

Health Informatics Seminar Series (CHIP 770)

Spring 2023

University of North Carolina at Chapel Hill

Day/Time: Wednesdays, 4:00-5:00 pm ET

Location: Class sessions in Murphey Hall, Room 115
Seminars are all online and recorded for later viewing

Faculty:

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Adjunct Assistant Professor, SPH

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Get Connected!

While the age of social media should give us pause when putting our information online, you may still want to use one platform to help with your career advancement: [LinkedIn](#). I suggest that each student develop a professional profile on that platform since many organizations use it when recruiting. When you are actively looking for a new job, it can help by raising your professional visibility, especially if you post your own thoughts and professional experiences there.

Please feel free to connect with me: [Dave on LinkedIn](#)

Office Hours:

Generally available in person at 3:30 pm on course seminar days or online by appointment.

Course Websites

1. [Canvas](#)
2. [Duke Informatics Seminars](#)

Seminars begin as scheduled on Wednesdays at 4PM ET.

Join at this meeting

link: <https://duke.zoom.us/j/2186100752?pwd=V21yelR5TS84TXRaKzZEYktYaGE4UT09>

Meeting number (access code): 218 610 0752, Meeting password: 950986Target Audience:

Students in programs at the master's, doctoral, and post-baccalaureate certificate level interested in health informatics practice and research.

Prerequisites:

Admission to a post-baccalaureate certificate or graduate program in a health informatics-related field (e.g., Information and Library Science, Medicine, Nursing, Pharmacy, Public Health), or with instructor permission.

Course Description:

The course focuses on developing an understanding of current and future directions for the use of information technology to improve the health and health care of patients in the U.S. health system and beyond. Students in this course participate in the [Joint Health Informatics Seminar Presentation Series](#), which is sponsored by Duke Center for Health Informatics, the Carolina Health Informatics Program (CHIP), NCCU, UNC-Charlotte, ECU, and Wake Forest. This series explores key areas in Health Informatics and includes research results, overview of programs of research (both basic and applied), and evaluative projects. Speakers with extensive informatics experience and knowledge from both academia and industry present their work and engage in scholarly discussions during a question-and-answer period.

Informatic Seminars

Current and past seminar talks are available at: <https://medschool.duke.edu/education/health-professions-education-programs/duke-center-health-informatics/informatics-4>

If you are interested in earlier seminars, look for the menu item, “Informatics Research Seminars” and the link to “Previous Informatics Research Seminars.”

Course Goals and Key Learning Objectives

The goal of this course is to introduce students to ongoing cutting-edge research, development, and innovations in health informatics as well as to add to their basic understanding of the area. At the completion of this course, students will be able to:

- Describe current research initiatives in health informatics.
- Understand the challenges involved in applying health information technology in health care settings.
- Discuss key aspects of successful health informatics implementations.
- Ability to disseminate information and concisely articulate key takeaways.

Course Requirements

- **UNC Honor Code Pledge (2%):** Students will read and note in the assignment that they accept to obey the UNC Honor Code.
- **Introductory Post (8%):** Students will create a Forum post of up to 200 words or a Panopto video of less than 3 minutes, introducing themselves to the class. Students will respond, substantively, to 2 other students’ introductory posts. (6% for intro, 2% for responses)
- **Seminar Paragraphs (60%):** Students are strongly encouraged to attend the live-stream seminar sessions because that is the only opportunity to pose questions to the presenters. Nevertheless, it is acceptable to view the recorded stream later. Because these are hosted by Duke University, they will be streamed via their Zoom system, so check your connections and configuration in advance.
 - Students will choose up to 6 seminars that are of greatest interest and write a post in the Forum in plain language of up to 200 words, summarizing the significant parts of the seminar

and how it is of interest to you. Assume that your audience is not an expert in health informatics, so briefly explain any technical points.

- Post paragraphs as replies in the Discussions under the appropriate week on Canvas. These posts should reflect your enthusiasm for health informatics and show that you can communicate both technical information and your enthusiasm to an audience without health informatics experience. *The Discussions will open on the day of the seminar and will remain open for only two weeks (14 days). Do not wait until the end of the semester to fulfill this assignment.*
- **Seminar Discussion (15%):** Post a concise but respectful and thoughtful comment of up to 100 words on one other student's paragraph *each week* during the semester for a total of **at least 10 comments**. In the response, state what you found interesting about the topic and why you resonate with the topic. Feel free to pose questions that were not treated during the presentation. Other students may respond to those posted questions.
- **Personal Statement (15%):** Students will write a personal statement of up to 300 words that describes your future area of study or career plans and how this seminar series influenced you.

Recommended Readings and Related Websites

Students are encouraged to explore health informatics topics for the class presentation requirement and based on topics of interest that are presented in the seminar series. There are no required texts or readings, but good sources of health informatics literature are listed here.

Health Informatics Journals

- Journal of the American Medical Informatics Association
- AMIA Annual Symposium Proceedings
- Applied Clinical Informatics
- BMC Medical Informatics and Decision Making
- Journal of Biomedical Informatics
- Computers, Informatics, Nursing
- JMIR Medical Informatics

Evaluation of Student Performance and Grading Scale

Students will be evaluated for course grades as follows:

Item	Weighting (% Grade)	Description
UNC Honor Code	2% of grade	Commit to abide by the UNC Honor Code.
Introductory Posts	8% of grade	Introductory posts (video or text) with two responses of substance to other student's posts.
Seminar Paragraphs	60% of grade	6 lecture paragraph posts to the Forum
Seminar Discussion	15% of grade	10 posts in the Forum offering concise comments on one other student's seminar paragraph
Personal Statement	15% of grade	Submit a personal professional statement based on the seminars and discussions of the course
TOTAL	100%	

Based on the current UNC grading scales, the following grades and corresponding numeric ranges are applicable.

Grading Scales

Graduate Grading Scale	
95-100	H
80-94	P
70-79	L
<69	F

Undergraduate Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

UNC Honor Code

As a condition of joining the Carolina community, Carolina students pledge “not to lie, cheat, or steal” and to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina’s campus. This commitment to academic integrity, ethical behavior, personal responsibility and civil discourse exemplifies the “Carolina Way,” and this commitment is codified in both the University’s Honor Code and in other University student conduct-related policies. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Goto their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn

more. (source: *Student Safety and Wellness Proposal for EPC, Sep 2018*)

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.