content covered in this course is best suited to a graduate-level student only. We have also developed additional undergraduate health information courses which will cover the need and interest at that level.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

UNIVERSITY OF KENTUCKY
COLLEGE OF COMMUNICATION AND INFORMATION
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
& COLLEGE OF PUBLIC HEALTH
DIVISION OF BIOMEDICAL INFORMATICS

Course Syllabus
LIS/CJT 629 (SEC 201)
Introduction to Medical Informatics

Online Canvas Class: No Classroom meetings are required (<https://elearning.uky.edu/>)
Online course material posting date and time: Every Wednesdays by 11:59PM

Contact information

Instructor: Sujin Kim, Ph.D./Associate Professor
230G, Multidisciplinary Science Building (Speed Sort: 0082)
725 Rose Street, Division of Biomedical Informatics,
Department of Biostatistics, College of Public Health

Telephone: (+1) 859-218-0110

E-mail: sujinkim@uky.edu [Preferred method of contact]

Office Hours: Tuesdays between 3:30-5:30p [Walk-in] or Appointment via email

Course description

This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in various types of health information professions.

Course rationale:

Recent advances in information technology and computational methods are transforming biomedical and health research, practice, and service by introducing new digital methodologies that dramatically change the kinds of healthcare issues practitioners can ask and answer. However, healthcare professionals face real challenges to accommodate advancing technology in their practice of medicine. At the same time, these new methodologies are absolutely necessary to cope with the increasing availability of "big data", whether genomic, phenotypic or population-based. Practitioners in healthcare often feel that they are overwhelmed about not only new technologies but also "big data" that they are not ready for use at work. Bridging knowledge gaps between advancing technologies for use in healthcare and understanding people in healthcare is a critical role of "informationist" who will drive these important challenges. With this context, this course content is designed to meet the health informatics learning objectives for healthcare professionals whose work is extensively involved in work with health information in various settings in medicine.

Course prerequisites

- Not Required

Course objectives

- Describe trends and best practices in informatics for the organization of biomedical and health information.
- Develop protocols utilizing management of information using computer technology.
- Describe the effects of technology on medical research, education, and patient care.
- Describe the essential functions of the electronic health record (EHR) and the barriers to secondary use of EHR data for research.
- Explain the role that health information technology standards have on the interoperability of clinical systems, including health IT messaging.
- Access patient information using quality checks via electronic clinical data warehouse.
- Retrieve medical knowledge through literature searches using advanced electronic techniques.
- Develop understanding of pros and cons of evidence-based medicine and evaluate different levels of evidences for use in clinical practice guideline.
- Discuss major informatics application areas such as direct patient care informatics and support service informatics.
- Discuss the role of bioinformatics in the study design and analyses of high dimensional data in areas, such as genotypic and phenotypic genomics.

Public Health Competencies for Statistics and Informatics

(Note: this statement is required for CPH students.)

- **8.** Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- **G. 10.** Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- **K. 3.** Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- **K. 6.** Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- **K. 8.** Use information technology to access, evaluate, and interpret public health data.
- **K. 9.** Use informatics methods and resources as strategic tools to promote public health.
- **K. 10.** Use informatics and communication methods to advocate for community public health programs and policies.

Student learning outcomes:

Upon completion of this course, the learner will:

- Define biomedical informatics and its relationship to related fields, such as biomedicine and computer science.
- Describe the opportunities and challenges of using electronic health record for translational and clinical research
- Demonstrate the use open source tools to indexing and retrieve documents,
- Describe common medical terminologies, their importance in biomedicine and the use of biomedical information;
- Demonstrate proficient use of biomedical literature databases to retrieve relevant articles in a domain of interest, and
- Describe computational tools and resources genomic and phenotypic research.

Textbooks

- Robert E Hoyt, Nora Bailey, Ann Yoshihashi. *Health Informatics: Practical Guide for Healthcare and Information Technology Professionals* (6th Edition) (July 20, 2014). Publisher: lulu.com. (Ebook ISBN 978-0-9887529-2-4; Paperback ISBN 978-1-304-79110-8)

Communications:

(Reminder! Any official announcements will be posted on Canvas Announcement page).

I can communicate with students between classes in several ways.

- Most frequently asked questions about homework and material availability will be posted to the appropriate Discussion Board. A *Course Q&A* section of the Discussion Board has been created for students to ask each other questions regarding the course in general. Often, simple problems can be resolved by utilizing this mechanism. Professionals constantly interact and collaborate with each other online. This is one place where students can share the expertise or experience they have with the rest of the class.
- There is *Class Café* in the Discussion Board for your free topic postings that are not relevant to the class topics. Please keep your online posting etiquettes when postings. You are an adult and well-educate individual who will become an "informationist" leading digital world with good manners.
- For personal matters, students can directly communicate with me through email at sujinkim@uky.edu. Given that I have other research and service related duties, please understand that it may take up to 48 hours to respond to some emails, although I will try to respond to most before that. If several students have emailed similar concerns, I may try to address these with one email to the entire class.
- Students can communicate with me during office hours (Tuesdays, between 3:30 p.m. and 5:30 p.m.) or by appointment. My office is located in 230G, Multidisciplinary Science Building, 725 Rose Street). You can also reach me at 859-218-0110. However, emailing is better than telephone contact.
- Synchronous conversation by telephone or private online chat through Canvas during my office hours (or by appointment) is also available, if needed. I plan to open AdobeConnect session during the office hours within a couple of weeks. Any of these sessions may be recorded.

Canvas Course Homepage

The Canvas course page is a main tool for this class and you will be required to maintain a stable Internet connection to keep up with the all the relevant course materials and activities. Students should be aware that Canvas keeps records of the dates and times they use various sections of the class page. The following information about course folders is to give you a general understanding of the individual course folder. Please consult with me or UK Canvas Student Help and Support at <https://www.uky.edu/canvas/>

Announcements

These appear first whenever the student logs into the class site. Important and official announcements may appear at any time during the course and students should log in at least every other day. As a complementary way to reach you, the announcement messages will be sent to you via the email address which you are registered with Canvas.

About this course

This is where you find a guideline to the course. You can find a general overview of the class, structure, etc.

Syllabus

One can find course syllabus and the course related materials here. (Note: If any updates, a version info and modified date will be noted.)

Faculty Information

This link includes my contact information. My personal homepage is also linked for your reference about my teaching, research, and project details.

Course Contents

This section of the course site contains documents and folders of lecture slides, readings, web links, and other materials. Lecture notes/slides for each week will be provided either in Microsoft PowerPoint slides (MHTML) format or in PDF format for your convenience. Some of the lecture slides will contain voice-recorded PPTX files.

Assignments

This link will provide you assignment instructions and links to Assignment Drop folder. Due dates are given in the Course Calendar pages in the syllabus. The individual links are for you to deposit all of your assignments. Your assignments MUST have your name in both filename and the document itself (preferably in the header or footer), if you want full credit for your work. For instance, one can see that a file named SujinKimExercise1.docx is a student, Sujin Kim's exercise 1. I have no idea who turns in an assignment file labeled "Assignment 1.docx".

Discussions

Weekly discussion topics will be posted based on each week's topic. Please follow the instruction given in the topic description. (Note: Your discussion grading will be based on your active participation.)

MyGrades

Under the link to Tools, you can see **My Grades** where I will post your grades. Note that each assignment is weighted. For example, if an assignment is weighted at 10%, it will contribute 10 points to your final grade if you get 100% of it right, and 9 points if you get 90%, etc. You may want to wait to receive a total grade for an individual assignment until you complete each assignment category. The User Manual is very important. Please use it.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

- Practical Exercises (30 points)
- Class Participation and Discussion (20 points)
- Learning log and evaluation (10 points)
- Term Project (40 points)

(Note: No midterm and final exams will be given in this class.)

The following information is a summary of what you are expected to do for the given assignments. The details will be posted in the course page in Assignment folder at least two weeks prior to due date.

Practical Exercises (30 points)

Five practical exercises (6 points each) will be given to sharpen the knowledge and skills that you have learned in the class. Guidelines will be distributed at least two weeks prior to the class.

Discussion/Participation (20 points)

10 weekly discussion topics will be posted on the Discussion page, and active participation is required. You are to participate weekly in the Discussion board by answering to the given topics or replying to the given topic.

Learning logs and Evaluation Essay (10 points)

You are to include an overall review of your learning experience twice a semester (dates are given in the course calendar below). For the learning evaluation essay part, the act of stepping outside yourself and examining your thoughts and your work is a valuable habit to cultivate as you prepare yourself for life-long learning. I want you to reflect on your learning during the semester. At minimum, your essay should be two double-spaced pages (no more than 1000 words). You will be given an Assignment Drop link in Blackboard's Assignment folder.

Term Project (40 points)

Each person will be assigned to further investigate on one of the class topics. Your main job is to create a resource link using one of social media technologies (such as Wiki, blog, personal webpage, etc.) that contains a systematically organized collection of resources for the assigned topic. Your topic should be approved by me, and I will post more detailed instruction about this project by the first week of March.

Grade Scale

Points	Letter grade
100-90	A
89-80	B
79-70	C
0-69	E

Instructor expectations

1. I expect you to log into course homepage to access course announcement, course information, assignment submission, and communication with your fellow classmates on a regular basis (at least three times a week).
2. The class components are highly interrelated; missing a class lesson will detract from the learning potential of subsequent sessions.
3. I expect you to be prepared to begin work at the scheduled starting time for each session. Every Wednesdays, you will be notified a new posting for individual lecture notes which will summarize each week's lesson. I expect you to review the lecture notes to prepare your given class activities.
4. Reading a textbook chapter and recommended readings for further studies will prepare you to participate in the assigned class activities such as exercises, discussion, and learning logs and evaluation.
5. I expect you to actively participate in the discussions. This is not the type of class where you can sit back and read online postings.
6. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The UK Writing Center is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
7. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
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5/6 Wed	Final Project Presentation		

Ellis, Janie

From: Ett, Joanie M
Sent: Tuesday, March 01, 2016 1:36 PM
To: Ellis, Janie
Cc: Buntin, William J
Subject: FW: LIS 539DL - UGC review

Hi Janie,

LIS 539 was approved by the UGC and sent to your office on 1/12/16 (it had skipped the UGC level in eCATS, so you and I were communicating about it through email). Do you have any updates for Will Buntin (cc'd) about the Senate Council's review of the course?

Thanks!
Joanie

From: Will Buntin [mailto:wbuntinuk@gmail.com]
Sent: Tuesday, March 01, 2016 12:27 PM
To: Ett, Joanie M
Subject: Re: LIS 539DL - UGC review

Hi Joanie. Can you check on this course for me?

Will Buntin

Assistant Director [School of Information Science](#) University of Kentucky
Follow UK Information Science: [Facebook](#) * [Twitter](#) * [YouTube](#)

On Wed, Jan 20, 2016 at 10:01 AM, Ett, Joanie M <joanie.ett-mims@uky.edu> wrote:

Thank you! I have already sent the course to Senate Council, so I will let that office know that an updated syllabus is in eCATS.

Joanie Ett-Mims

Undergraduate Education

University of Kentucky

230 McVey Hall

Lexington, KY 40506-0045

(859)257-9039 Phone

joanie.ett-mims@uky.edu

From: Will Buntin [mailto:wbuntinuk@gmail.com]

Sent: Wednesday, January 20, 2016 9:20 AM

To: Ett, Joanie M

Subject: Re: LIS 539DL - UGC review

Joanie, I don't know if this is too late, but I uploaded a new syllabus 012016 LIS 629 Syllabus.pdf just now. There are some blank spaces in the document, but I'm editing a PDF file so I'm limited in how pretty I can make it. I did remove Blackboard references and the sections you mention in your email.

Will Buntin

Assistant Director Administration and Enrollment Planning

School of Information Science

University of Kentucky

319 Little Library Building Lexington, Kentucky 40506-0224

Follow UK Information Science: [Facebook](#) * [Twitter](#) * [YouTube](#)

On Tue, Jan 12, 2016 at 9:03 AM, Ett, Joanie M <joanie.ett-mims@uky.edu> wrote:

Good morning Will,

The UGC voted to approve LIS 539DL, and I'll be sending it on the next level later today for approval there. There were two comments related to the syllabus that I wanted to pass along to you:

-The syllabus states that the course homepage is on Canvas, but there are still references to Blackboard throughout. A "find and replace" to update the Blackboard references to Canvas should take care of it.

-The suggestion was made to remove the following text on pg. 6 of the syllabus:

Academic Honesty

Section replaced with updated text at end of document

Academic Accommodations Due to Disability

Section replaced with updated text at end of document

Excused absences

Section replaced with updated text at end of document

Or, just insert the boilerplate policies on pg. 6 instead of at the end of the syllabus.

If you can make these changes and upload a revised syllabus, it may prevent the same requests being made at the next level.

Thanks for your help!

Joanie

From: Will Buntin [<mailto:wbuntinuk@gmail.com>]
Sent: Tuesday, November 24, 2015 2:22 PM
To: Ett, Joanie M
Subject: Re: LIS 539DL - UGC review

Hi Joanie. It took me longer to take care of but a revised syllabus (with a brief explanation) has now been uploaded to eCats. I'm also attaching it to this email FYI.

Thanks,

Will

Will Buntin

Assistant Director Administration and Enrollment Planning

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On Fri, Nov 20, 2015 at 3:12 PM, Ett, Joanie M <joanie.ett-mims@uky.edu> wrote:

Good afternoon Will,

The Undergraduate Council reviewed the course change request for LIS 539DL (“Introduction to Medical Informatics”) and voted to approve it, pending a couple of requests:

- The references in the syllabus to Blackboard should be updated to Canvas, since that will be the new Learning Management System in place next year.

- Please clarify the number of points that will be assigned to each Practical Exercise. Also, explain specifically how Discussion/Participation points will be earned/deducted.
- The Senate has revised the Excused Absences, Academic Integrity, and Accommodations Due to Disability policies, and these should all be updated on the syllabus (see attached syllabus template).
- Also, since the proposed change is to make this a 600-level course, the council requested a brief rationale for that change.

If you could have these requests addressed, I will send any revisions to the UGC for review.

Thanks for your help!

Joanie

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