

# I 320M Topics in Health Informatics: Consumer Health Informatics

28385

Fall 2023

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CLASS MEETS: 9:30 -11:00 AM, Monday and Wednesday, SZB 2.814

**Instructor:** Yan Zhang (Yan)

Office: UTA5.416

Pronouns: [she/her/hers]

Office hours: By appointment

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## Course Description

The course is designed for undergraduate students who are interested in understanding, analyzing, designing, evaluating, or developing technologies to serve the health needs of general consumers. It covers the concept of consumer health informatics, health behavior theories, health information seeking and information retrieval, various forms of consumer health systems, and the design and evaluation of such systems.

### PRE-REQUISITES FOR THE COURSE

Informatics 310M

### LEARNING OUTCOMES

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

1. Understand major theoretical perspectives ON health behavior
2. Understand the concept of health literacy, eHealth literacy, and consumer health information seeking and search behavior
3. Understand and use theory-driven and user-centered approaches to designing effective consumer-oriented interventions for various purposes, such as patient education, self-management, behavior change, and decision-making
4. Critically evaluate web-based consumer health information systems and applications
5. Analyze the social and ethical issues related to computerized healthcare information delivery

## 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. The lectures will not be recorded. Class hours are 9:30-11:00AM every Monday and Wednesday. It will be split between lecture (Monday) and discussion class (Wednesday). The discussion sessions will be used to discuss assigned readings and for group work. The composition of sessions may sometimes change and the instructor will notify the class ahead of time if changes occur.

## COMMUNICATION

The course Canvas site can be found at [utexas.instructure.com](http://utexas.instructure.com). Please email me at my email address ([yanz@utexas.edu](mailto:yanz@utexas.edu)) directly, not through Canvas. I don't monitor Canvas communication on a regular basis and may miss important or time-sensitive messages.

## ASKING FOR HELP

For any questions about the course, please refer to the syllabus first. If that does not help, you can find me right after classes or email me at [yanz@utexas.edu](mailto:yanz@utexas.edu) to set up an appointment, on Zoom or in person.

## 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 Disability & Access (D&A). Please refer to the D&A website for 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

## MATERIALS

**Required readings** will be available in Canvas: <http://canvas.utexas.edu>

### **Recommended texts:**

Glanz, K., Rimer, B.K., & Viswanath, K. (2008). Health Behavior and Health Education: Theory, Research, and Practice. Jossey-bass (4<sup>th</sup> Ed.) [eBook full text online through the library at EBSCOhost]

## 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** Attending each class is highly recommended. If you know in advance that you must miss a class, let me know in advance (up until 24 hours before the class session). If you miss a class session, unexpectedly, get in contact with me ASAP.

**Class participation** You must participate in class discussions and reading assignments must be done before class so that you can meaningfully participate in class discussions. In-class discussions and activities play an important role in this class. Participation in class discussions will be an essential element of your learning success on the subject. Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. Class participation will be graded as part of your final grade.

**Behavior expectations** Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that the work you produce on assignments is all your own work. Always cite your sources. If you use words or ideas that are not your own (or that you have used in a previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/>

### LATE WORK AND MAKING UP MISSED WORK

- Assignments must be submitted by midnight (11:59PM) on the due dates.
- In fairness to students who turn in assignments on time, all late papers will be penalized by lowering the earned grade one grade level (e.g., from A- to B+; from B to B-) for each day that the assignment is late.
- No assignment submitted more than one week after the due date will be accepted.
- These penalties will not apply to students who know in advance that they will be submitting an assignment late, and let me know in advance. “In advance” means up until 24 hours before the class session in which the assignment is due.

### ABSENCES

Attending class accounts for 10% (10/100) of your grade. Two absences will be allowed if giving the instructor notification 24 hours ahead of the scheduled class. If you had to miss a class session unexpectedly, get in contact with the instructor within 24 hours. When there are more than 2 absences without proper notification to the instructor, grades will reflect the absences.

### GRADE BREAKS

I use the following guidelines to guide grading:

Grade	Cutoff	Explanation
A	>=94%	Excellent. High degree of mastery of the course material.
A-	90-93	Very good.
B+	87-89	More than satisfactory.
B	84-86	Satisfactory. Work consistent with academic expectations of graduate students.
B-	80-83	Less than satisfactory.
C+	77-79	Unsatisfactory. May indicate the instructor's reservations about the student's ability to meet the iSchool's academic requirements.
C	74-76	Unsatisfactory. Indicates the instructor's reservations about the student's ability to meet the iSchool's academic requirements.
C-	70-73	Unsatisfactory. Indicates the instructor's strong reservations about the student's ability to meet the iSchool's academic requirements. Any course with a grade lower than C cannot be counted toward a student's degree.
D	60-67%	Unacceptable. Indicates the instructor's very strong reservations about the student's ability to meet the iSchool's academic requirements and to earn a graduate degree. Any course with a grade lower than C cannot be counted toward a student's degree.
F	<60%	Failing.

### GRADING RUBRIC FOR PRESENTATIONS IN THE CLASS

For all your presentations in this class (topic presentations and final project presentations), you are encouraged to use Powerpoint or some other presentation programs. The grading rubric for the presentation is listed below (Note: This [rubric](#) was developed by [Information Technology Evaluation Services, NC Department of Public Instruction](#). However, it was slightly modified for our purposes.)

<b>Organization</b>	
Unacceptable	Audience cannot understand presentation because there is no sequence of information
Acceptable	Audience has difficulty following presentation because presenter jumps around
Good	Presenter presents information in logical sequence which audience can follow
Excellent	Presenter presents information in logical, interesting sequence which audience can follow
<b>Subject Knowledge</b>	
Unacceptable	Presenter does not have grasp of information; presenter cannot answer questions about subject
Acceptable	Presenter is uncomfortable with information and is able to answer only rudimentary questions
Good	Presenter is at ease with expected answers to all questions, but fails to elaborate
Excellent	Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration
<b>Graphics</b>	
Unacceptable	Presenter uses superfluous graphics or no graphics
Acceptable	Presenter occasionally uses graphics that rarely support text and presentation
Good	Presenter's graphics relate to text and presentation
Excellent	Presenter's graphics explain and reinforce screen text and presentation
<b>Spelling &amp; Grammar</b>	
Unacceptable	Presenter's presentation has more than one misspelling and more than one grammatical error
Acceptable	Presentation has exactly one misspelling and/or exactly one grammatical error, which a spell- or grammar checker would catch
Good	Presentation has exactly one misspelling and exactly one grammatical error, which a spell- or grammar checker would not catch
Excellent	Presentation has no misspellings or grammatical errors
<b>Eye Contact</b>	
Unacceptable	Presenter reads all of report with no eye contact
Acceptable	Presenter occasionally makes eye contact, but still reads most of report
Good	Presenter maintains eye contact most of the time but frequently returns to notes
Excellent	Presenter maintains eye contact with audience, seldom returning to notes
<b>Elocution</b>	
Unacceptable	Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of room to hear
Acceptable	Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation.
Good	Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation.
Excellent	Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

## Assignments

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points Possible	Percent of Total Grade
1. Attendance	10	10%
2. Posting discussion questions and participating in class discussion	20	20%
3. Show and tell	20	20%
4. Group project		
4.1 Proposal – due by 11:59pm 9/13	5	5%
4.2 Competitive analysis – due by 11:59pm 10/4	10	5%
4.3 Medium-fidelity mockup of the system – due by 11:59pm 11/15	10	10%
4.4 Presentation (including slides) – by 11:59 pm 12/4	10	10%
4.5 Final report – due by 11:59pm 12/4	5	10%
4.6 Peer evaluation – due by 11:59pm 12/4	10	10%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

**Attendance and class participation (10%)** Active participation in the lecture and discussion classes is strongly encouraged. Attendance and participation go hand in hand to make class effective. It is not enough to just be physically present. Before the class, please read and reflect on the materials.

Two absences will be allowed if giving the instructor notification 24 hours ahead of the scheduled class. If you had to miss a class session unexpectedly, get in contact with the instructor within 24 hours. When there are more than 2 absences without proper notifications to the instructor, your grade will be affected. If you miss more than two classes (without excuses), your participation grade will drop by 1 point for each missed class. For example, 3 missed classes without excuses on top of the allowed 2 missed classes will result in a deduction of 3 points.

If you need to miss a class for medical reasons, a doctor's note should be presented. If you will need to be absent due to religious holy day observance, please let me know.

**Discussion questions (20%)** Each week, students will prepare and submit to Canvas a discussion question about the assigned material for that week. Discussion questions are due in Canvas before the beginning of the Monday lecture class at 9:30 AM. Late discussion questions will not be accepted. The discussion question should be focused on the required material, at least 80 words long, and should make it clear that you have both read and thought about the assigned material.

I will select a few of the questions to guide the Wednesday class discussion. Discussion questions are an opportunity for you to bring your own point of view and interests to the materials we cover in class, and students are encouraged to connect the materials to current events and prior learning in this class or other classes.

Discussion questions should be conversation starters. It might help for you to look for an idea or assertion in the material that you found interesting and would like to talk about in class. If your question has a correct answer, it may not be a good discussion question. The top 9 (out of 11 total) scores you receive for the discussion questions

will be counted toward your final grade in the course, the other scores will be dropped. This is how I will grade your questions:

Score	Description
5	The discussion question reflects that the student read and understand the assigned materials, referring specifically to assigned reading. It has the potential to prompt thoughtful discussions. At least 80 words.
4	The discussion or question needs further development or reflection, but could promote meaningful discussions. At least 80 words.
3	A relevant question is provided but does not have a potential to serve as a good starter of a meaningful discussion. At least 80 words.
2	The question was not related to the assigned material. At least 80 words.
1	The question or discussion is not relevant to the assigned material. Less than 80 words.
0	No submission

**Show and tell (20%)** Each student group (maximally 2 students) will make one show-and-tell over the semester. In the show-and-tell, you will select one consumer health system or application and present it to the class. The system that you present could be, but not limited to, the following categories:

- Consumer health information retrieval systems
- Patient information and education systems
- Social media and online communities
- Personal health records or patient portals
- Serious games
- Mobile apps for disease management
- Quantified self apps (self-tracking apps)
- Others... (discuss with the instructor)

The presentation could include, but not be limited to, the following information:

- ✓ What does the system/app do?
- ✓ Who created this system or application?
- ✓ How does this system/app work? (a demo)
- ✓ Are there similar systems?
- ✓ How do you think about the system (in comparison to similar systems/apps when applicable)?

The instructor is available for discussion about the show-and-tell. Each show-and-tell lasts about 10-15 minutes, followed by a Q&A session. This assignment will be evaluated based on the grading rubric for presentations (see P4).

Within the first two weeks, the instructor will provide a sign-up sheet for you to sign up for one presentation. *Stay tuned.*

**Group project (50%)** The final project is a design project. Students will work in groups. Each group should not exceed four members. The rough steps for the project are:

1. Identify a problem space, including the problem (e.g., lack of physical activities, surging of mental health challenges, diabetes management), the affected group (e.g., young adults, older adults, people with Type I diabetes), and its specific setting/area/location (e.g., a rural clinic, a public library, everyday life contexts);
2. Create a design proposal: Propose a system that you are going to design to help solve the problem (e.g., an iPad-based app on diabetes management for young adults, a web-based information and education system for breast cancer patients, an educational tool that helps educate patients on evaluating the quality of online health information);
3. Conduct a competitive analysis, i.e., conduct a review of existing similar systems (define your own rubrics in ways that would support your design decisions);

4. Create a medium-fidelity mockup of the system, using tools such as MS Powerpoint or Figma.
5. Write a final report, compiling your problem statement, competitive analysis, and the medium-fidelity design of the system.
6. Present your project. The presentation should be about 20 minutes long, with 5 additional minutes for Q&A. The grading rubric for the presentation is on P4.

The deliverables for the final project are specified below:

Proposal (5%). The proposal should outline the following elements and be limited to 1 page or less.

- (Initial) Title of your project, group member
- Problem(s) that you want to address
- Description of the system that you want to propose
- Goals that your system intends to achieve
- Major components of your system (in a table format, listing system functions and theoretical foundations, if any, to support the design)
- Timeline for completing the project

Competitive analysis (10%). Conduct a review of existing similar systems, including:

- Finding at least 3 similar systems
- Defining your evaluation rubrics; the rubrics should support your design decisions. I will show some example rubrics in class.
- Compare the selected systems based on the rubrics.

Medium-fidelity mockup of the system (10%). The mock-ups should include major components of the system (the top level) outlined in the proposal. When there are multiple major components, create one mock-up for each major component to represent major functionalities included in the component (the second level). No mock-ups are required for design at the third level. You may use tools such as MS Powerpoint or Figma to create the mockups.

Final report (5%). The final report is a compilation of your problem statement, competitive analysis, and the medium-fidelity design of the system. However, it is not a simple compilation, you need to integrate them into a coherent report (story). Transitions between the sections should be smooth.

All sources must be cited in text with complete citation information at 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](#).

Presentation (10%). The presentation should be about 15-20 minutes long, with 5 additional minutes for Q&A. The grading rubric for the presentation is on P4.

Peer evaluation (10%). Due before 11:59pm of May 5. Please answer the survey (will be posted in Canvas) about your peers' performance for the group assignment. Your grade for this component will be based on 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, and peer 2):  
**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?



## Course Outline

Below is the course outline. **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 changes with as much advance notice as possible.

Week	Topic		Due and Reminders
1	8/21	Course orientation	
	8/23	Overview of consumer health informatics	
<b>Week 1 materials</b> <ul style="list-style-type: none"> <li>Eysenbach, G. (2000). Consumer health informatics. <i>BMJ</i>, 320 (7251), 1713-1716. Available at: <a href="http://www.bmj.com/content/320/7251/1713.full">http://www.bmj.com/content/320/7251/1713.full</a></li> <li>Flaherty, D., Hoffman-Goetz, L., &amp; Arocha, J. F. (2015). What is consumer health informatics? A systematic review of published definitions. <i>Informatics for Health and Social Care</i>, 40(2), 91–112. <a href="https://doi.org/10.3109/17538157.2014.907804">https://doi.org/10.3109/17538157.2014.907804</a></li> </ul>			
2	8/28	Patient empowerment	<ul style="list-style-type: none"> <li>Week 2 discussion questions (due 8/28 before 9:30am)</li> </ul>
	8/30	Class discussion	
<b>Week 2 materials</b> <ul style="list-style-type: none"> <li>Anderson, R. M., &amp; Funnell, M. M. (2010). Patient Empowerment: Myths and Misconceptions. <i>Patient Education and Counseling</i>, 79, 277–282. <a href="https://doi.org/10.1016/j.pec.2009.07.025">https://doi.org/10.1016/j.pec.2009.07.025</a></li> <li>Bravo, P., Edwards, A., Barr, P. J., Scholl, I., Elwyn, G., McAllister, M., &amp; the Cochrane Healthcare Quality Research Group, C. U. (2015). Conceptualising patient empowerment: A mixed methods study. <i>BMC Health Services Research</i>, 15(1), 252. <a href="https://doi.org/10.1186/s12913-015-0907-z">https://doi.org/10.1186/s12913-015-0907-z</a></li> </ul>			
3	9/4	Labor day holiday	
	9/6	Models of individual health behavior	
<b>Week 3 materials</b> <ul style="list-style-type: none"> <li>Patterson, R. (2001). The new focus: Integrating behavioral science into disease management. In R. Patterson (Eds.). <i>Changing Patient Behavior: Improving Outcomes in Health and Disease Management</i> (pp. 1-20). CA: Jossey-Bass.</li> <li>Champion, V.L., &amp; Skinner, C.S. (2008). Chapter 3. The health belief model. In K. Glanz, B.K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (pp.45-65). Jossey-bass.</li> <li>Montano, D.E., &amp; Kasprzyk, D. (2008). Chapter 4. Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B.K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (pp.67-96). Jossey-bass.</li> </ul>			
4	9/11	Models of interpersonal health behavior	<ul style="list-style-type: none"> <li>Week 4 discussion questions (due 9/11 before 9:30AM)</li> </ul>



	9/13	Class discussion	<ul style="list-style-type: none"> <li>Show and tell</li> <li><b>Group project proposal (due: 9/13)</b></li> </ul>
<p><b>Week 4 materials</b></p> <ul style="list-style-type: none"> <li>McAlister, A.L., Perry, C.L., &amp; Parcel, G.S. (2008). Chap. 8. How individuals, environments, and health behaviors interact: Social cognitive theory. In K. Glanz, B.K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (pp.189-210). Jossey-bass.</li> <li>Heaney, C.A., &amp; Israel, B. A. (2008). Chap. 9. Social networks and social support. In K. Glanz, B.K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (pp.45-65). Jossey-bass.</li> </ul>			
5	9/18	Health literacy, eHealth literacy	<ul style="list-style-type: none"> <li>Week 5 discussion questions (due 9/18 before 9:30AM)</li> <li>Show and tell</li> </ul>
	9/20	Class discussion	
<p><b>Week 5 materials</b></p> <ul style="list-style-type: none"> <li>Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. <i>Health Promotion International</i>, 15(3), 259–267. <a href="https://doi.org/10.1093/heapro/15.3.259">https://doi.org/10.1093/heapro/15.3.259</a></li> <li>Berkman, N. D., Sheridan, S. L., Donahue, K. E., Halpern, D. J., &amp; Crotty, K. (2011). Low Health Literacy and Health Outcomes: An Updated Systematic Review. <i>Annals of Internal Medicine</i>, 155(2), 97. <a href="https://doi.org/10.7326/0003-4819-155-2-201107190-00005">https://doi.org/10.7326/0003-4819-155-2-201107190-00005</a></li> <li>Norman, C. D., &amp; Skinner, H. A. (2006). eHealth literacy: Essential skills for consumer health in a networked world. <i>Journal of Medical Internet Research</i>, 8(2). Available at: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550701/?report=printable">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550701/?report=printable</a></li> </ul>			
6	9/25	Consumer health information needs and information sources	<ul style="list-style-type: none"> <li>Week 6 discussion questions (due 9/25 before 9:30AM)</li> <li>Show and tell</li> </ul>
	9/27	Class discussion	
<p><b>Week 6 materials</b></p> <ul style="list-style-type: none"> <li>Ormandy, P. (2011). Defining information need in health - assimilating complex theories derived from information science. <i>Health Expectations: An International Journal of Public Participation in Health Care and Health Policy</i>, 14(1), 92–104. <a href="https://doi.org/10.1111/j.1369-7625.2010.00598.x">https://doi.org/10.1111/j.1369-7625.2010.00598.x</a></li> <li>Fletcher, C., Flight, I., Chapman, J., Fennell, K., &amp; Wilson, C. (2017). The information needs of adult cancer survivors across the cancer continuum: A scoping review. <i>Patient Education and Counseling</i>, 100(3), 383–410. <a href="https://doi.org/10.1016/j.pec.2016.10.008">https://doi.org/10.1016/j.pec.2016.10.008</a></li> <li>Klasnja, P., Civan-Hartzler, A., Unruh, K.T., &amp; Pratt, W. (2010). Blowing in the wind : Unanchored patient information work during cancer care. In the <i>Proceedings of CHI 2010</i>, 193-202.</li> </ul> <p>Review the following websites:</p> <ul style="list-style-type: none"> <li>NLM: <a href="http://www.nlm.nih.gov">http://www.nlm.nih.gov</a></li> <li>National Network of Libraries of Medicine, NLM: <a href="http://nnlm.gov">http://nnlm.gov</a>; Consumer health information resources (multiple languages) <a href="http://nnlm.gov/outreach/consumer/multi.html">http://nnlm.gov/outreach/consumer/multi.html</a></li> <li>MeSH: <a href="https://www.nlm.nih.gov/mesh/">https://www.nlm.nih.gov/mesh/</a></li> <li>MedlinePlus: <a href="http://www.nlm.nih.gov/medlineplus/">http://www.nlm.nih.gov/medlineplus/</a></li> </ul>			
7	10/2	Consumer health information retrieval and search behavior	<ul style="list-style-type: none"> <li>Week 7 discussion questions (due 10/2 before 9:30AM)</li> <li>Show and tell</li> <li><b>Competitive analysis (Due 10/4)</b></li> </ul>
	10/4	Class discussion	

<p><b>Week 7 materials</b></p> <ul style="list-style-type: none"> <li>• Lenz, E. (1984). Information seeking: A component of client decisions and health behavior. <i>Advances in Nursing Science</i>, 6(3), 59-71.</li> <li>• Eysenbach, G., &amp; Kohler, C. (2002). How do consumers search for and appraise health information on the world wide web? Qualitative study using focus groups, usability tests, and in-depth interviews. <i>BMJ</i>, 324(7337), 573-577.</li> <li>• Fournery, A., White, R. W., &amp; Horvitz, E. (2015). Exploring Time-Dependent Concerns About Pregnancy and Childbirth from Search Logs. <i>Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems</i>, 737–746. <a href="https://doi.org/10.1145/2702123.2702427">https://doi.org/10.1145/2702123.2702427</a></li> </ul>			
8	10/9	Theory-guided design approach	<ul style="list-style-type: none"> <li>• Week 8 discussion questions (due 10/9 before 9:30AM)</li> <li>• Show and tell</li> </ul>
	10/11	Class discussion	
<p><b>Week 8 materials</b></p> <ul style="list-style-type: none"> <li>• Pingree, S., Hawkins, R., Baker, T., duBenske, L., Roberts, L. J., &amp; Gustafson, D. H. (2010). The value of theory for enhancing and understanding e-health interventions. <i>American Journal of Preventive Medicine</i>, 38, 103–109. <a href="https://doi.org/10.1016/j.amepre.2009.09.035">https://doi.org/10.1016/j.amepre.2009.09.035</a></li> <li>• Villalobos-Zúñiga, G., &amp; Cherubini, M. (2020). Apps That Motivate: A Taxonomy of App Features Based on Self-Determination Theory. <i>International Journal of Human-Computer Studies</i>, 140, 102449. <a href="https://doi.org/10.1016/j.ijhcs.2020.102449">https://doi.org/10.1016/j.ijhcs.2020.102449</a></li> <li>• NIH Stage Model for Behavioral Intervention Development: <a href="https://www.nia.nih.gov/research/dbsr/nih-stage-model-behavioral-intervention-development">https://www.nia.nih.gov/research/dbsr/nih-stage-model-behavioral-intervention-development</a> (Accessed on August 19, 2023)</li> </ul>			
9	10/16	User centered design approach	<ul style="list-style-type: none"> <li>• Week 9 discussion questions (due 10/16 before 9:30AM)</li> <li>• Show and tell</li> </ul>
	10/18	Class discussion	
<p><b>Week 9 materials</b></p> <ul style="list-style-type: none"> <li>• Civan-Hartzler, A., McDonald, D.W., Powell, C., Skeels, M.M., Mukai, M., &amp; Pratt, W. (2010). Bringing the field into focus: User-centered design of a patient expertise locator. In <i>Proceedings of CHI 2010</i>, 1675-1684.</li> <li>• Khan, D.U., Siek, K.A., Meyers, J., Haverhals, L.M., Cali, S., &amp; Ross, S.E. (2010). Designing a personal health application for older adults to manage medications. In <i>Proceedings of the IHI2010</i>, 849-858.</li> <li>• Marquard, J. L., &amp; Zayas-Cabán, T. (2012). Commercial off-the-shelf consumer health informatics interventions: Recommendations for their design, evaluation and redesign. <i>Journal of the American Medical Informatics Association</i>, 19(1), 137–142. <a href="https://doi.org/10.1136/amiainjnl-2011-000338">https://doi.org/10.1136/amiainjnl-2011-000338</a></li> </ul>			
10	10/23	Online communities and patient expertise	<ul style="list-style-type: none"> <li>• Week 10 discussion questions (due 10/23 before 9:30AM)</li> <li>• Show and tell</li> <li>•</li> </ul>
	10/25	Class discussion	
<p><b>Week 10 materials</b></p> <ul style="list-style-type: none"> <li>• Preece, J. (1998). Empathic communities: researching out across the web. <i>Interactions</i>, March + April, 32-43.</li> <li>• Hawn, C. (2009). Take two aspirin and tweet me in the morning: How Twitter, Facebook, and other social media are reshaping health care. <i>Health Affairs</i>, 28(2), 361-368.</li> <li>• Hartzler, A., &amp; Pratt, W. (2011). Managing the personal side of health: How patient expertise differs from the expertise of clinicians. <i>Journal of Medical Internet Research</i>, 13. <a href="https://doi.org/10.2196/jmir.1728">https://doi.org/10.2196/jmir.1728</a></li> </ul>			

11	10/30	Instructor attending a conference	
	11/1		
12	11/6	Games for health	<ul style="list-style-type: none"> <li>• Week 12 discussion questions (due 11/6 before 9:30AM)</li> <li>• Show and tell</li> </ul>
	11/8	Class discussion	
<p><b>Week 12 materials</b></p> <ul style="list-style-type: none"> <li>• Read J.L. (2011). Interactive games to promote behavior change in prevention and treatment. <i>Journal of American Medical Association</i>, 305(16), 1704-1705.</li> <li>• Baranowski, T., Blumberg, F., Buday, R., DeSmet, A., Fiellin, L. E., Green, C. S., ... Young, K. (2016). Games for Health for Children—Current Status and Needed Research. <i>Games For Health Journal</i>, 5(1), 1–12. <a href="https://doi.org/10.1089/g4h.2015.0026">https://doi.org/10.1089/g4h.2015.0026</a></li> </ul>			
13	11/13	mHealth and self-tracking	<ul style="list-style-type: none"> <li>• Week 13 discussion questions (due 11/13 before 9:30AM)</li> <li>• Show and tell</li> <li>• <b>Medium-fidelity mockup of the system (Due 11/15)</b></li> <li>• <b>Group project consultation</b> (you may take the feedback to improve your final report)</li> </ul>
	11/15	Class discussion	
<p><b>Week 13 materials</b></p> <ul style="list-style-type: none"> <li>• Klasnja, P., &amp; Pratt, W. (2012). Healthcare in the pocket: Mapping the space of mobile-phone health interventions. <i>Journal of Biomedical Informatics</i>. Available at: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3272165/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3272165/</a></li> <li>• Lupton, D. (2013). Quantifying the body: monitoring and measuring health in the age of mHealth technologies. <i>Critical Public Health</i>, 23(4), 393–403. <a href="https://doi.org/10.1080/09581596.2013.794931">https://doi.org/10.1080/09581596.2013.794931</a></li> <li>• Riley, W. T., Rivera, D. E., Atienza, A. A., Nilsen, W., Allison, S. M., &amp; Mermelstein, R. (2011). Health behavior models in the age of mobile interventions: Are our theories up to the task? <i>Translational Behavioral Medicine</i>, 1(1), 53–71. <a href="https://doi.org/10.1007/s13142-011-0021-7">https://doi.org/10.1007/s13142-011-0021-7</a></li> </ul>			
14	11/20	Thanksgiving break	Enjoy!
	11/22		
15	11/27	Personal health records and patient portals	<ul style="list-style-type: none"> <li>• Week 15 discussion questions (due 11/27 before 9:30AM)</li> <li>• <b>Group project consultation</b> (you may take the feedback to improve your final report)</li> </ul>
	11/29	Group presentations	
<ul style="list-style-type: none"> <li>• Ancker, J. S., Barrón, Y., Rockoff, M. L., Hauser, D., Pichardo, M., Szerencsy, A., &amp; Calman, N. (2011). Use of an electronic patient portal among disadvantaged populations. <i>Journal of General Internal Medicine</i>, 26(10), 1117-1123.</li> <li>• Beard, L., Schein, R., Morra, D., Wilson, K., &amp; Keelan, J. (2012). The challenges in making electronic health records accessible to patients. <i>Journal of the American Medical Informatics Association: JAMIA</i>, 19(1), 116-120.</li> </ul>			

16	12/4	Group presentations	<ul style="list-style-type: none"> <li>• <b>Due: Final report (by 11:59pm)</b></li> <li>• <b>Due: Presentation and slides (by 11:59pm)</b></li> <li>• <b>Due: Peer evaluation (by 11:59pm)</b></li> </ul>
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## Course Policies and Disclosures

### HONOR CODE

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect.

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process. 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 a written warning, 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>.

### CONFIDENTIALITY OF CLASS RECORDINGS

[If class recordings that include student [personally identifiable information](#) are to be made, UT Legal has indicated that the following disclosure should be included in the syllabus and wherever recordings are posted on Canvas.]

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.

### GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

### CONTENT WARNING

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments 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

[Anyone concerned about the unauthorized sharing of their course materials through online sites should add the following statement to their syllabus. Including this statement regarding the posting and/or use of your course content by students establishes a proactive directive to students that is helpful to the office of [Student Conduct and Academic Integrity](#) in administering the conduct process should the material be posted in opposition to your written directive.]

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, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is 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 initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### ARTIFICIAL INTELLIGENCE

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is permitted for students who wish to use them, provided the content generated by AI is properly cited.

If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

For more information about AI in education, see the Center for Teaching and Learning's "[5 Things to Know about ChatGPT](#)" webpage that includes [additional suggested syllabi statements](#) for your consideration.]

### RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order 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

Class rosters are provided to the instructor with the student's legal name, unless they have added a chosen name with the registrar's office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar's office, you can do so [here](#), and reference [this guide](#).
- For additional guidelines prepared by the Gender and Sexuality Center for changing your name on various campus systems, see the Resources page under UT Resources [here](#).

### 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.

### COUNSELING AND MENTAL HEALTH CENTER (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or



accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

## Important Safety Information

### CARRYING OF HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- 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, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents 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, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers 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 Emergency Management](#), 512-232-2114:

- 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 the [Office of Emergency Management](#).

## University Resources

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the [University Resources Students Canvas page](#).