

N507/N407

Digital Media For Healthcare

[Media Arts and Science Program](#)

[Indiana University School of Informatics and Computing, Indianapolis](#)

Credit Hours: **3**

Prerequisites: **INFO I575 Informatics Research Design**

Instructor: **[Dr. Edgar Huang, Associate Professor](#)**

Classroom: **IT271**

Class time: **6-8:40pm, Tuesdays**

Office Address: **IT 471**

Office Phone: **(317) 278-4108**

Office Hours: **5-6pm, T or via Skype by appointment**

Email: **via Canvas Mail**

Skype: **j21099**

Website: **<http://soic.iupui.edu/people/edgar-huang/>**

Go directly to **[Class Schedule](#)**

Edgar Huang's teaching philosophy:

Teaching is not feeding ducks.

Teaching is bringing the best out of a student.

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community
- A commitment to ensuring diversity, and
- Pursuit of best practices

IUPUI's mission is derived from and aligned with the principal components – Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices – of Indiana University's Strategic Directions Charter.

Statement of Values [top](#)

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community; both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as

well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Course Description:

This course examines how healthcare systems employ digital media for marketing, education, communication, and ecommerce. Students research digital media usage in the healthcare industry and work in teams to design and execute an empirical research project culminating in a publication or online interface with digital media elements.

Extended Course Description [top](#)

As the Web 2.0 technology and mobile technology get more and more mature, digital media have been taken advantage of by healthcare systems in the United States and around the world for the purposes of marketing, providing patient education, conducting business online, interacting with users, and so on. This course will provide graduate students and undergraduate students an opportunity to research the healthcare industry in terms of digital media usage. Based on your understanding, derived from extensive empirical research, of the needs of hospitals and patients, you will come up with one of the two kinds of projects: (1) writing an empirical research paper or (2) developing a research-based and user-friendly online interface (for different devices) with digital media elements, such as video, audio, interactivity, included, for a patient portal, a hospital intranet, a healthcare insurance network, an independent patient education Web site, a healthcare social media Web site, or another kind of healthcare-related endeavor. The possibilities are broad in this new territory. You simply need to find a niche that suits your interests. A niche can refer to a kind of hospitals, for instance, children's hospitals online; a disease type, such as diabetes and digital support; a media type, such as patient education videos; or a device type, such as iPhone app for supporting bipolar disorder patients. The students will work together in teams and work closely with the professor either on a paper or on a production project. The students are expected to publish with the professor or produce a new media/HCI project under the guidance of the professor.

This course will not teach technological skills. If a student wishes to develop an online interface, s/he needs to rely on his/her existing skills and learn more on his/her own.

The course will mainly take on the seminar format. For those who will write a research paper, they will go through literature search and review, instrument design, sampling, data collecting, data analysis, and write-up. For those who will work on an interface project, they will read the assigned literature, search for more literature, survey the industry, survey the niche market, design a prototype, conduct a user test, and refine the design.

The goals of this course for those research-oriented students are

1. to apply what they have learned in the research methods class if you have taken that course,
2. to learn the complete process of conducting a research project in a real-world environment, and
3. to learn to present the research outcome in a publishable paper.

The goals of this course for those production-oriented students are

1. to apply what they have learned in the media production or HCI courses,
2. to learn to digest and benefit from empirical research publications,
3. to learn the process of conducting empirical industrial research, and
4. to produce a research-based digital media/HCI project.

Dr. Edgar Huang started his healthcare digital media research in 2009 and has published 12 articles in diversified healthcare journals in the United States and in Europe. In addition, he was involved in multiple healthcare digital media productions over the years. This course will help students develop their in-depth understanding of digital media for healthcare and possibly carve out a career path in a hardly defined but booming area.

This course is appropriate for graduate students and/or undergraduate students in MAS, HCI, Healthcare Information Management, and Health Informatics.

Course Outcomes [top](#)

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Assess applications of digital media to the healthcare industry using principles from human-computer interaction (HCI) and the media arts and sciences.	5	2	Assignments
2. Research and evaluate how digital media have been used in healthcare applications.	5	1	Assignments
3. Design and execute a research project on the use of digital media, employing appropriate research methods and HCI principles.	6	2	Project
4. Perform data collection for a research project in accordance with ethical principles.	3	4	Project
5. Write a research paper or produce a professional digital media or HCI project that is applicable to real healthcare needs.	6	3	Project
6. Evaluate critically empirical research publications and synthesize the results in the research project.	5	2	Assignments Project

RBT: Revised Bloom's Taxonomy; PGPL: Principles of Graduate and Professional Learning

Principles Of Graduate And Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery	Moderate emphasis
2. Critical thinking and good judgment	Major emphasis
3. Effective communication	Some emphasis
4. Ethical behavior	Some emphasis

Teaching And Learning Methods

Project-based learning, team-based learning

Prerequisites [top](#)

Ideally, an undergraduate student has taken at least three 300-level courses, and a graduate student has taken [INFO 1575 Informatics Research Design](#).

Required Texts [top](#)

An extensive bibliography is provided below in the schedule.

Equipment/Supplies [top](#)

The school equipment pool has several camcorders, lights, microphones, and audio recording devices for checkout. Please go [online](#) to make a reservation if you need to.

Software Used [top](#)

Use software at your own discretion.

University course policies [top](#)

There are a number of [campus-wide policies](#) governing the conduct of courses at IUPUI.

Classroom Civility [top](#)

To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

Bringing children to class [top](#)

To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

Course Evaluation Policy [top](#)

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

Communication [top](#)

The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

Email [top](#)

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Disabilities Policy [top](#)

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.

Administrative Withdrawal [top](#)

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

Emergency Preparedness [top](#)

Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>

Student Advocate [top](#)

The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.

Counseling and Psychological Services (CAPS) [top](#)

Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.

Code of Conduct [to](#)

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a production, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program. All students are responsible for reading, understanding, and applying the [Code of Student Rights, Responsibilities and Conduct](#) and in particular the section on academic misconduct.

Attendance and Class Performance [top](#)

Attendance is vital to your success in this class. You are required to be present in class to learn new knowledge and skills, to participate in discussions, and to present your ideas and your assignments. University regulations state: "Students are expected to be present for every meeting of the classes which they are enrolled." **There are reasons for missing classes: illness, accidents, or death/serious illness in the family, etc. For whatever reason, you are allowed to be absent for up to two times. If you are absent three or more times, you have the choices of either withdrawing from the class when withdrawing is still possible or getting an "F" for your course grade. Every undocumented absence will cost you 2 points of your course grade.** An absence due to sickness or other excusable reasons will be excused in the sense that 2 points will not be marked off your course grade, but it is still counted as an absence. So save your absences for the absolutely mandatory moments. If you miss a class, you should get notes from a classmate. You are expected to be at class for the entire duration of the class period unless you are dismissed early. If you miss half of the class, you will be counted as being half absent.

Teamwork [top](#)

During the semester, unless the instructor has stated otherwise, you can form a 2-person team to work on the assignments and the course project to share knowledge and skills and to help each other shape and reshape project ideas. Grouping is not required though. You will create the team as you wish. Team members will learn how to manage time, have a clear communication, share comparatively equal amount of responsibility, and learn from one another. If a team member is in charge of certain aspect of an assignment, s/he should be responsible for making the other team member understand how, why and what should be done. **The purpose of teamwork is learning together, not skipping learning.**

During the semester, students will, based on their interests, choose to lead the discussion on one topic. You will boost your participation grade by leading such a discussion. Of course, if you don't lead a discussion, you can still earn the participation grade in other ways. You can lead the discussion by yourself or co-lead with another student in the class.

All creative and personal differences must be worked out amicably outside of class. Problems and conflict between team partners have no place in the classroom. Your ability to deal positively with problems is a measure of your maturity and professionalism. You are allowed to regroup or de-group any time during the semester.

Assignments [top](#)

Some are individual assignments while some are group assignments. All assignments are building blocks that will serve the purpose of completing the course project. Each assignment can be part of the course project or can be an exercise piece for you to learn how to achieve a goal in your course project. The assignments must be

1. completed
2. in a professional manner and
3. submitted by the deadlines.

The assignments will be critiqued and graded.

No projects produced fully or partially for another class should be submitted for grading in this course.

All assignments should be submitted to the Submission Page unless stated otherwise.

Critique, Self-critique and Peer Review [top](#)

In-class critiques will be a routine. All critiques should be constructive rather than destructive. "If you add a line above the text, the text will stand out more" is constructive, for instance. "The paper sucks" is destructive, for instance.

All students should be open-minded for critiques. All critiques will target your products, not you the person. When Jennifer says that Javier's kinetic typography movement is too slow, she doesn't mean Javier is a slow person. When everyone says your paper is perfect, you will literally learn nothing. My role in this class is a quality controller.

A self-critique and peer review are expected of you for every assignment. This document will show me how you have learned and contributed. **You will get 0 point for an assignment without self-critique and peer review.** In the self-critique and peer review, state

1. what new things or lessons you have learned (If you have learned nothing new, something is wrong with your engagement in the assignment.),
2. what frustrations you experienced (Frustration is a necessary part of constructive learning and should not be taken negatively.),
3. what improvement you think you can make,
4. how you contributed to the assignment, and
5. how your peers contributed to the assignment. Give a grade to your peer with 100 as the highest score.

Participation [top](#)

You will not get any participation credit for simply being present. You are expected to

1. actively participate in discussions,
2. contribute your ideas and answer questions in class and online,
3. and help other students both in your group and outside of your group, and in the classroom and outside of the classroom.

At the end of the semester, each student's participation grade will be determined 50% by student grading and 50% by the instructor. The grading scale is as follows:

- 10 points — Highly actively participating
- 8 points — Actively participating
- 6 points — Participating at least once a week
- 4 points — Rarely participating
- 2 point — almost never participating
- 0 point — not participating

Grades between scales, such as 9 or 7 are allowed.

Grading [top](#)

Distribution of grades:

Assignment 1	10
Assignment 2	10
Assignment 3	10
Assignment 4	10
Assignment 5	10
Assignment 6	10
Assignment 7	10
Participation	10
Course Project	20
Total	100%

Grading scale is as follows:

A+	97 – 100	Outstanding achievement, given at the instructor's discretion
A	93 – 100	Excellent achievement
A-	90 – 092.99	Very good performance and quality of work
B+	87 – 089.99	Good performance and quality of work
B	83 – 086.99	Modestly acceptable performance and quality of work
B-	80 – 082.99	Marginal acceptable performance and quality of work
C+	77 – 079.99	Unacceptable work (Core course must be repeated for credit)
C	73 – 076.99	Unacceptable work (Core course must be repeated for credit)
C-	70 – 072.99	Unacceptable work (Course must be repeated for credit)

D+	67 – 069.99	Unacceptable work (Course must be repeated for credit)
D	63 – 066.99	Unacceptable work (Course must be repeated for credit)
D-	60 – 062.99	Unacceptable work (Course must be repeated for credit)
F	Below 60	Unacceptable work (Course must be repeated for credit)

No credits toward major, minor, or certificate requirements are granted for a grade below B-.

Students' peer grading for each assignment will be factored into my final grading to reflect your total effort as shown in all the assignments. Since I do not work with you on your projects on a routine basis, peer grading over time is the best indicator of your contribution. **All students should grade responsibly** to truly reflect another team member's contributions. Usually, you should assign 100 unless you have serious complaint about your teammate(s). At the end of the semester, the formula for your course project grade will be:

your performance grade from me x peer grading.

For instance, if you have earned 100 for your performance from me, and your peer contribution grade is 90, then, your course project grade will be $100 \times 90\% = 90$. That means, since your peers believe you have contributed only 90% to the project, you deserve 90% of the total credit.

Late Work [top](#)

All assignments are due on the dates and times specified. Sporadic late submissions will be excused. Habitual (3 times and more) late submissions will earn you a letter grade below what you otherwise deserve in the course grade. **A submitted assignment without accompanied self-critique and peer review is not counted as being completed. Late submission of self-critique and peer review is counted as late work.** Any submission, including self-critique and peer review, that is seven days late will not be accepted.

Incomplete [top](#)

A grade of Incomplete (I) will be given only if you have extenuating circumstances that prevent you from completing the class, such as severe illness/hospitalization. That's about it. If you simply "get behind" in the class, you will not be given an "I." If you get behind, you should drop the class if it is still possible for you to drop. If, for example, you get busy with work and don't have time to devote to the class, you should drop. That is not an extenuating circumstance.

Flexibility [top](#)

I believe the semester plan is realistic and the objectives are attainable. Nonetheless, I reserve the right to adjust the course content, assignments, etc., based on the class's needs or ability to maintain pace.

Special needs [top](#)

If you have a learning disability, a physical disadvantage, or other special needs, please talk to me about it during the first or second week of the semester. I want to work with you to accommodate your situation and help you succeed in this course.

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

Visit <http://aes.iupui.edu/> for more information.

About your instructor [top](#)

Edgar Huang received his Ph.D. degree in Mass Communication from Indiana University in 1999; M.F.A. degree in Visual Arts from University of California, San Diego, in 1995.

Dr. Huang has taught media convergence, video production and editing, photojournalism, photography, online video presentation, Web publishing, graphic and layout design, research methods, computer-assisted reporting and news writing courses at IUPUI, University of South Florida St. Petersburg, Northern Illinois University, Indiana University, University of California, San Diego, and the University of International Relations. Huang started his college teaching career in 1984.

Dr. Huang is an established researcher. He pioneered the [healthcare new media marketing research](#) area in 2009 and has published heavily ever since. His journal articles about

- interactive e-health tools,
- healthcare videos,
- teaching new media,
- youth news consumption behaviors,
- media convergence,
- streaming technology,
- documentary photography,
- postmodern photography,
- digital imaging, and
- the Internet and national development

are seen in

- *International Journal of Healthcare Management*
- *Journal of Communication in Healthcare,*
- *Journal of Medical Marketing,*
- *Health Marketing Quarterly,*
- *International Journal of Pharmaceutical and Healthcare Marketing,*
- *e-Service,*
- *Convergence,*
- *Journalism and Communication Monographs,*
- *Newspaper Research Journal,*
- *Visual Communication Quarterly,*
- *Information Technology for Development, etc.*

Huang's freelance experience includes writings for trade magazines and newspapers, still photography, book design, Web publishing, news design and video production and editing. In 2014, his online photo exhibition [Tiananmen Square, 1989](#), was made public. A documentary video on organ donation that three seniors in his Fall 2005 A451 Advanced Video class and he worked on won the 2007 AACN (American Association of Critical-Care Nurses) Media Award among close to 1,000 entries. A research project "Searching for an Ideal Streaming Technology," which he worked on with an undergraduate student in an independent study, won Judges' Choice Award at the 2006 New Media Consortium Summer Conference and was published online at <http://www.iupui.edu/~nmstream>. In 2004, the Department of Journalism and Media Studies, University of South Florida St. Petersburg, Web site, designed by Huang, won the first place in the Department and School sites category in the annual "Best of the Web" Design Competition run by the Association for Education in Journalism and Mass Communication. The same site and the USFSP College of Arts and Sciences Web site (designed by Edgar Huang and one of his students) won top awards in the USFSP Web Design competition in 2004. Several public service announcement videos, documentary videos, training videos and promotional videos that Huang and his students produced have been adopted by Riley Hospital, Indiana Organ Procurement Organization, U.S. Courthouse, IUPUI Student Employment Service, Marion County Health Department, Noble of Indiana and so on.

Class Schedule [top](#)

>Date**>Class contents****>Homework****Week 1**

Aug 25

- Introduction to the course
 - Introduction to the course project
 - Pre-course survey
 - Grouping students for Course Project
 - Sign-up for discussion leading
 - Healthcare new media defined
 - Course Project
- Course Project

Week 2

Sep 1

- E-health defined and redefined
- Assignment 1: Healthcare and new media: My observation
 - Readings:
 1. Mukherjee, A., & McGinnis, J. E-healthcare: an analysis of key themes in research
 2. Randeree, E., & Rao, H. R. E-health and assurance: curing hospital websites
 3. Ricciardi, L., et al. A National Action Plan To Support Consumer Engagement Via E-Health
 4. Sharma, S. K., Xu, H., Wickramasinghe, N., & Ahmed, N. Electronic healthcare: issues and challenges

Week 3

Sep 8

- Assignment 1 discussion
 - How have hospitals used new media?
 - What have new media companies done to support hospitals?
 - How have patients embraced healthcare new media?
- Assignment 1 is due.
 - Assignment 2: Most Wired Hospitals: Are they really good?
 - Readings:
 - 1.
 2. Luger, S. K. [Continuity of Business: Does Your Hospital Have a Plan?](#)
 3. [HealthCare's Most Wired](#)

Week 4

Sep 15

- Assignment 2 discussion
 - What are some of the urgent issues regarding healthcare new media?
 - Return on investment (ROI)
 - Budgeting
 - Personnel
 - Motivation
 - Cyber security
 - Privacy
 - Expertise and external support
- Assignment 2 is due.
 - Readings:
 1. Campbell, G., Sherry, D., & Sternberg, D. J. A hospital Web site that works.
 2. Lipscomb, J. Top five reasons dentists will not use social media
 3. Snyder, L. Online Professionalism: Social Media, Social Contracts, Trust, and Medicine

Week 5

Sep 22

- Proposing your Course Project ideas

Week 6

Sep 29

- Engaging patients digitally—What are the models and how can we measure success?
- Assignment 3: Models of patient engagement
 - Visit Patientslikeme.com
 - Visit WebMD.com
 - Recommend other similar Web sites
 - Readings:
 1. Robezieks, A. Online and on target: Hospitals add sophistication to their websites, improving value to patients

Week 7

Oct 6

- Assignment 3 discussion
- Hospitals on YouTube—What are hospitals doing and how users have responded?
- Assignment 3 is due.
- Assignment 4: Healthcare on social media: What can be further done?
- Observe how hospitals of your choice have used YouTube in terms of purpose, video content, length, etc., and how users have responded.
- Readings:
 1. Huang, E. [Diffusion of videos on US hospital web sites](#)
 2. Huang, E. [Six cases of e-health videos on hospital Web sites](#)
 3. Huang, E., Bolchini, D., & Jones, J. F. [Users' consumption of healthcare videos on hospital Web sites](#)
 4. Huang, E. [U.S. hospitals on YouTube: A test to the altruistic marketing approach](#)

Week 8

Oct 13

- Reporting and discussing the progress of your Course Project 1
- Facebook and Twitter for hospitals—a sustainable model of doing business?
- Observe how hospitals have interacted with patients and other parties on these two social media
- [Found In Cache](#): Social media resources for health care professionals from Ed Bennett
- Readings:
 1. Garven, J. J. Social media: The word of mouth revolution
 2. Hirsch, L. [Nearly All US Hospitals Use Social Media. Now What?](#)
 3. Huang, E. & Dunbar, C. L. [Connecting to patients via social media: A hype or a reality?](#)
 4. MacDonald, L. [Hospitals embrace social media, but have yet to realize its](#)

[full benefits](#)**Week 9**

Oct 20 Fall Break. No class

Week 10

Oct 27

- Assignment 4 discussion
- 21st-century patient education—
What are the successful approaches and outcomes?
- Assignment 4 is due.
- Assignment 5: Best patient education
- Readings:
 1. Gallant, L., Irizarry, G., & Kreps, G. L. User-Centric Hospital Web Sites: A Case for Trust and Personalization
 2. Stoop, A., Riet, A. V., & Berg, M. Using information technology for patient education: realizing surplus value?

Week 11

Nov 3

- Assignment 5 discussion
- Interacting with patients online—
What are the common tools?
- Assignment 5 is due.
- Assignment 6: The best way to engage patients
- Readings:
 1. Huang, E. [Patient-Oriented Interactive E-health Tools on U.S. Hospital Web Sites](#)
 2. Huang, E., & Chang, C. A. [Case studies of implementation of interactive e-health tools on hospital Web sites](#)
 3. Huang, E., Chang, C. A., & Khurana, P. [Users' preferred interactive e-health tools on U.S. hospital Web sites](#)
 4. Lustria, M. L. A. Can Interactivity Make a Difference? Effects of Interactivity on the Comprehension of and Attitudes Toward Online Health Content

Week 12

Nov 10

- Assignment 6 discussion
- Mobile apps for healthcare—
competitions, limitations, and possibilities
- Assignment 6 is due.

Week 13

Nov 17

- Reporting and discussing the progress of your Course Project 2

Week 14

Nov 24

- Disease types and digital support—
- Readings:

What are hospitals' and patients' urgent needs?

- Engaging doctors and nurses online

1. Cosentino, R., & Halmowitz, S. Surfers & Seekers – What to Put on Your Hospital Web Site
2. Marton, C. American Cancer Hospital Web Sites and Adoption of Web 2.0 Technologies

Week 15

Dec 1

- Healthcare new media marketing— What are the challenges and opportunities?
- Readings:
 1. Huang, E. Building a patient-centered hospital Web site: Best practices in China
 2. Shepherd, C. D., & Fell, D. Hospital Marketing and the Internet: The Adoption of an Innovation
 3. Widmer, T. G., & Shepherd, D. Developing a hospital Web site as a marketing tool: A case study

Week 16

Dec 8

- Individual conferences
- Peer grading of participation

Week 17

Dec 15

- Course Project presentations
- Course evaluation

Course Project is due.