SCHOOL OF CONTINUING STUDIES

NORTHWESTERN UNIVERSITY

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Office Hours & Availability: Office Hours for Prof. Lindgren will be held on Mondays at 7pm CT in our Adobe classroom almost every week of the quarter where we do not have a synch session. There also will be an Instructor's Q&A Forum on the Blackboard Discussion Board for easy access to the Instructor for questions or concerns of general interest to the class. Otherwise, feel free to call or email the Instructor directly with more individual student questions or concerns.

Course Description

This course addresses the legal, ethical, and social issues in health care informatics and equips students with the knowledge they need to spot key issues and potential liability, thereby better protecting students and their employers in the medical informatics field. The health care industry is dynamic, rapidly evolving, and highly regulated, and this course covers regulatory requirements that impact health care data and information management systems. The course explores Health Insurance Portability and Accountability Act privacy and security, fraud and abuse, confidentiality, disclosure, antitrust and intellectual property implications, and the roles of both government and quasi government bodies in shaping health information technology as a driver of health care services delivery and financing.

Text

None. Students are given selected course readings, as well as significant additional customized course content which was created by the Instructor and posted on Blackboard under Course Content.

Software. None.

Prerequisites. None. No previous background in law or medical ethics is necessary.

Learning Goals

The goals of this course are to:
- Prepare for impacts of a fundamental paradigm shift from provider-focused to patient-centered health information technology (HIT) implementation, management, and use.
- Develop organizational strategies that balance the underlying competing interests and ethical principles inherent in HIT.
- Analyze the ways government and quasi government bodies shape HIT regulatory policies.
- Integrate U.S. federal and state government requirements for data privacy, confidentiality, and security in compliant organizational policies and procedures.
- Recognize potential legal issues to enable risk assessment and protect the organization from legal liability.
- Compare and contrast key societal norms, HIT implementation, sustainability, and regulatory frameworks in the United States and other countries.
- Propose the potential for HIT to drive efficiency, access, and quality improvement for public health.

Evaluation. Students will be evaluated by:
1) Projects: 80%
2) Class participation (20%), including thoughtful comments on the Discussion Board (especially in issue-spotting exercises), and involvement in our course materials as documented by students' regular access to Course Content (for example, if BBoard's data analytics show the Instructor you never read the Learning Guide for week 5, Class Participation points will be deducted). Since student attendance at office hours and synch sessions is optional, thoughtful student participation in those classes may result in extra credit.

MMI 407 Course Projects: Each student will complete three (3) projects during the course, with more information to be provided at the first class, and full details under the Assignments tab on Blackboard:

1. Public Comment on a Proposed HIT Regulatory Initiative **(Due end of Week 3)**:
Each student to individually choose a currently proposed HIT regulation and write a Public Comment Letter to the appropriate government agency which demonstrates your knowledge of how to influence and impact a proposed federal regulation, as well as how to participate effectively in the governmental administrative rule-making and regulatory process by soliciting feedback from stakeholders, and analyzing and providing public comment (pro or con) on an aspect of a proposed regulation that affects HIT (25%);

2. Group Case Study on Data Privacy/Security (individual student paper) **(Due end of Week 6)**:
Participate in a Group project (Groups pre-assigned by the Instructor to insure diversity), using a case study provided to each Group. After the Group researches and brainstorms the issue-spotting exercise, the deliverable is a paper written by each individual member of the Group which summarizes the privacy/security issues both the Group and the student researched and found in the assigned case study. Each Group member is also expected to fill out a Peer Assessment Form. (paper + form=25%); and

3. Individual Research Paper **(Due end of Week 10)**:
Write a research paper that presents a detailed, forward-thinking proposal to improve upon some aspect of the legal regulation of healthcare, medical data and/or information management systems, including taking a critical look at the relevant history of that legal issue, the current state, and most importantly the future state as envisioned by the student (30%).

Grading Scale:

A	95-100
A-	90-94
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
F	below 70

Discussion Board Etiquette
The purpose of the discussion boards is to allow students to freely exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. While active and frequent participation is encouraged, cluttering a discussion board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Frequency is not unimportant, but content of the message is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism.

Proctored Assessment. None. There will be no formal exams in MMI 407.

Attendance
This course will meet at 7pm CT on Monday evenings of most weeks during the quarter, either in one of the 3 formal synch sessions, or as Office Hours. All course goals, session learning objectives, and

assessments are supported through classroom elements that can be accessed at any time. To measure class participation (or attendance), your participation in threaded discussion boards is required, graded, and important to your success in this class. Please note that any scheduled Office Hours, synchronous sessions or "live" class meetings are considered supplemental and optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation.

Late Work

Late assignments receive a 10% point deduction for each day, or part of a day, it is late if not posted by 11:55 p.m. central time on the Sunday it is due. Assignments more than three days late will not be accepted, i.e. after 11:55 p.m. central time on the Wednesday after the Sunday night due date. Technology issues are not considered valid grounds for late assignment submission. In the event of a university server outage, students should submit assignments as soon as systems are restored. Assignments submitted after the last day of class will not be accepted.

Learning Groups

Learning Groups are utilized in Assignment #2 in this MMI 407 course.

Academic Integrity at Northwestern

Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University Web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., using material from readings without citing or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply.

For more information, visit <www.scs.northwestern.edu/student/issues/academic_integrity.cfm>. Plagiarism is one form of academic dishonesty. Students can familiarize themselves with the definition and examples of plagiarism, by visiting <www.northwestern.edu/uacc/plagiar.html>. A myriad of other sources can be found online.

All assignments in this course are required to be submitted through SafeAssign, a plagiarism detection and education tool. You can find an explanation of the tool at <http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work>. In brief, SafeAssign compares the submitted assignment to millions of documents in large databases. It then generates a report showing the extent to which text within a paper is similar to pre-existing sources. The user can see how or whether the flagged text is appropriately cited. SafeAssign also returns a percentage score, indicating the percentage of the submitted paper that is similar or identical to pre-existing sources. High scores are not necessarily bad, nor do they necessarily indicate plagiarism, since the score does not take into account how or whether material is cited. If a paper consisted of one long quote that was cited appropriately, it would score 100%. This would not be plagiarism, due to the appropriate citation. However, submitting one long quote would probably be a poor paper. Low scores are not necessarily good, nor do they necessarily indicate a lack of plagiarism. If a 50-page paper contained all original material, except for one short quote that was not cited, it might score around 1%. But, not citing a quotation is still plagiarism.

SafeAssign includes an option in which the student can submit a paper and see the resultant report before submitting a final copy to the instructor. This ideally will help students better understand and avoid plagiarism.

Other Processes and Policies

Please refer to your SCS student handbook at <www.scs.northwestern.edu/grad/information/handbook.cfm> for additional course and program processes and policies.

Course Schedule: Fall 2012

Important Note: *Changes may occur to the syllabus at the instructor's discretion.*
When changes are made, students will be notified via an announcement on Blackboard.

Session 1

Learning Objectives
After this session, the student will be able to:
- Describe a rapidly evolving, patient-centered social landscape in the United States and its impact on growing implementation of HIT.
- Interpret data detailing the costs, performance, and outcomes of current health care delivery and financing systems in the United States.
- Analyze health care costs, supply, and demand as elements of a potential perfect storm driving HIT policy in the United States.
- Compare and contrast global commonalities and differences in health care delivery and assess how the U.S. HIT landscape compares with other nations.

Course Content
Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 1 LEARNING GUIDE: The HIT Regulatory Rulemaking Process

PROFESSOR KARIN LINDGREN'S SLIDE DECK: "Course Introduction and The HIT Regulatory Rulemaking Process" (to be posted immediately after our Synch Session #1)

Bureau of International Information Programs, United States Department of State, "Outline of the U.S. Legal System" (2004) Retrieved from: http://www.america.gov/media/pdf/books/legalotln.pdf#popup. Read pp. 1-17, 84-89.

White House Executive order (January 18, 2011). *Improving Regulation and Regulatory Review - Executive Order.* Available at: http://www.whitehouse.gov/the-press-office/2011/01/18/improving-regulation-and-regulatory-review-executive-order
ICF Consulting, The Reg Map. Available for review at: http://www.reginfo.gov/public/reginfo/Regmap/regmap.pdf.

Watch a 4-minute YouTube video from Regulations.gov with instructions on how to make a comment on a proposed regulation. Available at: http://www.youtube.com/watch?feature=player_embedded&v=Jodp_uykoNQ

Coglianese, Cary, et al, "Transparency and Public Participation in the Rulemaking Process." University of PA Law School (2008). Read pp. v-vii and 1-8. Available at: http://www.hks.harvard.edu/hepg/Papers/transparencyReport.pdf

Discussion Board
Each session you are required to participate in the session-specific discussion board forum. Your participation is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
Your Project #1, Public Comment Letter on a Proposed HIT Regulatory Initiative, is due week 3, on **Sunday, October 21, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session
Our 1st of 3 synch sessions is scheduled for **Monday, October 1, 2012** at 7:00 p.m. (central time).

Session 2

Learning Objectives
 After this session, the student will be able to:
- Discuss how common ethical principles come into play in the daily health care enterprise.
- Illustrate how competing interests create recurring ethical dilemmas in health care.

Course Content
 Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 2 LEARNING GUIDE: Ethical Issues for the Medical Informaticist

Goodman KW, Berner ES, Dente MA, et al. *Challenges in ethics, safety, best practices, and oversight regarding HIT vendors, their customers, and patients: a report of an AMIA special task force* J Am Med Inform Assoc (2010). Available at: http://jamia.bmj.com/content/early/2010/11/10/jamia.2010.008946.full

Code of Ethics for Health Information Professionals. Available at: http://www.imia-medinfo.org/new2/pubdocs/Ethics_Eng.pdf

Groen, Mahootian, & Goldstein, "*Medical Informatics: Emerging Technologies, 'Open' EHR Systems, and Ethics in the 21st Century*" (2008) retrieved from http://www.shepherd.edu/surc/ groen%20profile.htm (Open Publication License) **READ CHAPTERS 1 AND 2 ONLY!**

Berwick, D., Davidoff, F., Hiatt, H. & Smith, R. (2001). Refining and implementing the Tavistock principles for everybody in health care. *British Medical Journal, 323*/7313. doi: 10.1136/bmj.323.7313.616

Discussion Board
 Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
 Your Project #1, Public Comment Letter on a Proposed HIT Regulatory Initiative, is due week 3, on Sunday**, October 21, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session
 Prof. Lindgren will host Office Hours in our MMI 407 Adobe virtual classroom on **Monday, October 8, 2012** from 7-8pm (central time).

Session 3

Learning Objectives
    After this session, the student will be able to:
- Distinguish among the roles, authority, and influence of the legislative, executive, and judicial government branches in shaping HIT regulatory policy at the state and federal levels.
- Articulate the spheres of influence and regulatory activities of key government regulatory agencies.
- Determine how state data protection laws, regulations, and expanded authority of states' attorneys general under the HITECH Act intersect with federal regulation of HIT.
- Integrate the roles and influence of quasi-government bodies in the HIT regulatory scheme.

Course Content
    Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 3 LEARNING GUIDE: Selected Legal Concepts Critical for a Medical Informaticist: Compliance, Fraud & Abuse, etc.

PROFESSOR KARIN LINDGREN'S SLIDE DECK on Fraud & Abuse for the Medical Informaticist (including False Claims, Anti-Kickback and Physician Self-Referral (Stark)), and Compliance in Informatics (including Accountability, Conflicts of Interest, Disclosure & Transparency)

 Rahul Narula and Jamie Schreiber. "Health Law 101: Health Care Fraud and Abuse." Health Law Monitor Spring 2008, Volume XII Number 1.
 http://www.reedsmith.com/_db/_documents/0806hlm.pdf

Health Law Section of the American Bar Association white paper, "Stark and Anti-Kickback Protection for e-Prescribing and EHRs" (2005). Available at: http://www.wachler.com/CM/Publications/stark-and-anti-kickback-protection-for-e-prescribing.pdf. Read pp. 1-8.

Discussion Board
    Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
    Your Project #1, Public Comment Letter on a Proposed HIT Regulatory Initiative, is due week 3, on **Sunday, October 21, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session
    Prof. Lindgren will host Office Hours in our MMI 407 Adobe virtual classroom on **Monday, October 15, 2012** from 7-8pm (central time).

Session 4

Learning Objectives
   After this session, the student will be able to:
- Compare and contrast the prevalent privacy norm in the United States with differing norms of other nations.
- Investigate regulatory action taken to resolve ethical dilemmas related to patient privacy and confidentiality of personal health information (PHI).
- Debate whether the HIPAA Privacy Rule's reach to business associates and breach notification requirements as amended by the 2009 HITECH Act effectively resolves operational and ethical dilemmas.
- Distinguish between PHI disclosures that require patient consent and those that are permitted without consent to facilitate treatment, payment, or operations.
- Identify entities covered by the Federal Trade Commission Health Breach Notification Rule.
- Analyze a compliance framework that safeguards data privacy, identifies triggers and details a plan of action in case of breach.

Course Content
   Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 4 LEARNING GUIDE: Patient Data Confidentiality & Security

PROFESSOR KARIN LINDGREN'S SLIDE DECK: Healthcare Data: Privacy & Confidentiality Issues in Medical Informatics (With Focus on the HIPAA Privacy Regulations)

Hiller, Janine, et al. "Privacy and Security in the Implementation of HIT (EHRs): U.S. and EU Compared" Vol 17.1. Boston University School of Law, Journal of Science and Technology Law. Available at: http://www.bujostl.org/archives.php and at http://www.bu.edu/law/central/jd/organizations/journals/scitech/volume171/documents/Hiller_Web.pdf.

U.S. Equal Employment Opportunity Commission. (2010). *Genetic information discrimination.* Retrieved from EEOC Web site: http://www.eeoc.gov/laws/types/genetic.cfm

Office of the National Coordinator for Health Information Technology. (2010). *Consumer consent options for electronic health information exchange: Policy considerations and analysis.* Retrieved from ONC Web site: http://healthit.hhs.gov/portal/server.pt/community/healthit_hhs_gov__privacy_and_security/1147

U.S. Department of Health & Human Services. (2011). *Health information privacy: Summary of the HIPAA privacy rule.* Retrieved from the Office for Civil Rights Web site: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html

Richard Sobel. "The HIPAA Paradox: The Privacy Rule That's Not." Hastings Center Report 37, no. 4 (2007): 40-50. Retrieved from: http://www.jstor.org/pss/4625762

Discussion Board
   Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
   Your Project #2, the individual paper resulting from your Group Case Study on Data Privacy/Security, is due week 6, on **Sunday, November 11, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

   NOTE: Your Assignment #3 topic must be cleared with the Instructor by the end of this Week 4.

Sync Session
   Our 2nd of 3 synch sessions is scheduled for **Monday, October 22, 2012** at 7:00 p.m. (central time).

Session 5

Learning Objectives
After this session, the student will be able to:
- Determine the security challenges of portable devices as storage and application platforms.
- Recommend security strategies to safeguard data on portable devices.
- Investigate social networks as a new and unregulated frontier in health information exchange.
- Identify obstacles to securing data on social network platforms.

Course Content
  Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 5 LEARNING GUIDE: Clinical Data Security; Mobile Medical Computing and Social Networking Tools

Guidance for Industry - Cybersecurity for Networked Medical Devices Containing Off-the-Shelf (OTS) Software, issued 2005 and available at:
http://www.fda.gov/MedicalDevices/DeviceRegulationandGuidance/GuidanceDocuments/ucm077812.htm

U.S. Department of Health and Human Services, Food and Drug Administration. (2011, July 21).
Draft guidance for industry and Food and Drug Administration staff—mobile medical applications.
Retrieved from FDA Web site:
http://www.fda.gov/MedicalDevices/DeviceRegulationandGuidance/GuidanceDocuments/ucm2632
80.htm

Mosquera, M. (2011). 8 tactics for mobile data privacy and security. *Government Health IT*. Retrieved from http://www.govhealthit.com/news/providers-embrace-mobile-devices-demands-tougher-privacy-security

American Medical Association (2011). *Professionalism in the use of social media.* Retrieved from American Medical Association Web site: http://www.ama-assn.org/ama/pub/meeting/professionalism-social-media.shtml

Discussion Board
Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
Your Project #2, the individual paper resulting from your Group Case Study on Data Privacy/Security, is due week 6, on **Sunday, November 11, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session
Prof. Lindgren will *NOT* host Office Hours in our MMI 407 Adobe virtual classroom on Monday, October 29, 2012. Experience has shown a live session to be unnecessary this week.

NOTE: During this week 5 (the middle point of our 10-week quarter), our TA will provide each student with the number of his/her posts on our 407 Discussion Board Forums, to-date, to allow the class to gauge their Class Participation level…remember, the Instructor's expectations are 4-5 thoughtful Board posts/week; therefore, 40-50 strong posts per quarter points to an "A" for your Class Participation grade.

Session 6

Learning Objectives

After this session, the student will be able to:
- Debate whether HIT is more commonly used to perpetrate fraud and abuse (as in medical identity theft) or to detect and control fraud and abuse (as in predictive modeling).
- Argue the pros and cons of the Genetic Information Nondiscrimination Act as a model for broader anti-discrimination protections and limits on data access.
- Analyze antitrust implications of health information sharing, including sharing by public and private health insurers.
- Assess the value of public and private sector initiatives intended to lessen administrative burdens, potential liability, and costs related to licensing and use of intellectual property.

Course Content
Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 6 LEARNING GUIDE: More Selected Legal Concepts for the Medical Informaticist: Antitrust and Intellectual Property Law

PROFESSOR KARIN LINDGREN'S SLIDE DECK: "Antitrust Issues and Medical Informatics Activities"

PROFESSOR KARIN LINDGREN'S SLIDE DECK: "Intellectual Property issues in Medical Informatics: Protecting and Defending Proprietary Works"

Karin J. Lindgren, "Summary of Legal Protections Available For Intellectual Property Assets"

Randall E. Kahnke, Kerry L. Bundy. "Clean rooms are not just for kids: How to demonstrate independent development to avoid a trade secret lawsuit." Faegre & Benson LLP, 2008.
http://www.faegre.com/files/12645_Trends%20March%20and%20April%202008.pdf

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Your Project #2, the individual paper resulting from your Group Case Study on Data Privacy/Security, is due week 6, on **Sunday, November 11, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session

Our 3rd of 3 synch sessions is scheduled for **Monday, November 5, 2012** from 7-8pm (central time).

Session 7

Learning Objectives
 After this session, the student will be able to:
- Articulate the role of HIT in furthering evidence-based practice and its potential for improving efficiency and quality of care.
- Weigh the potential for decision support tools to enhance quality improvement against potential challenges and emerging legal issues.

Course Content
 Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 7 LEARNING GUIDE: Legal, Ethical & Social issues in Quality of Care & Patient Safety

Li Zhou, Christine S Soran, Chelsea A Jenter, et al., "The Relationship between Electronic Health Record Use and Quality of Care over Time" *JAMIA* 2009 16: 457-464 Available at: http://www.cs.umbc.edu/~mgrass2/cmsc691/P_The%20Relationship%20Between%20Electronic%20Health%20Record%20Use.pdf. Read pp. 457- 465.

Berner, E.S. Ethical and legal issues in the use of clinical decision support systems. *Journal of Healthcare Information Management*, 16/4, 34-37. Available from Health Information Management Services Society Web site: http://www.himss.org/content/files/jhim/16-4/Section%2012%20-%20Focus2.pdf

Vigoda, M., Callahan Dennis, J. & Dougherty, M. (2008). E-record, e-liability: Addressing medico-legal issues in electronic records. *Journal of the American Health Information Management Association, 79*/10, 48-52. Retrieved from http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_040399.hcsp?dDocName=bok1_040399

Discussion Board
 Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
 Your Project #3, the individual Research Paper, is due week 10, on **Sunday, December 9, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

 NOTE: Sometime this week, the Instructor will post 3-4 sample "A-level" Research Papers from her past 407 classes on our 407 Discussion Board, to give you an idea of what a top Research Paper looks like, and hopefully, to help motivate students to do a great job on this Assignment #3!

Sync Session
 Prof. Lindgren will *NOT* host Office Hours in our MMI 407 Adobe virtual classroom on Monday, November 12, 2012. Experience has shown a live session to be unnecessary this week.

Session 8

Learning Objectives
After this session, the student will be able to:
- Evaluate the viability of the Medicare & Medicaid Electronic Health Records Incentive Programs to drive increased adoption of EHRs.
- Explain the role of HIT in the infrastructures of Affordable Care Organizations and other evolving delivery and financing structures.

Course Content
   Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 8 LEARNING GUIDE: Alternative Care Delivery Models: The Usual & the Unique Legal & Ethical Issues

Viola, A. & Washington, L. (2011). *Accountable care: Implications for managing health information.* Available from American Health Information Management Association AHIMA Thought Leadership Series Web site:
http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_049111.pdf

Berwick, D.M. (2011, March 31). Launching accountable care organizations—the proposed rule for the Medicare Shared Savings Program. *New England Journal of Medicine.* Retrieved from
www.nejm.org/doi/full/10.1056/NEJMp1103602

Discussion Board
Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments
Your Project #3, the individual Research Paper, is due week 10, on **Sunday, December 9, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session
Prof. Lindgren will host Office Hours in our MMI 407 Adobe virtual classroom on **Monday, November 19, 2012** from 7-8pm (central time)…note, this is Thanksgiving week.

Session 9

Learning Objectives

After this session, the student will be able to:

- Predict whether current public and private initiatives to head off a digital divide will adequately distribute the benefits of HIT to underserved and vulnerable populations.
- Identify emerging data management issues involving the collection and use of PHI specific to vulnerable populations.
- Extrapolate changing societal expectations of privacy based on emerging trends in consumers' management of their personal health records, data monitoring, acquisition, and disclosure to unregulated entities.

Course Content
  Online Reading

PROFESSOR KARIN LINDGREN'S WEEK 9 LEARNING GUIDE: Future Legal, Ethical & Social Issues For Informaticists   *(Also known as "Things-that-go-Bump-in-the Night")*

National strategy for trusted identities in cyberspace (2011). *Enhancing online choice, efficiency, security, and privacy.* Washington, D.C.: The White House. Retrieved from
http://www.whitehouse.gov/sites/default/files/rss_viewer/NSTICstrategy_041511.pdf

International strategy for cyberspace. (2011). Washington, D.C.: The White House. Retrieved from
http://www.whitehouse.gov/sites/default/files/rss_viewer/internationalstrategy_cyberspace.pdf

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Your Project #3, the individual Research Paper, is due week 10, on **Sunday, December 9, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session

Prof. Lindgren will host Office Hours in our MMI 407 Adobe virtual classroom on **Monday, November 26, 2012** from 7-8pm (central time).

Session 10

Learning Objectives

After this session, the student will be able to:
- No new learning objectives will be introduced in this session.

Course Content
   Online Reading

No readings or Learning Guide for Session 10…students should spend this last week of the quarter focused completely on finishing up your Research Paper.

Discussion Board

Each session you are required to participate in the session-specific discussion board forum. Your participation in both posting and responding to other students' comments is graded. For this session's discussion topic(s), visit the discussion board in Blackboard.

Assignments

Your Project #3, the individual Research Paper, is due **Sunday, December 9, 2012** at 11:55 p.m. (central time). For more information, click Assignments on the left navigation panel in Blackboard, and scroll to this assignment's item.

Sync Session

No Synch Session and no Office Hours will be held this week, unless prior arrangements are made with the Instructor.