HMP 611 - SI 611  
Population Health Informatics  
Winter, 2018  

Wednesday 4:00pm – 7:00  
Room 2245 North Quad  

Professor: Kevin Dombkowski  
Research Professor  
Office: 300 North Ingalls Building (Division of General Pediatrics)  
Room 6D05  
Email: kjd@med.umich.edu  
Phone: 615-6758  

Office Hours:  
Thursday 2:00 - 3:30 and by appointment  

(Important note: Office hours may be rescheduled in some weeks. Updates will be sent via email.)  

Assistant to Dr. Dombkowski:  
Bruce Skinner  
rbskinne@med.umich.edu  
(734) 615-8907  

Course Description:  
This course explores the foundations of population health informatics, including information architecture; data standards and confidentiality as they pertain to population health management. This course examines key concepts related to registries, electronic health records, epidemiological databases, biosurveillance, health promotion, and quality reporting in population health management.  

Course Materials:  
This course will use a textbook: Public Health Informatics and Information Systems (2nd Edition)  
Editors: J.A. Magnuson, Paul C. Fu, Jr.  
Do not use or purchase the first edition, which is still available from some sources.  

This textbook is free to all students in pdf which can be accessed from the UM library website:  
http://mirlyn.lib.umich.edu/Record/012544264  

From that page click the link "Available Online" link near the bottom. It's found in the "Holdings" tab under "Electronic Resources".
The University of Michigan’s Canvas system will host the course website. Unless otherwise noted, all other course materials will be available on Canvas. Any changes in schedule and procedures will be both posted on Canvas and pushed as an e-mail message to all students.

**Prerequisites:**
HMP 668 / SI 542 / BIOINF 668 Introduction to Health Informatics or permission of instructor.

**Course Goals:**
At the end of this course, students will be able to:

- Demonstrate and apply a working knowledge of population health terminology;
- Understand and apply health informatics concepts that are salient to population health;
- Apply data concepts, standards and architectures for sharing information to meet population health objectives;
- Demonstrate how various information technology tools and strategies are applied in the practice of population health; and
- Understand current challenges in population health and evaluate potential informatics solutions.

**Competencies:**
This course provides training toward the following HMP major competencies:

- A.3 Develop, understand and use data from performance, surveillance or monitoring systems.
- A.8 Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- A.9 Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.

This course also addresses the following Master of Health Informatics (MHI) competencies:

1. Assess the needs and resources of individuals, organizations, and communities where individuals live and work to ensure that information technology deployed to improve health will sustainably meet these needs.

2. Appropriately utilize theories of individual behavior, social science, health management, and organizational change in the design and implementation of socio-technical interventions.

3. Evaluate socio-technical interventions to ascertain their effects on health and healthcare.
In addition, the following HMP minor competencies will be also addressed:

B.1 Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.

E.1 Actively seek feedback from others, reflecting and learning from successes and failures.

E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others.

Course Requirements:
The course will meet in 2245 North Quad on Wednesdays, 4-7pm. Class sessions will start promptly at 4:10. At the first class session each student will create a “name tent”; please bring your name tent to each class.

Typically, the first ~60 minutes of each session will be a formal lecture. Following a 10-minute break, we will often switch to a more interactive mode addressing case studies and illustrations drawn from local, state, and national perspectives.

Readings for each session will include textbook chapters as well as published papers from peer reviewed literature or other sources. The textbook chapter associated with each session is shown on the course schedule. The reading material for each session will typically be discussed during each class session and should be read in advance. Optional resources for additional reference will also be provided.

Assignments
This course will require class participation, two written case studies, a mid-term exam, and an in-class presentation:

1. Class participation
   This course requires readings to be completed in advance of each class. Come prepared and participate. Attendance and discussion participation will be tracked; 20% of your grade will reflect the degree to which you regularly participate in class discussions. The quality of class discussion will weigh heavily on the degree to which relevant readings have been completed.

2. Assignment #1: Information Standards
   Our assignment will be a case study conducted to illustrate how data standards are being applied to support interoperability within any aspect of population health management. Case studies can be drawn from any aspect of population health management and may describe the uses of standards for clinical data classifications, person / provider identifiers, or electronic data interchange. Students will research the selected case study topic area which will be summarized in a paper (6-8 pages, double spaced, not including figures or tables). Assignment 1 will be posted on Canvas on January 17 and will be due before midnight on January 31, 2018.
3. Midterm exam
There will be a take-home midterm exam comprised of essay questions aimed at the primary concepts discussed in class. Additional details about the midterm exam will be provided during the semester. The midterm exam will be posted on Canvas on February 14 and will be due at 8am on February 22, 2018.

4. Assignment #2: Information Architectures
Our second assignment will explore the information architectures that are currently being used in the context of a real-world example of population health informatics. This assignment will be completed by teams comprised of 2 students.

Case studies can be drawn from any aspect of population health management illustrating how information architectures support health assessment, policy development, assurance of health services, or program evaluation. Examples include (but are not restricted to):

- vital records
- medical device registries
- epidemiological investigations
- biosurveillance / disease surveillance
- health information exchanges (HIEs)
- chronic disease registries
- disaster follow-up registries
- chronic disease management
- GIS / geospatial analysis
- e-prescribing / drug monitoring systems

The case study will describe the databases, applications, data standards, procedures, and applications being used. The case study will be summarized in a paper (10-12 pages, double spaced, not including figures or tables). Each team must have their team and topic approved by February 23, 2018. More details will be provided on Canvas. Paper must be submitted on Canvas by midnight March 23, 2018.

5. Assignment #2 Class Presentation
This assignment will be completed the same teams for Assignment #2. Your team’s Assignment #2 material will be summarized in PowerPoint and presented by each team to the class. The content of the presentation will be drawn directly from information gathered to conduct the 2nd Assignment.

Presentations will be limited to 20 minutes followed by 5 minutes of questions and class discussion. Each team must decide how best to share the preparation and presentation. It is very important to rehearse your presentation to ensure that you & your teammate can clearly present the material in 20 minutes. An outline and grading rubric for the presentation will be provided on Canvas.
Grading

Grades will be determined based on a total of 100 points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Class Week</th>
<th>Date</th>
<th>Value (% of final grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation – attendance and discussion</td>
<td>All</td>
<td>All</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #1: Information Standards</td>
<td>5</td>
<td>January 31</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>8</td>
<td>February 22</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #2: Information Architectures</td>
<td>8</td>
<td>February 22</td>
<td>-</td>
</tr>
<tr>
<td>Topic approval (required)</td>
<td>11</td>
<td>March 23</td>
<td>25%</td>
</tr>
<tr>
<td>Paper submission</td>
<td>12-14</td>
<td>3/28 – 4/11</td>
<td>10%</td>
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</table>

Class Presentation 12-14 3/28 – 4/11 10%

Appraisals of class participation will include evidence of preparedness with regard to the assigned reading and class discussions. Primary emphasis will be on quality as opposed to quantity of participation. Letter grades will be determined as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Interpretation</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>Extraordinary achievement. Rarely given.</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
<td>Consistently distinguished performance in all course aspects, such qualities as analytical ability, creativity, and originality are exhibited at a very high level.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>Strong, solid achievement in most aspects of the work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Good performance. Consistent with performance expected of students in a graduate degree program.</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>Acceptable.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>Borderline.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Poor performance. This is a marginal grade which alerts students to their limited performance in a particular course.</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>Very poor performance.</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>Minimal. Performance not at a graduate student level. Student should review his/her progress in the program with the associate dean for academic affairs.</td>
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Classroom Expectations/Etiquette:

Come to class ready to participate. Be respectful.

Academic Integrity:

Unless otherwise specified in an assignment, all submitted work must be your own, original work. Any
excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School's policy on Academic and Professional Integrity (stated in the Master's and Doctoral Student Handbooks) will result in severe penalties, which might range from failing an assignment, to failing a course, to being expelled from the program, at the discretion of the instructor and the Associate Dean for Academic Affairs.

**Student Well-being:**
SPH faculty and staff believe it is important to support the physical and emotional well-being of our students. If you have a physical or mental health issue that is affecting your performance or participation in any course, and/or if you need help connecting with University services, please contact the instructor or the Office of Academic Affairs.

Please visit [http://www.sph.umich.edu/students/current/#wellness](http://www.sph.umich.edu/students/current/#wellness) for more information.

**Student Accommodations:**
If you think you need an accommodation for a disability, please let the instructor know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; http://www.umich.edu/sswd/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is treated as confidential.

**Feedback:**
My goal is to provide objective, helpful feedback on all assignments in a timely manner. Please feel free to follow-up with me if you can’t follow a particular comment I’ve written, or if points were miscalculated. Class participation is 20% of your grade, halfway through the semester I will individually let any students know if they are not participating at an acceptable level. Please also use it as an opportunity to let me know if there are things I can do to facilitate your participation.

Feedback is bi-directional! I would greatly appreciate your feedback on the content, structure, presentation methods, guest speakers – anything. There will be two formal opportunities for evaluation. I will conduct an anonymous mid-semester evaluation and there will also be a formal university-sponsored evaluation at the end of the semester. In addition to these opportunities, I welcome you to share feedback with me informally and via whichever channel is most comfortable to you.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Session Number</th>
<th>Date</th>
<th>Session Title</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Unit 1 — Introduction to Population Health and Information Technology</strong></td>
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</table>
|      | 1              | January 3  | A: Introduction to population health informatics course (course outline & syllabus)  
|      |                |            | B: Population health informatics: overview of key concepts, data sources and data tools  
|      |                |            | Class exercise: *The Future is Now*                                           |
|      | 2              | January 10 | A: Information Architecture                                                   
|      |                |            | Class exercise: Case study illustrating silos and interoperability in public health; logical data models  
|      | 3              | January 17 | A: Information Standards I: Data standards, types of standards, benefits of standards, standards organizations  
|      |                |            | B: Class exercise: Case study of chronic disease classification                 |
|      |                |            | **Overview of Assignment #1: Information Standards**                           |
|      | 4              | January 24 | A: Electronic Health Records - Meaningful Use & Public Health                  
|      |                |            | B: Illustrations from population health: real-time EHR interoperability with immunization registries  |
|      | 5              | January 31 | Vital records and registries; how they are used in population health management |
|      |                |            | **Guest speaker – Glenn Copeland, Michigan Registrar, MDHHS Vital Records and Health Statistics** |
|      | 6              | February 7 | A: Vital records                                                              
<p>|      |                |            | B: Registries                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>February 7</td>
<td>Informatics in disease prevention and epidemiology</td>
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<tr>
<td></td>
<td>Guest speaker – chronic disease management; Betsy Wasilevich, PhD, Department of Epidemiology and Biostatistics, Michigan State University</td>
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<td></td>
<td>Mid-term exam distributed</td>
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<td>February 8</td>
<td>A: Health information exchanges</td>
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<td></td>
<td>A: Quality Measurement</td>
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<td></td>
<td>Mid-term exam due February 22</td>
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<td></td>
<td>Assignment #2 topic approval - due February 23</td>
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<tr>
<td>February 9</td>
<td>NO CLASS - Winter Break</td>
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<tr>
<td>March 9</td>
<td>A: Geographic information systems (GIS)</td>
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<td></td>
<td>B: GIS exercise [TBD]</td>
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<td>March 10</td>
<td>A: Biosurveillance</td>
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<td></td>
<td>B: Guest speakers – biosurveillance; Brad Carlson (Syndromic Surveillance) and Ed Hartwick (MDSS)</td>
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<tr>
<td>March 11</td>
<td>Guest speaker – Population Health Analytics; Anne Fischer, Senior Director, Advanced Analytics Truven Health Analytics</td>
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<td>Assignment #2 due March 23</td>
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<tr>
<td>March 12</td>
<td>Class presentations, 1 - 5</td>
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<tr>
<td>March 13</td>
<td>Class presentations, 6 - 10</td>
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<tr>
<td>April 14</td>
<td>Class presentations, 11 - 15</td>
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Unit 1 — Introduction to Population Health and Information Technology

This unit provides an overview of public health organization and services in the United States and highlights how information technology and informatics applications intersect with public health practice. Fundamental concepts of data as they pertain to population health are reviewed.

Session 1

- Introduction to population health informatics course (course outline & syllabus)
- Population health informatics key concepts: population vs. public health; informatics
- Overview of data concepts; data sources; data tools; data quality

Topics: What is population health informatics and how does it relate to public health? How can it be applied in the ‘real world’? Who are the main stakeholders? What are the fundamental types of data? How is data quality assessed? What tools are used in population health to manage and access data?

Class exercise:

The Future is Now - how has information technology changed the public health landscape in the past 25 years?

Readings:


Other references:

   - Population health informatics key concepts: population vs. public health; informatics (Chapter 1)
   - History & significance (Chapter 2)
   - Context and infrastructure (Chapters 3-4)
   - Data Sources and Data Tools (Chapter 7), pages 107-131. Also see pages 4, 14, 62, 522, 591, 595
5. Google Flu Trends http://www.google.org/flutrends/

Unit 2 — The Science of Population Health Informatics

This unit details the automated systems used in population health. The information architectures used to support population health are explored, as well as data standards and logical data models. Electronic health records (EHRs) as they pertain to population health are reviewed.

Session 2

- Information Architecture; silos and interoperability in public health
- Privacy, Confidentiality and Security of Public Health Information

Topics: What are information ‘silos’ and the implications? What are information architectures? How can data sharing be maximized in population health applications? How do privacy, confidentiality, and security differ? How can the practice of public health balance the rights of individuals with the needs of the community?

Class exercise:
Exploration of data silos and interoperability using public health as a case study

Readings:
   - Public Health Informatics Infrastructure, Chapter 5, pages 69-88
   - Information Architecture, Chapter 6, pages 89-105; also see pages: 72, 73, 118, 133-136, 260, 390, 394, 535, 566
   - Privacy, Confidentiality and Security of Public Health Information (Chapter 9), pages 155-172.
Other References:


Session 3

- Information Standards Part I: Data standards; types of standards, benefits of standards, standards organizations

Topics: What are information standards? Who establishes standards? Why are standards essential to interoperability? How are they applied in population health settings?

Class Exercise: Case study of chronic disease classification

Overview of Assignment: Case Study #1: Information Standards

Readings:


Other References:

CPT:

ICD-9 CM:


ICD-10:


NDC:


HL7:


Bar codes:


LOINC:


SNOMED:


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**Session 4**

- Information Standards Part II: Logical data models; Illustrations from population health; public and health plans
- Electronic Health Records - Meaningful Use & Public Health

**Topics:**

What are logical data models? How are they used in public health? Why are they useful and who uses them?

What are the key functions of electronic health records? How do electronic health records pertain to population health?

**Readings:**

   http://www.vertabelo.com/blog/technical-articles/what-a-concept-is-logical-data-modeling-obsolete

   New York: Springer-Verlag London. Retrieved from
3. Meaningful Use readings (TBD)

**Case Study:**
EHR interoperability with the Michigan Care Improvement Registry (MCIR): real-time HL7 reporting objectives, benefits, data quality issues, and future considerations.

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**Session 5**

**Topics:**
- Vital records and registries; how are they used in population health management?

**Guest speaker** – Glenn Copeland, Michigan Registrar, MDHHS Vital Records and Health Statistics

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**Unit 3 — Epidemiological Databases and Registries**

This unit defines the functions of epidemiology and how epidemiological reasoning can be applied to public health practice. The unit also describes the purpose of epidemiological databases and registries and explores applications illustrating how information can be exchanged with clinical entities to promote public health and assist in chronic disease management. This unit also summarizes concepts relating to quality data reporting and how it can impact population health through the use of clinical preventive services in primary care.

**Session 6**

- Vital records systems
- Registries

**Topics:**  What are vital records? What information is collected by vital statistics systems? How is information collected? What are registries and how are they used in public health? How is information collected? Where does this information originate and how is it used in the US and globally?
Readings:
3. Ethics (Chapter 11), pages 191-209.

Other References:
- MDCH vital records
- SEER
- MCIR background: [www.mcir.org](http://www.mcir.org)

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**Session 7**

- Informatics in disease prevention and epidemiology

**Topics:** What is epidemiology and how are databases used to support population health? How are population health databases applied to meet epidemiological objectives?

**Guest speaker** – chronic disease management; Betsy Wasilevich, PhD, Department of Epidemiology and Biostatistics, Michigan State University

**Readings:**

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**Session 8**

- Health information exchange
- Quality Measurement and Reporting in Population Health

**Topics:** what are Health information exchanges (HIEs)? How do HIEs instrumental in population based health management? What is quality measurement in the context of population health?
Readings:

- Health information exchange (Chapter 22)

Session 9

- Geographic information systems (GIS)

How do health plans collect information to assess quality of care? What are geographic information systems (GIS)? How are they applied in population health? How can mobile devices and social networking play a role in population health management?

Readings:


Other References:

1. GIS products – www.esri.com

Session 10

- Biosurveillance

Topics: What is biosurveillance data? How is biosurveillance data monitored, reported, and analyzed in the US and globally? What are health information exchanges (HIE) and how can they be used to support population health management?

Guest speakers – biosurveillance; Brad Carlson (Syndromic Surveillance) and Ed Hartwick (MDSS)

Readings:

Session 11

- Population health analytics

**Topics:** What is epidemiology and how are databases used to support population health? How are population health databases applied to meet epidemiological objectives?

**Guest speaker** – Population Health Analytics; Anne Fischer, Senior Director, Advanced Analytics, Truven Health Analytics

**Readings:** [None]