



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

INLS 696

Research Practicum in Clinical Data Analysis

Carolina Health Informatics Program

Fall 2014 Syllabus

Independent Study

Course Overview

Rho is a full-service contract research organization located here in Chapel Hill, North Carolina. Rho's Federal Business Services (FBS) team conducts ongoing market research to identify new federal business opportunities for the company. These opportunities come in the form of either government contracts or federal grants. Currently, we have effective tools in place for conducting this research on prospective, future work possibilities for our company. What FBS does not have is an effective way to harvest data about our current employees and their career experience. As one might imagine, identifying new work opportunities is only half the battle; you must then take stock of employee skillsets, and use them to strengthen estimates of how competitive your company might be in applying for a specific opportunity.

Rho's business model is comprised of both federal and commercial work, and as such there is a department very similar to FBS, devoted to identifying new commercial business opportunities. I will refer to this group as the Commercial Business Development group (CBD) moving forward. CBD struggles with the same deficiencies as the FBS team; how do we leverage our own employees' past experience, and align this with the new work opportunities that are available? Our company currently maintains a "career map" database, where each employee tracks his/her own career progress and experiences since working at Rho. Unfortunately, this tool was not specifically designed with any future business development needs in mind. Rather, it was intended to be a career progress tracker for employees to use for internal advancement here at Rho.

Course Learning Objectives

For my CHIP Practicum project, I would like to ask and address the following questions, in communication with the following groups:

1. **To the CBD team:** What types of information are most important to your department when looking at new business opportunities, and does this type of data exist in the current career map system? If this data does exist, how can we efficiently retrieve this information for purposes of business development? If this data does not exist, what are the deficiencies?
2. **To the career map software development team:** Can the system be manipulated to help both the FBS and CBD teams leverage it more to our own needs? If so, can the software development team help FBS and CBD design a way to extract employee career information to better serve business development needs? If the system cannot be manipulated, the FBS and CBD teams may be able to make a strong case to upper management for a totally new tool.
3. Establish a timeline for identifying and implementing a solution for the FBS and CBD teams.

Academic and Career Impacts of this Course

As stated on the CHIP website, the academic goal of the program's clinical information science track is defined to be "focused training with an emphasis on clinical information systems analysis, data management and manipulation, as well as support of clinical decision making." From a systems analysis standpoint, this project will seek to identify any and all shortcomings of Rho's career map system for use by the FBS and CBD teams. Being a member of the federal business services team myself, any project successes would directly applicable to my daily workflow and processes. A thorough analysis of the career map system will help both teams identify ways to better match company employee experience with prospective work opportunities. This in turn reduces time spent deciding whether or not to pursue specific opportunities.

Readings/Materials/Tools

Text

To assist in identifying appropriate analysis methodology, I will be consulting Hugh Beyer and Karen Holtzblatt's *Contextual Design: Defining Customer-Centered Systems* as a primary text for my project work. As this was the primary text for a previously completed CHIP course INLS 582, I will be making use of any additional resources from this course as well.

Other Tools/Resources

For creating various models and diagrams of system problems and scenarios, I will likely be using online tools such as [Lucidchart](#) and various products within the Microsoft Office suite. Additionally, I will be referencing any previous documentation, meeting/workshop minutes, and/or available written information that might be maintained internally here at Rho that may concern the development and maintenance of the career map system.

Course Deliverables

Course deliverables, along with a generally expected time of delivery, are as follows:

- **Information Gathering Plan:** This is a general appraisal of the type of information I am planning to gather over the course of the project. This plan includes the sources from which I am collecting the information, as well as any specific methods I am using to carry out the information accrual process. This information gathering plan is to be submitted to the course faculty advisor at the very beginning of the semester.
- **Progress Reports:** These are general appraisals of where I am at with all project work. I anticipate two of these across the semester, with delivery dates estimated to be October 1st and November 15th. Each report includes what has been completed so far, as well as a prospective estimation of what work is planned for the remainder of the semester. Reports will be around 1-2 pages in length.
- **Work log of weekly happenings, progress, interviews, etc.** This deliverable could be regularly discussed at each biweekly meeting as it is updated and added to.
- **Models used for framing the overall system problems, as well as any models used towards developing solutions.** This could take the form of physical models, screenshots of current software interfaces, workflow diagrams, and other common systems analysis models.
- **Final Poster and Presentation:** demonstration to advisors and coworkers of the successes/failures of the career map system's potential. This would be delivered at the end of the semester

Schedule of Meetings

Tentatively, I anticipate 1 hour, biweekly meetings between myself and my course instructor will be sufficient for keeping my instructor apprised of all project development and progress. I am proposing that these meetings take place by way of teleconference predominantly, with in-person meetings being held as needed.

Assessment Criteria/Grading

I anticipate grades being broken down as follows:

<u>Project Component</u>	<u>Expectations</u>	<u>Total Value (%)</u>
Information Gathering Plan	<ul style="list-style-type: none">• How complete is the plan?• Do the plans map to the project needs appropriately?• How clearly are the plans laid out?	15%
Progress Reports / Interview Minutes	<ul style="list-style-type: none">• How effectively do progress reports convey project progress?• How clearly are future project plans laid out?	10%
Work Log	<ul style="list-style-type: none">• Is the work being described/documentated in adequate detail?	10%
Student/Instructor Meetings	<ul style="list-style-type: none">• Are there enough regular meetings to keep the instructor sufficiently informed of student progress?	15%
Work Models / Interviews	<ul style="list-style-type: none">• Do the models map to the project needs appropriately?• Was the interview process conducted at a sufficient level of detail for the project needs?	25%
Final Presentation / Poster	<ul style="list-style-type: none">• Were project findings/results clearly articulated?	25%
		100%