



THE OHIO STATE UNIVERSITY

SYLLABUS

BMI 5760

Public Health Informatics

Autumn 2025 – Online (3 Credit Hours)

College of Medicine

Instructor: Saurabh Rahurkar, DDS, DrPH

Email address: : Saurabh.Rahurkar@osumc.edu

Office hours: By appointment

Class Meeting Schedule: Asynchronous

Course Policies: All College and Program course policies apply to this course.

Course Description:

The goal of this course is to introduce students to the emerging and interdisciplinary field of Public Health Informatics. Informatics is an integral part of the foundations and success of public health initiatives and policies and is utilized in a unique and critical way to enhance public health goals. This course will examine the wide use and scope of informatics in the field of public health and allow students to focus on the core competencies of public health informatics, and really examine how informatics and public health are vital to each other. The fundamental public health theories of environmental health, health behavior and health promotion, and epidemiology will be discussed in the context of how informatics can be applied to these areas to enhance their experiences, methods, and tools and ultimately achieve their goals. Other topics will include the use of GIS in enhancing epidemiological surveillance, informatics use in disaster relief efforts, informatics use in public safety and hospital communications, and the use of health information exchanges for public health purposes.

While there are no strict requirements, a successful student should have a base understanding of biomedical informatics and clinical research informatics principles, methods, and tools.

Prerequisites: The following skills are necessary to successfully participate in this course and engage with course material meaningfully:

Baseline technical skills for online courses

1. Basic computer and web-browsing skills
2. Navigating Carmen

Technology skills necessary for this specific course

1. CarmenConnect text, audio, and video chat
2. Recording a slide presentation with audio narration
3. Recording, editing, and uploading video

Required equipment

1. Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
2. Webcam: built-in or external webcam, fully installed and tested
3. Microphone: built-in laptop or tablet mic or external microphone

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Course Learning Outcomes:

This course provides students with an understanding of the broad scope of the field of Public Health Informatics and to come to a realization that the two fields of informatics and public health are very much intertwined with each other. Key challenges and opportunities in the applied use of informatics to public health will be highlighted. In addition to discussing the core competencies of public health informatics and specific genres of public health, the role of strategic stakeholders in public health will be discussed to gain insight on how applied informatics principles, methods, and tools can enhance the goals of public health workers and agencies.

By the end of this course, students should successfully be able to:

1. Describe the mission and practice of public health and identify opportunities to advance public health using informatics methods and tools.
2. Explain fundamental informatics principles and their application in public health.
3. Describe current and evolving public health surveillance systems.
4. Explain the current and evolving relationship between clinical and public health systems, including needs, challenges, and opportunities.

5. Describe the impact of informatics on public health.
6. Describe public health workforce and how informatics can be utilized to enhance their experiences.

HOW THIS ONLINE COURSE WORKS (REQUIRED)

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released in batches. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
Office hours will be by appointment.
- **Participating in discussions: AT LEAST ONCE PER WEEK**
Students are required to share their reflection on the weekly module by developing two questions and their answers based on the student's understanding and engagement with the course material.

COURSE MATERIALS AND TECHNOLOGIES (REQUIRED)

Textbooks

Required

- Magnuson, J. A.; Dixon, B. E. [Public Health Informatics and Information Systems](#); Springer: Cham, 2020.

Recommended

- Johnson S. *The Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern World*. Riverhead Books; 2006.

Other fees or requirements

- None

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

Self-Service and Chat support: ocio.osu.edu/help

Phone: 614-688-4357(HELP)

Email: servicedesk@osu.edu

TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
2. Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
3. Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE (REQUIRED)

How your grade is calculated (required)

The following table presents maximum possible points for each assignment.

CATEGORY	POINTS
Signals and Evidence in Public Health Informatics	15
Book Report	50
Exploring Economic Opportunity Through the Opportunity Atlas	15
Final Paper	50
Total	130

The final grade will be the weighted total of all of the activities below

ACTIVITY	PERCENT OF TOTAL GRADE
Quizzes	10%
Discussions (Reflections)	5%

Signals and Evidence in Public Health Informatics	15%
Book Report	25%
Exploring Economic Opportunity Through the Opportunity Atlas	15%
Final Paper	25%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

I. Signals and Evidence in Public Health Informatics

Description:

Public health informatics often relies on integrating multiple streams of data to monitor drug safety and guide decision-making. One stream involves *surveillance signals* of potential adverse drug events (ADEs), while another involves *evidence from biomedical research* to contextualize those signals. In this assignment, you will practice linking these two approaches.

Instructions:

1. Choose a Drug of Public Health Relevance

Select any drug that you believe has important implications for maternal and pediatric population health (e.g., commonly prescribed, controversial in safety, used in children, or relevant to chronic diseases). Justify your choice in 2–3 sentences.

2. Explore Safety Signals

Use the public available FDA Adverse Event Reporting System (FAERS) dashboard (available here: <https://go.osu.edu/faers>) to examine reported ADEs for your chosen drug. As of August 2025, the FAERS dashboard provides a real-time view of reported adverse drug events.

Briefly summarize:

- The top 2–3 most frequently reported ADEs.
- Any age- or population-specific patterns you notice.

3. Explore Evidence from Biomedical Literature

The Maternal and Pediatric Precision in Therapeutics (MPRINT) Knowledge Portal is a data base of drug safety literature. Use the public facing portal is available here:

<https://go.osu.edu/mprint> to explore drug safety studies for your chosen drug. For your drug, summarize:

- The number and type of studies available (e.g., pharmacokinetics, safety in pediatrics, pregnancy, etc.).
- Whether the literature supports, contradicts, or leaves uncertainty about the ADEs you found above.

4. Correlate with prescription patterns

StealthMed RWEye (available here: <https://go.osu.edu/stealthmed>) is a platform that integrates prescription volume of drugs, drug safety literature, and postmarketing surveillance metrics. Explore the drug of your choice on this platform. Discuss:

- How does integrating these three pieces of information change your view?
- How might public health agencies leverage an approach that integrates these three sources of data.

5. Synthesize

In a short concluding paragraph, reflect on how combining *real-world surveillance data* and *published evidence* can improve our understanding of drug safety. What are the strengths and limitations of each source?

Deliverable:

- 1 page, single-spaced (no more than 800 words).
- Include 1 simple table (ADEs vs. supporting/contradictory evidence from literature).

Academic integrity and collaboration:

- Getting help on the assignment is not permitted.
- Collaborating or completing the assignment with others is not permitted.
- Copying or reusing previous work is not permitted.
- Open-book research for the assignment is permitted and encouraged.

II. Book Report: The Ghost Map

Overview

The Ghost Map (Steven Johnson) is a narrative of the 1854 Broad Street cholera outbreak and a foundational case study in public health informatics before Information Technologies existed. This mid-course report (Week 9) helps you connect what you have learned in the introductory, data-collection, ethics and privacy, public health infrastructure, and health information exchange

modules, to a real episode where information science, field investigation, and decision-making changed policy and practice.

Where to get the book

- Amazon: [Audiobook / Paperback \(\\$9.93\)Links to an external site.](#)
- OSU Library or Interlibrary Loan (ILL): [OSU Catalog LinkLinks to an external site.](#)
- Columbus Metropolitan Library: [Paperback, eBook, AudiobookLinks to an external site.](#)
- Ohio Digital Library (OverDrive): [Digital copyLinks to an external site.](#)
- Libby app (borrow from your local libraries via phone/tablet)

By Week 9 the student has:

- Covered foundations of Public Health Informatics (Modules 1–2)
- Practiced core data-collection approaches: surveys, interviews, observations (Modules 3–4)
- Have an understanding of Public Health Informatics Infrastructure (including health information exchange) and appreciated issues around ethics, privacy and security as it related to information systems in public health (Modules 5, 6, and 7)
- Seen the course schedule and what’s coming (e.g., GIS, epidemiology, decision support)

This assignment asks to:

- Summarize the book
- Link past and upcoming module titles to concrete moments in the book
- Reflect on how modern information technologies could enhance those functions you observed in a non-tech era.

Objectives

- Relate course modules (completed and upcoming) to a historical PHI case
- Recognize “informatics” work (data collection, mapping, inference, policy) in an old-tech/No-tech world
- Articulate how contemporary IT (EHRs, HIE, GIS, dashboards, DSS) could enhance those functions

Directions

- Read (or listen to) The Ghost Map
- Skim the course schedule to list relevant module titles (past & upcoming, deep dive not needed; reading the content in the course schedule table should be enough)

- Draft your report using the structure below and formatting requirements
- Submit as a PDF or DOCX to Canvas by the due date

Formatting Requirements

- Length: 3–6 pages (minimum 3 full pages, maximum 6)
- Font: Helvetica, Arial, Times New Roman, Courier New
- Font size: 11 pt (10 pt if Courier New)
- Spacing: Single-spaced; standard 1" margins
- Citations: AMA style if you cite anything

What to Include

Organize your paper with these three sections:

1. Summary of the Book (2–3 paragraphs)

- Identify key figures (e.g., John Snow, Henry Whitehead)
- Explain the major themes: cholera epidemic, data collection, spatial analysis/mapping, public health action

2. Connections to Course Modules (~2–3 pages)

- **Completed modules (Modules 1–7):** Draw parallels between events in the book and the modules you've covered so far (Modules 1–7)
- **Extend to prepare for upcoming modules (Modules 8+):** Look at the course schedule and anticipate how later topics (privacy/security, health information exchange, syndromic surveillance, etc.) might relate to what you read. You are not expected to do a deep dive into upcoming material—use the titles of the modules as a guide.
- *Example: Module 3 — Surveys:* Reverend Whitehead's household interviews mirror modern survey methods to confirm cases and exposures.
- **Note:** Every module has an equivalent counterpart in the activities described in the book.

1. Reflection (minimum 1 page)

- **Surprise:** One specific moment that challenged your assumptions
- **Perspective:** How the story sharpened your view of PHI as information-for-action
- **Modern enhancement:** How might information technology enhance the roles and functions described in the book? What challenges or unintended consequences might arise?

Your reflections can be based on your own background, interests, or insights from readings and lectures.

Notes

- This is a mid-course check: keep it concise, concrete, and aligned to module titles.
- If you cite, use AMA. Otherwise, focus on clear connections and specific examples from the book.
- **Please check the rubric on Canvas**

Academic integrity and collaboration:

- Getting help on the assignment is not permitted.
- Collaborating or completing the assignment with others is not permitted.
- Copying or reusing previous work is not permitted.
- Open-book research for the assignment is permitted and encouraged.

III. Exploring Economic Opportunity Through the Opportunity Atlas

Objective:

Students will use the Opportunity Atlas tool to explore geographic patterns in economic mobility and reflect on how these patterns intersect with public health outcomes, social determinants of health (SDOH), and public health informatics.

Instructions:

1. Explore the Map:

- Go to <https://www.opportunityatlas.org/>
- Select your hometown or a place of interest (e.g., current city, childhood neighborhood, or another U.S. location).
- Examine outcomes such as income, incarceration rates, or employment for children who grew up in low-income households.

2. Select a Comparison Tract:

- Choose a nearby census tract that shows significantly better or worse outcomes.
- Compare differences in race, parental income, and other available metrics.

3. Answer the Following Questions (*1–2 paragraphs each*):

- What did you learn about your selected tract(s)?
- What patterns do you notice in economic mobility and demographic makeup?

- How might these economic outcomes relate to population health outcomes or public health priorities?
- What kind of public health interventions could help improve opportunity in lower-mobility tracts?
- How can tools like Opportunity Atlas support public health informatics and policy?:
- Explore how “community vital signs” (e.g., income, crime, education) might be incorporated into an EHR system. What ethical or operational challenges could arise?

Deliverables:

- Submit a short (2-page max) write-up addressing the above questions.
- Screenshots of the Opportunity Atlas map with your selected tracts highlighted).
- **Note: Please see the rubric**

Academic integrity and collaboration:

- **Getting help on the assignment is not permitted.**
- **Collaborating or completing the assignment with others is not permitted.**
- **Copying or reusing previous work is not permitted.**
- **Open-book research for the assignment is permitted and encouraged.**

IV. Final Paper

Overview:

Throughout this course you have explored the foundations, applications, and future of Public Health Informatics (PHI). You have examined historical contexts such as The Ghost Map, analyzed real-world surveillance systems like FAERS and Opportunity Atlas, and evaluated case studies including web-based event detection, syndromic surveillance, infodemiology and infoveillance, and the integration of social determinants of health into electronic health records. By the end of the semester, you have seen how PHI bridges data, technology, and practice to inform decisions and improve population health.

This final paper is your opportunity to synthesize what you have learned. You will select one topic aligned with a course module (see weekly schedule) and relate it to your own area of academic or professional interest. Your analysis must explicitly engage with Public Health Informatics—papers that do not make PHI the central lens will not be accepted.

Directions:

1. **Choose a Topic:** Select one of the modules covered in this course (e.g., data collection, surveillance systems, GIS, privacy/security, health information exchange, decision support, preventive medicine, etc.).
2. **Define the Connection:** Relate the topic to your own area of interest (e.g., chronic disease, maternal and child health, global health, health policy, mental health, drug safety, SDOH, etc.).
3. **Apply PHI Principles:** Demonstrate how concepts, tools, and methods from PHI can be applied to your chosen area. Examples may include:
 - Use of real-time data (e.g., Twitter for event detection)
 - Integration of multiple surveillance systems
 - Infodemiology approaches to health communication
 - Ethical, privacy, or interoperability considerations
 - GIS and spatial data applications in health
 - Lessons from historical or contemporary case studies (e.g., *The Ghost Map*, Google Flu, Sandy Hook study)
4. **Support with Evidence:** Draw on at least 5 academic sources, including assigned readings and outside peer-reviewed or high-quality sources.

Deliverables

- **Paper Length:** 6–8 pages, double-spaced, 12pt font, standard margins.
- **Due Date:** Wednesday, December 4, 23:59 (Finals Week).
- **Submission Format:** Upload as a PDF or Word document to Carmen.

What to Include

The final paper must include the following sections:

1. **Introduction**
 - Introduce your chosen topic.
 - Explain why it is important for public health.
 - State your research question or framing problem.
2. **Background**
 - Summarize the relevant PHI concepts from the course module.
 - Discuss how this area has historically been addressed (drawing from readings such as *The Ghost Map* or surveillance case studies).
3. **Application to Area of Interest**
 - Clearly connect PHI methods/systems to your field of interest.
 - Explain how PHI adds value compared to traditional public health approaches.

- Highlight real-world or potential applications.

4. Critical Analysis

- Discuss strengths and limitations of PHI in this context.
- Address data, ethical, equity, or policy considerations.
- Identify gaps or challenges for the future.

5. Conclusion

- Summarize your key insights.
- Reflect on the role of PHI in shaping the future of public health practice in your chosen area.

6. References

- Minimum of 5 sources, formatted consistently (AMA preferred).

Formatting Requirements

- Length: 3–6 pages (minimum 3 full pages, maximum 6)
- Font: Helvetica, Arial, Times New Roman, Courier New
- Font size: 11 pt (10 pt if Courier New)
- Spacing: Single-spaced; standard 1" margins
- Citations: AMA style if you cite anything

Academic integrity and collaboration:

- Getting help on the assignment is not permitted.
- Collaborating or completing the assignment with others is not permitted.
- Copying or reusing previous work is not permitted.
- Open-book research for the assignment is permitted and encouraged.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **72 hours on school days**.
- **Office hours:** I am available to meet by appointment and will always make time for my students. I encourage you to reach out for any reason.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** A tone of civility is appreciated in addition to following the “golden rule”. Be kind to one another.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Additionally, always use credible sources.
- **Backing up your work:** Consider composing your academic posts on a word processor with auto-save turned on (if turned off, save often) where you can save your work, and then copying into the Carmen discussion. A safer strategy may be to use a platform like google docs to compose your carmen discussions or even assignments before moving them over to

the preferred submission format. Type “docs.new” in the address bar of your browser to quickly open a new google doc.

STANDARD SYLLABUS STATEMENTS

The following institutional policy statements apply to this and all courses at The Ohio State University and are available to view at any time at this link:

<https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help

shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Contact:

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

1. All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
2. The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 1. Any human resource professional (HRP);
 2. Anyone who supervises faculty, staff, students, or volunteers;
 3. Chair/director; and
 4. Faculty member.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement

Columbus:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COURSE SCHEDULE (REQUIRED)

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/27 – 9/2	Topic: Introduction to Public Health Informatics Readings: • Course Text: Magnuson Chapters 1 and 2 • Readings and Podcasts Posted on Carmen Assignments: 1. Optional Survey: Beginning of Term 2. Introduction: Introduce Yourself Reflections (shared online in “Discussion”): • Module 1
2	9/3 – 9/9	Topic: Finding and Using Publicly Available Health Data Readings: • Course Text: Magnuson Chapters 7 and 17 • Reading Posted on Carmen Assignments: • None Reflections (shared online in “Discussion”): • Module 2
3	9/10 – 9/16	Topic: Collecting Your Own Data: Surveys Readings: • Reading Posted on Carmen Assignments: 1. Quiz 1 Reflections (shared online in “Discussion”): • Module 3
4	9/17 – 9/23	Topic: Collecting Your Own Data – Interviews and Observations

Week	Dates	Topics, Readings, Assignments, Deadlines
		Readings: • Readings Posted on Carmen Assignments: 1. Signals and Evidence in Public Health Informatics Assignment Reflections (shared online in “Discussion”): • Module 4
5	9/24 – 9/30	Topic: Public Health Informatics Infrastructure, Information, & Architecture Readings: • Course Text: Magnuson Chapters 5 and 6 Assignments: 1. Optional Survey: Check-in Week 5 2. Quiz 2 Reflections (shared online in “Discussion”): • Module 5
6	10/1 – 10/7	Topic: Public Health Informatics Privacy & Security; Ethics & Information Technology Readings: • Course Text: Magnuson Chapters 9 and 11 • Readings Posted on Carmen Assignments: • None Reflections (shared online in “Discussion”): • Module 6
7	10/8 – 10/12	Topic: Public Health Informatics & Health Information Exchange Reading: • Course Text: Magnuson Chapter 22 • Reading Posted on Carmen Assignments: 1. Quiz 3

Week	Dates	Topics, Readings, Assignments, Deadlines
		2. The Ghost Map Book Report early submission open Reflections (shared online in “Discussion”): Module 7
8	10/13 – 10/18	Fall Break
9	10/19 – 10/21	Module 7 (cont.) Assignments: - Quiz 3 - The Ghost Map Book Report due (10/21) Reflections (shared online in “Discussion”): - Module 7
10	10/22 – 10/28	Topic: Geographic Information Systems Literature Mapping Assignment Grades to be posted Reading: - Course Text: Magnuson Chapter 21 Assignments: - None Reflections (shared online in “Discussion”): - Module 10
11	10/29 – 11/4	Topic: Informatics in Disease Prevention and Epidemiology Readings: - Course Text: Magnuson Chapter 14 Assignments: - Exploring Economic Opportunity Through the Opportunity Atlas - Quiz 4 Reflections (shared online in “Discussion”): - Module 11
12	11/5 – 11/11	Topic: Decision Support Systems in Public Health Reading: - Course Text: Magnuson Chapter 23 - Readings Posted on Carmen

Week	Dates	Topics, Readings, Assignments, Deadlines
		Assignments: - Optional Survey: Check-in Week 12 Reflections (shared online in “Discussion”): - Module 12
13	11/12 – 11/18	Topic: Delivery of Preventative Medicine in Primary Care Reading: - Course Text: Magnuson Chapter 24 - Readings Posted on Carmen Assignments: - None Reflections (shared online in “Discussion”): - Module 13
14	11/19 – 11/25	Artificial Intelligence in Public Health Informatics Reading: - Readings Posted on Carmen Assignments: - Final Paper early submission opens Reflections (shared online in “Discussion”): - Module 14
15	11/26 – 12/2	Thanksgiving Holiday
16	12/3 – 12/9	Assignments: Final Paper