

## I320M: Introduction to Public Health Informatics (28130)

SZB 5.624

Spring 2023

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**CLASS MEETS:** In person; 11:00am-12:30pm every TUE and THU at SZB 5.624 (George I. Sánchez Bldg)

**Instructor:** Dr. John Robert Bautista (Robert)

Office: UTA 5.548

Pronouns: he/him/his

Email: [jrbautista@utexas.edu](mailto:jrbautista@utexas.edu) (via Canvas)

Office hours: via Zoom by appointment

## Course Description

### COURSE DESCRIPTION

Introduction to Public Health Informatics (I320M) provides students with an overview of public health and the information systems used to achieve public health goals (i.e., prevent disease, promote health, and prolong life among the population as a whole). This course is divided into three parts: (1) overview of public health, (2) fundamentals of public health informatics, and (3) public health information systems. Students will learn core concepts of public health informatics through lectures, discussions, quizzes, and individual and group projects. The overall goal of this course is to help students become ethical and competent professionals who can leverage public health informatics to enhance public health outcomes.

### PRE-REQUISITES FOR THE COURSE

Credit for I301 (Introduction to Informatics) and I310M (Introduction to Health Informatics).

### LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Define public health and explain its difference from healthcare.
2. Identify public health information systems and explain its purpose.
3. Explain how public health information systems are used to achieve public health outcomes.
4. Explain how policies influence the implementation of public health information systems.
5. Design and create a dashboard based on open-access public health data.
6. Generate public health insights based on information derived from a public health dashboard.

## How Will You Learn?

### STATEMENT OF LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

### TEACHING MODALITY INFORMATION

We will have an in-person class for this course. Class hours is 11:00am-12:30pm at SZB 5.624 every TUE and THU. It will be split between lecture (TUE) and discussion classes (THU). Discussion classes will be used for class activities and for individual and group work. The composition of individual class meetings will differ somewhat throughout the semester; hence, any changes in the timings and topics are normal.

### COMMUNICATION

The course Canvas site can be found at [utexas.instructure.com](https://utexas.instructure.com). Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

### ASKING FOR HELP

For any questions about the course, please refer to the syllabus first. Other than that, you can message me via Canvas. You can also set up an appointment with me via Zoom if you need a consultation.

### DIVERSITY, EQUITY, AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

### DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have an equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact D&A. Please refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

## Course Requirements and Grading

### GRADING POLICY

This class uses the traditional UT Austin undergraduate grading scale:

| Grade | Range                                   |
|-------|---|
| A     | 94-100%                                 |
| A-    | 90-93%                                  |
| B+    | 87-89%                                  |
| B     | 83-86%                                  |
| B-    | 80-82%                                  |
| C+    | 77-79%                                  |
| C     | 73-76%                                  |
| C-    | 70-72% (minimum for Informatics majors) |
| D+    | 67-69%                                  |
| D     | 63-66%                                  |
| D-    | 60-62%                                  |
| F     | <60%                                    |

Note: Final grading does not happen just by computer calculation. I consider many factors, and so your “Canvas points/%” is only a rough indication of the final grade. Please ask when in doubt.

### DROPPING AND Q-DROPS

If you realize you want to drop this course after the twelfth class day (Jan 25, 2023), you’ll need to execute a Q-drop before Mar 21, 2023. More information about Q-drops:

<https://ugs.utexas.edu/vick/academic/adddrop/qdrop>

Important dates:

- Jan 25, 2023 Last day to drop a class without permission
- Mar 21, 2023 Last day an undergraduate may: Q-drop a class; withdraw; change a class to pass/fail

### REQUIRED MATERIALS

The primary textbook for this course is [Public Health Informatics and Information Systems \(3<sup>rd</sup> ed.\)](#). This book is available online at UT Libraries (downloadable as a whole or per chapter). Discussion materials can be accessed in Canvas.

### REQUIRED DEVICES

You will need a computer capable of accessing the Internet, opening PDF files, and creating documents and presentation slides.

## CLASSROOM EXPECTATIONS

**Class attendance** Ideally, you will be able to attend class every week. However, I understand that there are circumstances that can go out of hand. **Therefore, you are allowed two missed classes without deductions for your attendance and class participation grade.** For example, you can miss a lecture and discussion class in a particular week or two different lectures throughout the semester.

**Class participation** Active participation in the lecture and discussion classes is strongly encouraged. Attendance and participation go hand in hand since it is not enough to just be physically present. Before the class, I hope that you have read and thought about the materials for the week and how they relate to your own personal experience and the previous topics covered in class.

**Behavior expectations** The University of Texas at Austin is committed to the formation and development of an academic community guided fundamentally by the University's core values: Learning, Discovery, Freedom, Leadership, Individual Opportunity, and Responsibility. These core values are central to the University's expectations for student conduct, and community members shall uphold these values through Integrity, Honesty, Trust, Fairness, and Respect toward our Longhorn community. As a member of The University of Texas at Austin community, students accept not only the rights and privileges of membership but also the responsibility to uphold a long and steadfast tradition of excellence. In abiding by the core values of the University and adhering to the tenets of academic integrity, students choose to uphold an Honor Code reflective of a scholarly community devoted to academic and personal success.

The conduct of our student body shall be governed by the University Code of Conduct to promote safety, academic success, and citizenship, with the Student Honor Code reinforcing the aspirational standards of the community as a whole. Read more [here](#) about student discipline and conduct.

## EVALUATION

The course is designed to have a wide range of performance indicators to provide students with many opportunities to demonstrate their knowledge and abilities. The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

| Component  | %          |
|--|------------|
| 1. Attendance and class participation                        | 10         |
| 2. Reflection  | 15         |
| 3. Weekly quiz   | 15         |
| 4. Public health dashboard presentation – due Feb 23 by 11am | 10         |
| 5. Group project   |            |
| 5.1. Proposal – due Mar 26 by 11:59pm                        | 5          |
| 5.2. Draft – due Apr 9 by 11:59pm                            | 10         |
| 5.3. Presentation – due Apr 13 by 11am                       | 10         |
| 5.4. Final report – due Apr 25 by 11:59pm                    | 15         |
| 5.5. Peer evaluation – due Apr 25 by 11:59pm                 | 10         |
| <b>TOTAL</b>   | <b>100</b> |

**Attendance and class participation (10%)** Active participation in the class is strongly encouraged. Attendance and class participation go hand in hand since it is not enough to just be physically present. **You are allowed two missed classes without deductions from your attendance and class participation grade.** It would be best to inform me if you will not be able to attend class. If this is not possible, let me know about it as soon as it is possible just to make sure that you are alright. If you need to miss more than two classes for medical reasons, please work with [Student Emergency Services](#) to excuse your absences through documentation. Moreover, if you will need to be absent due to religious holy day observance, please let me know. Also, you should definitely get in touch with me to talk about how we might limit the impact of absences on your grade.

**Reflection (15%)** Starting week 2, students will prepare and submit to Canvas a reflection piece about the assigned book chapter for that week. You need to discuss two insights that you learned from the assigned reading. Reflections are due in Canvas before the beginning of the TUE lecture class at 11am. The reflection piece should be focused on the required material, at least 100 words long, and should make it clear that you have both read and thought about the assigned material.

|   |  |
|---|--|
| 5 | Used at least 100 words to discuss two insights based on the assigned reading material.  |
| 4 | Used at least 100 words to discuss one insight based on the assigned reading material.   |
| 3 | Used less than 100 words to discuss two insights based on the assigned reading material. |
| 2 | Used less than 100 words to discuss one insight based on the assigned reading material.  |
| 1 | Submitted reflection piece is not relevant to the assigned reading material.             |
| 0 | No submission  |

**Weekly quiz (15%)** A weekly online quiz via Canvas will be available after each lecture class starting in Week 2 (every TUE at 12:30pm). You are given 3 hours to complete the quiz which is due before the start of next week’s lecture class (the following TUE at 11am). The quiz covers the material from the current week and is designed to give you an opportunity of applying that knowledge and give you feedback on any gaps in your knowledge. The quiz is open notes, but I request that you take it on your own and not in collaboration with your classmate(s). Feedback on quizzes will be given each week, and the questions, answers & explanations will also be discussed the following Tuesday. The top 9 (out of 11 total) scores you receive on these quizzes will be counted toward your final grade in the course, the other scores will be dropped.

**Public health dashboard presentation (10%).** Based on an open-access public health dataset provided to the class, you will construct a dashboard using Microsoft Power BI. I will provide guidance as you construct your dashboard. This individual activity will culminate in a class presentation wherein you will be given 1-2 minutes to present the features of your dashboard and one public health insight. The presentation will be evaluated by me and your classmates using this rubric that will be deployed as a Qualtrics survey:

| Criteria                               | Exemplary (4)   | Target (3)  | Acceptable (2)   | Unacceptable (1)   |
|--|---|---|--|--|
| Organization / Clarity                 | Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise                    | Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable            | Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear              | Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear        |
| Delivery of presentation               | Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively | Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately | More volume/ energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved | Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used |
| Visualization objects in the dashboard | Properly used at least 5 visualization objects  | Properly used 3 or 4 visualization objects  | Properly used 2 visualization objects  | Properly used 1 visualization object   |
| Visual appeal of the dashboard         | Excellent visual appeal   | Good visual appeal; There are some areas where the dashboard can be improved  | Acceptable visual appeal; There are several areas where the dashboard can be improved  | Not visually appealing   |

**Group project (50%).** Building on your experience of creating and presenting a dashboard using Microsoft Power BI, this group project aims to provide you with skills on translating public health data into actionable public health insights. Instead of providing you with a dataset, your group will search for your own data. The data needs to be open-access and focuses on a public health issue. One of the outputs for the group project is a report (2,000-2,500 words) that describes the public health issue you are working on, the relevant dataset for that public health issue, the process of constructing your dashboard, and public health insights based on the results of your dashboard. The second output is a 8-10 minute presentation that summarizes your report. Listed below are the general requirements and components of the group project:

*General requirements for the group project*

- Format the paper using APA 7<sup>th</sup> ed. style, in letter size paper, 1” on all sides, Times New Roman, 12 font size, 1.5 spacing, and page number on the top right (no page number on title page).
- All files should be in PDF
- Use Canvas to submit your assignment. Sending via email will not be considered.
- I will deduct 1% for each day that the assignment is late (grade is 15% out of 20% but submitted 2 days late, so 13%).
- I will not accept assignments that are submitted more than 7 days after the due date.
- Deadlines may be adjusted for groups with members that have documented disabilities, health issues, or family emergencies. Please inform me about your situation ASAP.

All sources must be cited in the text with complete citation information in the references section. Using others’ materials or ideas without proper citation and referencing constitutes plagiarism and can lead to academic consequences. Please use APA 7<sup>th</sup> edition style in your citations and references. You can use the [Purdue University OWL](#) guide for guidance in formatting your paper. Additional help can be obtained from [UT’s University Writing Center](#).

I will use Turnitin to check your assignment for plagiarism. Do note that this is just one method to determine whether something is plagiarized. I will seek further clarification from you if needed.

### Group project components

**Proposal (5%).** Provide an overview of your group project by completing these sections (~ 1,000 words):

- Page 1 - A title page that shows your group number, group members, and initial project title. (1%)
- Introduction (1%; ~450 words)
  - Background of the public health issue
  - Briefly describe the dataset(s) that you will use that is relevant to your public health issue
  - Who are the stakeholders that would benefit from your dashboard and why?
- The dataset (1%; ~450 words)
  - Where did you get your dataset (provide a link to the dataset)?
  - Discuss how relevant and recent your dataset is in connection to your public health issue
  - Describe the variables included in the dataset
  - Indicate any issues with the dataset (linking multiple datasets, problems with data cleaning, missing values, etc.)
- Accountability statement (1% ~100 words)
  - Describe each member's role in the group project
- References (1%; excluded from the word count)

**Draft (10%).** In ~1,100 words, provide the following sections:

- Page 1 (1%) - A title page that shows your group number, group members, and initial project name.
- Introduction (2%; ~450 words)
  - Background of the public health issue
  - Briefly describe the dataset(s) that you will use that is relevant to your public health issue
  - Who are the stakeholders that would benefit from your dashboard and why?
- The dataset (2%; ~450 words)
  - Where did you get your dataset (provide a link to the dataset)?
  - Discuss how relevant and recent your dataset is in connection to your public health issue
  - Describe the dataset (format, sampling unit, sample size, variables, etc.)
  - Indicate any issues with the dataset (linking multiple datasets, problems with data cleaning, missing values, etc.)
- The dashboard (2%; ~200 words)
  - Present a draft of the dashboard (screenshot and submit the Power BI file as an attachment)
  - Provide a draft description of the dashboard (interface, features, new variables generated)
- Public health recommendations (2%)
  - List at least 3 public health recommendations based on your dashboard
- References (1%) - excluded from the word count)

**Presentation (10%).** You will have 8-10 min to present your work. You can opt to have one member do the presentation, or each member can cover a section of the presentation. Aside from me, students will use this rubric to evaluate each group's presentation ([source](#)):

| Criteria                               | Exemplary (4)   | Target (3)  | Acceptable (2)   | Unacceptable (1)   |
|--|---|---|--|--|
| Organization / Clarity                 | Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise                    | Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable            | Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear              | Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear        |
| Delivery of presentation               | Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively | Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately | More volume/ energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved | Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used |
| Visualization objects in the dashboard | Properly used at least 5 visualization objects  | Properly used 3 or 4 visualization objects  | Properly used 2 visualization objects  | Properly used 1 visualization object   |
| Visual appeal of the dashboard         | Excellent visual appeal   | Good visual appeal; There are some areas where the dashboard can be improved  | Acceptable visual appeal; There are several areas where the dashboard can be improved  | Not visually appealing   |

Final report (20%). In ~2,100 words (excluding references, tables, figures, footnotes, and appendices), provide the following sections:

- Page 1 - A title page that shows your group number, group members, and initial project name.
- Executive summary (~200 words)
- Introduction (~450 words)
  - Background of the public health issue
  - Briefly describe the dataset(s) that you will use that is relevant to your public health issue
  - Who are the stakeholders that would benefit from your dashboard and why?
- The dataset (~450 words)
  - Where did you get your dataset (provide a link to the dataset)?
  - Discuss how relevant and recent your dataset is in connection to your public health issue
  - Describe the dataset (format, sampling unit, sample size, variables, etc.)
  - Indicate any issues with the dataset (linking multiple datasets, problems with data cleaning, missing values, etc.)
- The dashboard (~200 words)
  - Dashboard (screenshot and submit the Power BI file as an attachment)
  - Provide a draft description of the dashboard (interface, features, new variables generated)
- Public health recommendations (~600 words)
  - Discuss at least 3 public health recommendations based on your dashboard
- Conclusion (~200 words)
  - Summary of your work
  - Future work
- References (excluded from the word count)

This rubric will be used to grade your final report ([source](#)):

| Criteria                               | Exemplary (4)   | Target (3)  | Acceptable (2)   | Unacceptable (1)  |
|--|---|---|--|---|
| Logic and organization                 | Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion. | Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion. | Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions. | Does not develop ideas cogently, uneven, and ineffective overall organization, unclear introduction, or conclusion. |
| Language                               | Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.                                 | Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.   | Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction.  | Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.       |
| Spelling and grammar                   | The writing is essentially error-free in terms of spelling and grammar.   | While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.  | Frequent errors in spelling and grammar distract the reader.   | Writing contains numerous errors in spelling and grammar which interfere with comprehension.                        |
| Development of ideas                   | Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions.          | Supports most ideas with effective examples, references, and details, makes key distinctions.   | Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear.   | Most ideas unsupported, confusion between personal and external evidence, reasoning flawed.                         |
| Visualization objects in the dashboard | Properly used at least 5 visualization objects  | Properly used 3 or 4 visualization objects  | Properly used 2 visualization objects  | Properly used 1 visualization object  |
| Visual appeal of the dashboard         | Excellent visual appeal   | Good visual appeal; There are some areas where the dashboard can be improved  | Acceptable visual appeal; There are several areas where the dashboard can be improved  | Not visually appealing  |



Peer evaluation (10%). Please answer the Qualtrics survey (which will be posted in Canvas) about your peers' performance during the group project. Your grade for this component will be based on your and your peers' evaluations. The following questions will appear in the survey:

- Your estimate of each peer's contribution, including your own (i.e., you, peer 1, peer 2, and so on):  
**1 = poor 2 = fair 3 = good 4 = very good 5 = excellent**
- Any members who were particularly strong, helpful, or enjoyable to work with?
- Any members who were less productive, disruptive, or difficult to work with?
- Any comments, ideas, or advice on how to improve the group project or the course?

## Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at [utexas.instructure.com](https://utexas.instructure.com). Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of the changes with as much advance notice as possible.

| Week   | Topic  |  | Due and Reminders  |
|--|--------|--|--|
| <b>Part 1: Overview of Public Health</b>   |        |  |  |
| 1  | Jan 10 | Course orientation   | <ul style="list-style-type: none"> <li>• Download book PDF (<a href="#">Magnuson &amp; Dixon, 2020</a>)</li> </ul> |
|  | Jan 12 | Introduction to public health  |  |
| Week 1 material <ul style="list-style-type: none"> <li>• CDC. (2021). <i>Introduction to Public Health</i>. <a href="https://www.cdc.gov/training/publichealth101/documents/introduction-to-public-health.pdf">https://www.cdc.gov/training/publichealth101/documents/introduction-to-public-health.pdf</a></li> </ul>   |        |  |  |
| 2  | Jan 17 | Epidemiology   | <ul style="list-style-type: none"> <li>• Week 2 reflection</li> <li>• Week 2 quiz</li> </ul>                       |
|  | Jan 19 | Meet an epidemiologist   |  |
| Week 2 material <ul style="list-style-type: none"> <li>• CDC. (2018). <i>Introduction to Epidemiology</i>. <a href="https://www.cdc.gov/training/publichealth101/documents/introduction-to-epidemiology.pdf">https://www.cdc.gov/training/publichealth101/documents/introduction-to-epidemiology.pdf</a></li> </ul>  |        |  |  |
| 3  | Jan 24 | Public health surveillance   | <ul style="list-style-type: none"> <li>• Week 3 reflection</li> <li>• Week 3 quiz</li> </ul>                       |
|  | Jan 26 | UT Austin COVID-19 Modeling Consortium guest talk & TACC-VisLab Tour |  |
| Week 3 materials <ul style="list-style-type: none"> <li>• CDC. (2018). <i>Introduction to Public Health Surveillance</i>. <a href="https://www.cdc.gov/training/publichealth101/documents/introduction-to-surveillance.pdf">https://www.cdc.gov/training/publichealth101/documents/introduction-to-surveillance.pdf</a></li> <li>• UT Austin COVID-19 Modeling Consortium: <a href="https://covid-19.tacc.utexas.edu/">https://covid-19.tacc.utexas.edu/</a></li> <li>• Texas Advanced Computing Center Visualization Lab (TACC-VisLab): <a href="https://www.tacc.utexas.edu/vislab">https://www.tacc.utexas.edu/vislab</a></li> </ul>  |        |  |  |
| <b>Part 2: Fundamentals of Public Health Informatics</b>   |        |  |  |
| 4  | Jan 31 | Overview of public health informatics                                | <ul style="list-style-type: none"> <li>• Week 4 reflection</li> <li>• Week 4 quiz</li> </ul>                       |
|  | Feb 2  | Introduction to Microsoft Power BI                                   |  |
| Week 4 materials <ul style="list-style-type: none"> <li>• Book chapters 1, 2, and 4</li> <li>• <a href="#">Login to UT Austin "Office 365 Portal" to access Power BI</a> (make sure you are connected to "utexas" wifi network when in UT campus)</li> <li>• Microsoft. (2022). <i>Introduction to Power BI</i>. <a href="https://learn.microsoft.com/en-us/training/modules/introduction-power-bi/">https://learn.microsoft.com/en-us/training/modules/introduction-power-bi/</a></li> <li>• Microsoft. (2022). <i>Get started building with Power BI</i>. <a href="https://learn.microsoft.com/en-us/training/modules/get-started-with-power-bi/">https://learn.microsoft.com/en-us/training/modules/get-started-with-power-bi/</a></li> </ul> |        |  |  |

|   |        |  |   |
|---|--------|--|---|
| 5   | Feb 7  | Data in public health informatics  | <ul style="list-style-type: none"> <li>• Week 5 reflection</li> <li>• Week 5 quiz</li> </ul>  |
|   | Feb 9  | Power BI tutorial  |   |
| <p>Week 5 materials</p> <ul style="list-style-type: none"> <li>• Book chapters 7 and 17</li> <li>• CDC. <i>Data Catalog</i>. <a href="https://data.cdc.gov/browse">https://data.cdc.gov/browse</a></li> <li>• Center for Medicare &amp; Medicaid Services. Search. <a href="https://data.cms.gov/search">https://data.cms.gov/search</a></li> <li>• National Cancer Institute. <i>Public use dataset</i>. <a href="https://hints.cancer.gov/data/download-data.aspx">https://hints.cancer.gov/data/download-data.aspx</a></li> <li>• United States government. <i>Browse</i>. <a href="https://healthdata.gov/browse">https://healthdata.gov/browse</a></li> <li>• United States government. <i>Older Adults Health Data Collection</i>. <a href="https://catalog.data.gov/group/older-adults-health-data">https://catalog.data.gov/group/older-adults-health-data</a></li> </ul> |        |  |   |
| 6   | Feb 14 | Public health information standards, interoperability, and exchange        | <ul style="list-style-type: none"> <li>• Week 6 reflection</li> <li>• Week 6 quiz</li> </ul>  |
|   | Feb 16 | Work on dashboard  |   |
| <p>Week 6 materials</p> <ul style="list-style-type: none"> <li>• Book chapters 8 and 18</li> </ul>  |        |  |   |
| 7   | Feb 21 | Privacy, confidentiality, and security in public health informatics        | <ul style="list-style-type: none"> <li>• Week 7 reflection</li> <li>• Week 7 quiz</li> <li>• <b>Present dashboard to class</b></li> <li>• <b>Form groups for group project</b></li> </ul> |
|   | Feb 23 | Dashboard presentation   |   |
| <p>Week 7 materials</p> <ul style="list-style-type: none"> <li>• Book chapters 9, and 10</li> </ul>   |        |  |   |
| 8   | Feb 28 | Project management in public health informatics                            | <ul style="list-style-type: none"> <li>• Week 8 reflection</li> <li>• Week 8 quiz</li> <li>• <b>1<sup>st</sup> meeting for group project</b></li> </ul>                                   |
|   | Mar 2  | Topic brainstorming  |   |
| <p>Week 8 materials</p> <ul style="list-style-type: none"> <li>• Book chapter 13</li> <li>• CDC (n.d.). <i>About Project Management</i>. <a href="https://www2.cdc.gov/cdcup/library/other/about_pm.htm">https://www2.cdc.gov/cdcup/library/other/about_pm.htm</a></li> </ul>   |        |  |   |
| <b>Part 3: Public Health Information Systems</b>  |        |  |   |
| 9   | Mar 7  | Public health laboratories   | <ul style="list-style-type: none"> <li>• Week 9 reflection</li> <li>• Week 9 quiz</li> </ul>  |
|   | Mar 9  | Propose dataset for group project  |   |
| <p>Week 9 materials</p> <ul style="list-style-type: none"> <li>• Book chapter 15</li> </ul>   |        |  |   |
| 10  | Mar 21 | Disease control and prevention information systems                         | <ul style="list-style-type: none"> <li>• Week 10 reflection</li> <li>• Week 10 quiz</li> <li>• <b>Submit “Proposal” (Mar 26 by 11:59 pm)</b></li> </ul>                                   |
|   | Mar 23 | Work on group project  |   |
| <p>Week 10 materials</p> <ul style="list-style-type: none"> <li>• Book chapter 14</li> </ul>  |        |  |   |
| 11  | Mar 28 | Syndromic surveillance information systems                                 | <ul style="list-style-type: none"> <li>• Week 11 reflection</li> <li>• Week 11 quiz</li> </ul>  |
|   | Mar 30 | Work on group project  |   |
| <p>Week 11 materials</p> <ul style="list-style-type: none"> <li>• Book chapter 16</li> </ul>  |        |  |   |
| 12  | Apr 4  | Public health decision support systems and immunization information system | <ul style="list-style-type: none"> <li>• Week 12 reflection</li> <li>• Week 12 quiz</li> <li>• <b>Submit “Draft” (Apr 9 by 11:59 pm)</b></li> </ul>                                       |
|   | Apr 6  | Work on group project  |   |
| <p>Week 12 materials</p> <ul style="list-style-type: none"> <li>• Book chapter 20</li> </ul>  |        |  |   |
| 13  | Apr 11 | Course synthesis / work on group project                                   | <ul style="list-style-type: none"> <li>• <b>Submit “Presentation slides” (Apr 13 by 11am)</b></li> </ul>  |
|   | Apr 13 | Presentation   |   |
| 14  | Apr 18 | No class (work on group project)   | <ul style="list-style-type: none"> <li>• <b>Submit “Final report” and “Peer evaluation” (Apr 25 by 11:59 pm)</b></li> </ul>   |
|   | Apr 20 | No class (work on group project)   |   |

This class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas page for this class. You will find this tab along the left side navigation in Canvas.

To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/>.

You can find additional information about Lectures Online at: <https://sites.la.utexas.edu/lecturesonline/>.

## Course Policies and Disclosures

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

### GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the UT iSchool Helpdesk:  
[help@ischool.utexas.edu](mailto:help@ischool.utexas.edu)

### CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

### SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor.

Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

### RELIGIOUS HOLY DAYS

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences in race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if provided. If you wish to provide or update your name, that can be done easily on this page, and you can add your pronouns to Canvas.

### LAND ACKNOWLEDGMENT

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa, and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

## University Resources for Students

### COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support, and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983.

### UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care,

a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations, and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

### SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

### STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

## Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

### CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to prioritize their personal well-being.
- UHS provides [symptomatic COVID-19 testing](#) for students. Schedule your appointment by calling 512-471-4955 or online within the [MyUHS patient portal](#). Learn more about [symptomatic COVID-19 testing](#) here.
- Disposable masks are available for students at the William C. Powers, Jr. Student Activity Center and the Texas Union hospitality desks.
- The [exposure action chart](#) offers guidance on what to do if you have been exposed to someone who has COVID-19 or if you test positive. If you experience symptoms, stay home, isolate, and follow instructions for symptomatic in the chart.

- Stay up-to-date on [COVID-19 vaccinations](#) by getting all available boosters when eligible. Vaccines are available through University Health Services.
- Additionally, UHS maintains up-to-date resources on COVID-19, which can be found here: [COVID-19 Information and Resources](#).

### CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

### TITLE IX DISCLOSURE

Beginning January 1, 2022, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). A Case Manager can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

### CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767.

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).