



Rowan College
at
BURLINGTON COUNTY

HEALTH INFORMATION TECHNOLOGY

CODE: HIT 229

TITLE: Health IT Project Management

DIVISION: Health Sciences

COURSE DESCRIPTION: This course provides an understanding of project management tools and techniques that result in the ability to create and follow a project management plan. This course develops the skills necessary to communicate effectively across the full range of roles that will be encountered in healthcare and public health settings. It helps prepare students for leadership roles, principles of leadership and effective management of teams with emphasis on the leadership modes and styles best suited to IT deployment.

PREREQUISITE: HIT 105, HIT 120, HIT 121

CREDITS: 4 cr.

REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):

Click on the bookstore for the supplies which you are attending each class.

Rcbc.edu/bookstore

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Demonstrate key elements and appropriate behaviors of health IT customer service including core elements of effective written and oral communication with emphasis on ethical and cultural aspects of communication and common techniques used to resolve conflicts.
- Demonstrate working in teams including developing an HIT action plan for a healthcare setting, and effectively communicating with the project team.
- Define leadership traits and theories and recognize leadership's role in information technology (IT) and electronic health record (EHR) project success and project failure.
- Develop a comprehensive project management plan, to include the project scope, project requirements, estimates for project cost, and project schedule.
- Describe appropriate tools and techniques for risk management, quality management, and change management in health IT

GENERAL EDUCATION OUTCOMES IN THIS COURSE:

Written and Oral Communication: Communication	<p>* Students will logically and persuasively support their points of view or findings.</p> <p>* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.</p> <p>* Students will conduct investigative research which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation.</p>
Quantitative Knowledge and Skills: Mathematics	<p>* Students will analyze data to solve problems utilizing appropriate mathematical concepts.</p>
Scientific Knowledge and Reasoning: Science	<p>* Students will understand and employ the scientific method of inquiry to draw conclusions based on verifiable evidence.</p>
Technological Competency or Information Literacy: Technology	<p>* Students will use critical thinking skills for computer-based access, analysis, and presentation of information.</p> <p>* Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.</p>
Ethical Reasoning and Action	<p>* Students will take a position on an ethical issue or a situation and defend it.</p>

CORE COURSE CONTENT:

- Customer Service in Healthcare IT
- Professional Behavior in the Healthcare Environment
- Overview of Communication Relevant to Health IT
- Key Elements of Effective Communication
- Regulatory Issues: HIPAA and Standard Precautions
- Team and Small Group Communication
- Conflict Resolution
- Ethical and Cultural Issues Related to Communication and Customer Service
- Personal Communications and Professionalism
- Health IT Teams: Examples and Characteristics

- Forming and Developing a Team for HIT
- Initial Tools for Teaming: Ground Rules & Action Plans for HIT Team
- Team Strategies and Tools to Enhance Performance and Patient Safety: TeamSTEPPS
- Leveraging Integration Techniques: Power of HIT Team Dynamics
- Articulating Feedback and Feedforward: Tracking Success and Change
- Leadership: All Members as Leaders – Leaderful Teams
- Sharing Resources and Information: Tools to Optimize Performance of HIT Teams
- Positioning for High Performance Teaming: Challenges and Opportunities in the HIT Environment
- Barriers to Success: Reading Early Warning Signs of HIT Team Failure
- Life Cycle of HIT Teams: Reforming and Repositioning Techniques
- Introduction to Leadership
- The Management and Leadership Distinction
- Key Concepts Associated with Leadership
- Effective and Ineffective Leaders
- Overview of the IT Strategic Planning Process
- Achieving External Alignment
- Purchasing and Contracting
- Change Management
- Overview of Health IT Projects
- Project Life Cycles
- Project Selection and Initiation
- Project Planning Overview
- Managing Project Scope
- Managing Project Time, Cost, and Procurements
- Managing Project Risk
- Team Management and Communications
- Project Monitoring and Control
- Quality Management
- Project Closure and Transition

COURSE ACTIVITIES:

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

- ▶ Speaking assignments: students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- ▶ Simulation activities: Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ Case Studies: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- ▶ Speakers: Representatives from various related fields may be invited to speak.
- ▶ Videos: Related topics will provide impetus for discussion.

EDUCATIONAL TECHNOLOGY:

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

STUDENT EVALUATIONS:

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

GRADING STANDARD:

- A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+ Mastery of essential elements and related concepts, showing higher level understanding.
- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

COLLEGE POLICIES:

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: www.rcbc.edu/studentsupport

ADDITIONAL SUPPORT/LABS:

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling

- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising www.rcbc.edu/advising
Student Support Counseling www.rcbc.edu/counseling
Transfer Center www.rcbc.edu/transfer

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at www.rcbc.edu/tutoring

Annual Review 2017

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