



Health Care Organizations and Informatics

College of Robert D. & Carol Gunn College of Health Sciences & Human Services
NURS 4723
Summer, 2025

Contact Information

Instructor: Stefanie Hoffmann, MSN, RN

Office: Remote

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as needed

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Course Description

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1. This course explores U.S. health care delivery organizations and payment systems.
2. Perspectives of providers, institutions insurers, and health care workers are described.
3. The role of information in the continuity of care among institutions and inter-disciplinary care teams is articulated.
4. AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: [The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the organization of healthcare delivery in the United States (AACN II-3).
2. Identify the different payment mechanisms used to pay for health care in the United States, their advantages and disadvantages.
3. Distinguish the role of the Registered Nurse in cost containment within (AACN II-3).
4. Distinguish the role of the Professional Registered Nurse in quality of care within the U.S. healthcare delivery (AACN II-5).
5. Articulate the features of the Affordable Care Act (ACA) and how they will change current health care delivery (AACN V-7,8,9).

6. Review the concepts of information needs of the clinician, patient, institution, and insurer, and role of the Electronic Health Record (EHR) in all of these needs (AACN IV-4).
7. Explain the relationship of the EHR to inter-professional communication/collaboration and continuity of care (AACN IV-3).
8. Articulate the role of information technology in providing safe, quality care (AACN IV-7).

Textbook & Instructional Materials

Required textbook

Bodenheimer, T. & Grumbach, K. (2016). Understanding health policy: A clinical approach (7th ed.). New York: McGraw Hill Lange.

McGonigle, D. & Mastrian, K. (2018). Nursing informatics and the fountain of knowledge (4th ed.). Burlington, MA: Jones & Bartlett Learning.

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington D.C.

Articles

Golf, M., & McLaughlin, C. (2016). Assessing HITECH implementation and lessons: 5 years later. *Milbank Quarterly*, 94(3), 654-687. doi:10.1111/1468-0009.12214 (PDF posted in course)

Websites

<https://www.kff.org/health-reform/poll-finding/data-note-strongly-held-views-on-the-aca/>

<https://www.kff.org/interactive/proposals-to-replace-the-affordable-care-act/>

<https://www.kff.org/interactive/counties-at-risk-of-having-no-insurer-on-the-marketplace-exchange-in-2018/>

Student Handbook

Refer to: [Student handbook 2023-2024](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Table 1: Points allocated to each assignment –

Assignments	Points
Discussion Board Posts x 2	20%
Quizzes x 2	20%
PPT presentation and Teaching Plan	20%
Self-Assessment Essay	20%
HIPAA and Secondary Uses of Electronic Health Data Essay	20%
Total Points	100%

Table 2: Total points for final grade. **There will be no rounding of final grades.**

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

Projects Required

Assignments vary in each module and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by 10:59 pm Central Time on due date. A course average of at least 74% is required to pass this course. No rounding of final grades per the WSON handbook. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and messages. Faculty prefers students use D2L as a means to make a specific request or to ask for content clarification. I forward your D2L emails to my MSU email. If you are unable to access D2L, you may contact faculty via campus email. Virtual and phone appointments are available upon request.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate APA citation of source. Response to the discussion board questions must be posted by 10:59 PM Central Standard Time on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. **Discussion responses (initial) posted more than 2 days late and or in the wrong thread will not be accepted. Peer response post will not be accepted late.**

Late initial postings will receive a 10 point deduction for each day late and will not be accepted if posted more than 2 days late. It is the responsibility of the student to post the assignment on the correct thread by 10:59 PM Central Standard Time on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your responses to the discussion questions you

must post a substantive comment to at least two of your classmate's posts. This post may be made anytime during the week but must be made prior to the close of the week before the due date and time. Each peer response must have at least one accompanying APA citation. **Peer Posts made after the due date and time of the week will not be accepted for credit.**

Late Work

Assignments more than two days late will not be accepted. Assignments submitted late which are within two days of the due date will receive a ten-point deduction for each day they are late.

Important Dates

Last Day to drop with a grade of "W:" July 23, 2025

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as scheduled and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6th week of a 10 week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. If a student does not maintain enrollment for one long semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and/or any nursing course and/or received a second D or F in the same and/or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program. **All submissions**

earning a Turn-it In Similarity score above 20% will receive a 30-point deduction. Students may submit assignments as many times as needed before the due/date and time to review and revise as needed to earn a Turn-it In Similarity score at or less than 20%. Only the last submission before the due date and time will be graded.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the *Schedule of Classes* each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity.” The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Individual course grades are not allowed to be appealed. Students who wish to appeal a Final overall course grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 Course Orientation Summary of content, concepts, exemplars: Overview of the Health Care Delivery system— Who pays?	Class Objectives: 1. Identify the different entities that comprise the US Health Care Delivery System Reading assignment: Bodenheimer, T. & Grumbach Ch. 1-6, and 14-16 Class activities: Discussion of issues in DB # 1. Quiz on the different aspects of the health care delivery system	Week 1: Discussion Board assignment "Healthcare Delivery" due Friday by 10:59 PM and 2 peer posts due by Sunday by 10:59 PM. Quiz # 1 "Healthcare Organizations & Delivery Quiz" Due by Sunday at 10:59 PM.

Week	Activities/Assignments/Exams	Due Date
<p>Week 2</p> <p>Summary of content, concepts, exemplars:</p> <p>Community Health Information</p>	<p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Provide an overview of community and population health informatics. 2. Describe informatics tools for promoting community and population health. 3. Define the roles of federal, state, and local public health agencies in the development of public health informatics. 4. Explore the use of telehealth technology in nursing practice and the role of the telehealth nurse. 5. Identify the socio-economic factors likely to increase the use of telehealth interventions. 6. Compare and contrast telehealth pathways and protocols with ones you are familiar with in a similar area. 7. Explore various technology-based approaches to consumer health education. 8. Identify barriers to use of technology and issues associated with health-related consumer informatics. 9. Imagine future approaches to technology-supported consumer education <p>Reading assignment:</p> <p>McGonigle, D., & Mastrian Ch. 19,20, 21</p> <p>Class activities:</p> <p>Discussion of issues through class presentation.</p>	<p>PPT Presentation and Teaching plan</p> <p>due by Friday at 10:59 pm and response to two peers due by Sunday at 10:59 PM</p>

Week	Activities/Assignments/Exams	Due Date
<p>Week 3</p> <p>Review concepts of information and computer literacy as related to patient care. Self-assessment of computer and information.</p>	<p>Class Objectives:</p> <ol style="list-style-type: none"> 1.Explain the relationship between information needs of the: clinician, patient, institution, and insurer and the role of the electronic health record (EHR) in all of these needs. 2.Explain the relationship of the EHR to inter-professional communication, collaboration and continuity of care. 3.Articulate the role of information technology in providing safe and quality care <p>Reading assignments McGonigle & Mastrian Chapters 1, 2, 3, 6, 8, 10, 13 & 14. Articles posted in course room:</p> <p>Class Activities: Complete self-assessment worksheet and develop a one-two page essay describing your findings.</p>	<p>Self- Assessment Worksheet and Essay due by Sunday, at 10:59 PM.</p>

Week	Activities/Assignments/Exams	Due Date
<p>Week 4</p> <p>Overview of nursing informatics; Challenges of EBP and current issues.</p>	<p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Define healthcare informatics. 2. Discuss the significance of health informatics within healthcare delivery. 3. Analyze terms and definitions associated with the electronic health record (HER). 4. Examine HER applications used in the clinical setting. 5. Describe the use of telehealth to enable self-care in consumer informatics. <p>Readings McGonigle & Mastrian: Chapters 12, 17, 18 & 22.</p> <p>Class Activities</p> <p>Discussion of issues in DB # 2.</p> <p>Quiz # 2 will cover informatics concepts, terms, HER components, HITECH Act, HIPAA, and Clinical information systems.</p>	<p>Week 4: Discussion Board assignment "Informatics Innovations" due Friday by 10:59 PM and 2 peer posts due by Sunday by 10:59 PM.</p> <p>Quiz # 2 "Nursing Informatics Quiz # 2" Due Sunday 10:59 PM.</p>

Week	Activities/Assignments/Exams	Due Date
Week 5 Legislative aspects of nursing informatics: HITECH and HIPAA	<p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Describe the U.S. governmental process and structure for regulating health information technology (health IT). 2. Describe and explain the following informatics concepts: privacy, security, confidentiality, integrity, availability, covered entity, and business associate. 3. Analyze current federal and state laws and regulations and their implications for privacy and security practices and procedures. <p>Readings McGonigle & Mastrian, Chapter 8. Articles found in course room.</p> <p>Class Activities: Use the readings this week and rubric to develop an essay.</p>	<p>HIPAA and Secondary Uses of Electronic Health Data Essay due by Thursday by 10:59PM.</p> <p>(NO late assignments accepted, the course will close at midnight)</p>