# COURSE SYLLABUS

短路在此文档中：

**A. Overview**  **B. Learning Objectives**  **C. Course Assignments**

**D. Course Policies**  **E. Course Outline** (每周课程表)

## A. Overview

### Course Description

This course connects multiple aspects of Telehealth and how to deploy them in a healthcare operations setting. Exploration of new devices/technologies, connectivity in a wireless world, delivery modalities, and user experience/interface (UX/UI) design. Study teaches ways to apply new technology to facilitate efficient healthcare business operations. Students will also learn how to implement Telehealth interventions, understand its challenges, and optimize data visualization for decision making.

### Prerequisites

Not applicable

### Instructor

John Tanouye, MPH  
Lecturer  
Health Policy & Management  
UCLA Fielding School of Public Health (FSPH)  
Office: n/a  
Phone: (310) 210-4523  
Email: john.tanouye@ucla.edu

### Class Days, Times, Location

Saturdays 8-12  
CHS 43-105

### Office Hours

By appointment

### Course Texts

There is no required textbook. Reading materials will be posted online on CCLE at least 7 days before the class.

### Required Readings

Additional required readings are shown on the weekly schedule and are supplied via CCLE under the university license policy. They should be accessed and read prior to the session for which they are listed.

Supplemental readings, case studies, and current events. This requires a conversational understanding of current issues, accomplished by reading good sources of healthcare strategic issues.

### Course Format

The course format will include a lecture in class, meeting every other week. Students are expected to complete the readings before class and come to each class prepared to discuss. Because a good deal of the course learning will result from open discussion and dialogue during the sessions, you are...
expected to attend all lecture sessions. Students are expected to complete the readings before class and come to each class prepared to discuss the texts (with the exception of week 1, where the readings will be done after the fact).

**Course Website**

The course will be found via ccle.ucla.edu for enrolled students.

**UCLA ADA Policy**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

**ADA Contact**

Nickey Woods
Center for Accessible Education
A255 Murphy Hall
Phone: (310) 825-1501
TTY / TTD: (310) 206-6083
Fax: (310) 825-9656

**Inclusivity**

UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).
(Continued)

Course #: Course Name
Term: ___
Credits: ___

B. Learning Objectives:

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies are listed below. More information about CEPH Knowledge Areas & Competencies can be found here: https://ceph.org/constituents/students/faqs/

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>CEPH Learning Experiences &amp; Competencies</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine a technology related current event from a macro view and its impact on the healthcare industry.</td>
<td>C:19 Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>Present to the cohort a recent event that relates to healthcare technology. Turn in a half-page summary.</td>
</tr>
<tr>
<td>Summarize large quantities of data into actionable results to guide practical decisions.</td>
<td>C:4 Interpret results of data analysis for public health research, policy or practice.</td>
<td>In-class exercise taking large datasets into Excel pivot tables for analysis.</td>
</tr>
<tr>
<td>Understand and evaluate a healthcare delivery process to then improve through the use of technology.</td>
<td>HPM:1 Understand and evaluate private and government roles in the financing, regulation, and delivery of healthcare, and in safeguarding the public’s health</td>
<td>Select an opportunity in healthcare that can be improved by incorporating Telehealth. Turn in a half-page summary.</td>
</tr>
<tr>
<td>Communicate strategy intent and execution in an intervention plan via oral presentation that assigns evaluation and implementation guidelines</td>
<td>P:5 Design health-related policies, programs, projects, or interventions to address specific healthcare problems C:21 Perform effectively on interprofessional teams</td>
<td>Work in a team to complete a project that designs an intervention for a specific healthcare delivery process.</td>
</tr>
<tr>
<td>Understand basic design principles when communicating to different audiences.</td>
<td>C:18 Select communication strategies for different audiences and sectors</td>
<td>Create marketing collateral and presentation materials using design principles.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>C. Course Assignments</strong></th>
</tr>
</thead>
</table>

**Current Event**

**Prompt:** Select one current event from the last 1-2 months that relates to healthcare technology. Alternative: select one of the assigned readings due for the session.

**Deliverable:** 3-minute oral presentation describing the event/reading and the potential importance. 1/4 to 1/2 page paper (single-spaced). Slides optional.


**Homework**

**Prompt:** Select an opportunity in healthcare that can be improved by incorporating Telehealth. It can be a specific workflow, care delivery process, or an area of population health. Describe:

- The opportunity
- How technology might help
- Potential benefits

**Deliverable:** 1/4 to 1/2 page paper (single-spaced)

**Due:** Session 2

**Presentation**

**Prompt:** The final project will be completed in groups of 4 members. The team will select a telehealth opportunity from one of the group members’ homework assignment. One grade for the group with the following breakdown:

- **What (10)**
  - Opportunity or problem to solve
  - How Telehealth can address it
  - Expected benefits (customer, care team, financial, business, etc.)

- **How (10)**
  - Resources (people, products, funding)
  - Stakeholders (direct and indirect)
  - Training plan
  - Anticipated challenges

- **Data (10)**
  - Measures (patient/provider satisfaction, quality, access, etc.)
  - Cost and ROI

- **Design components (5)**
  - Color palette
  - Fonts
  - Spacing / balance

- **Appendix (10)**
  - Workflow diagram outlying different roles and processes
(Continued)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Term:</th>
<th>Credits:</th>
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</table>

### Deliverables:
- Presentation file: presented to cohort (15-20 mins + 5-10 mins of Q&A)
- One-page marketing collateral (internal or external facing)

**Due:** Session 7

#### Exam

Multiple choice and short answer. Provided at beginning of course using link below. Questions are subject to change up until Session 7

**Deliverable:** Online form [https://forms.gle/DGD6japuSVVNvud19](https://forms.gle/DGD6japuSVVNvud19)

**Due:** Submit between Session 7 and one week after.

### Grading:
Course requirements will be weighted as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Current Event</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>10</td>
</tr>
<tr>
<td>Exam</td>
<td>25</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>45</td>
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<tr>
<td>Total</td>
<td>100</td>
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### Grading Scale:
The grading scale for the course is shown below.

<table>
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<tr>
<th>Grade Point</th>
<th>4.0</th>
<th>4.0</th>
<th>3.67</th>
<th>3.33</th>
<th>3.0</th>
<th>2.67</th>
<th>2.33</th>
<th>2.0</th>
<th>1.67</th>
<th>1.33</th>
<th>1.0</th>
<th>0.67</th>
<th>0</th>
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<tbody>
<tr>
<td>Final Percentage</td>
<td>&gt;97</td>
<td>97-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-83</td>
<td>82-80</td>
<td>79-78</td>
<td>77-73</td>
<td>72-70</td>
<td>69-68</td>
<td>67-63</td>
<td>62-60</td>
<td>&lt;60</td>
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<tr>
<td>Letter Grade</td>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
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</table>

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Use of Laptops, Tablets or Phones in Class:
In our efforts to provide an environment that fosters and supports learning, laptops are to be used only for course content. Using an electronic device for activities unrelated to the learning experience coordinated by the course instructor distracts the student using the device, his/her neighbors, and the professor.

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating:
- Unauthorized acquiring of knowledge of an examination or part of an examination
- Allowing another person to take a quiz, exam or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism:
- Presenting another’s words or ideas as if they were one’s own
  - Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
  - Paraphrasing ideas, data or writing without properly acknowledging the source
  - Unauthorized transfer and use of someone else’s computer file as your own
  - Unauthorized use of someone else’s data in completing a computer exercise

Multiple Submissions:
- Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty:
- Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty
  - Taking a quiz, exam, or similar evaluation in place of another person
  - Allowing another student to copy from you
• Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

• Altering data to support research
• Presenting results from research that was not performed
• Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don’t take chances**—ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

**Alternatives to Academic Dishonesty**

• **Seek out help** – Meet with your professor, ask for assistance as needed.
• **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
• **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

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This schedule may change as the semester progresses, according to student enrollment and needs.

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Session</th>
<th>Class</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/19</td>
<td>Session 1</td>
<td>8/24/19</td>
<td>“Telehealth” (2017). NEJM. Tuckson, Margo, Edmunds, Hodgkins</td>
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<td>Current State</td>
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<td>Telehealth in Action</td>
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<td>Leveraging the EHR</td>
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<td>Tech Essentials</td>
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<td>Data Analytics</td>
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<td>Telehealth ROI</td>
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<td>Hands-on Devices</td>
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<td>Guest – Brian Nguyen, MD, Director of Health Technology, Innovation, Kaiser Permanente South Bay</td>
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<td>Guest – TBD</td>
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<td>Course Name</td>
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<tr>
<td>10/19/19</td>
<td>5</td>
<td></td>
<td>“Physician stress and burnout” (2018) JAMIA. Gardner, Cooper, et al</td>
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<td>“Successful Measurement for Improvement”</td>
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<td>11/2/19</td>
<td>6</td>
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<td>“Why Caring About the User is as Important as Caring for the Patient” (2018). Salomon.</td>
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<td>“The Future of Healthcare” HBR (pick one)</td>
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<td>11/16/19</td>
<td>7</td>
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<td>Presentation</td>
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<td>11/22/19</td>
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<td>Exam</td>
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