Using an Immersion Approach - Informatics and Health Care Administration – Content, Location and Scope

Who: Midcareer Masters of Health Informatics, Masters of Health Administration and Masters of Public Health On-line Students

Mix of students - mix of providers, government, vendors and purchasers

When: one of their last courses before graduation

Applying comprehensively the concepts from the courses

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Where:

- One semester a year at Washington DC with national leader from federal government, associations, Capitol Hill, hospitals – Children's/University, clinics – VA and private, consulting firms, HIMSS, consumer advocates, HIEs, vendors, etc.

Policy and operations "where we are headed" for health care delivery, administration and optimization of health IT

- One semester a year at a state location with public/private leaders from geographic location. Hawaii (cross-island; territory implications; Kaiser staff model), Seattle (regional federal, ACOs, VA Cerner implementation, technology center), Minnesota (VA Polytrauma, rehabilitation, 3M – Best Buy new "players" in the market)

Real time operational implications and opportunities

- One semester international or Territory (Puerto Rico – Amsterdam – Canada)

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Why:

- "Current" – real time

Additional Benefit: Networking

Deliverables:

- Experience
- Knowledge transfer: topics include population health, social determinants of health, data, health information technology, financial, leadership

Final Deliverable: Paper relating week to your current organization/position

- Skills

Written and verbal communication - interviewing, tweeting, emails communication

- Analysis

Content, Context, Concreteness

Benefits Realized

Cross-learning amongst students: in employed market will work with security, CIOs, CEOs, advocates, vendors, consultants with different perspectives

There is never one right answer – only the best decision with the known information, resources and priorities

Expanding the knowledge of students and presenters on opportunities available

You only know what you know - don't know what you don't know

Application of lifelong learning

Value comes from participating – Optimizing comes from utilizing what you learn

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Considerations

Competing agendas for locations: COVID restrictions and demands

Site visit locations may need to be limited

Virtual – never desirable but doable as a combination

Timing for a full-week "Immersion"

Between semesters preferred (not while taking other classes)

Availability of instructors and locations – preparation is a six-month process

Deciding what you cannot do

Not time to do everything – need time for discussion, processing, engaging

Q & A