Syllabus for PADM 596
Independent Study: E-Government and Health Administration
Spring 2024

Professor: Dr. Daniel J. Mallinson

Office:	W-160K
Office Hours:	By appointment
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Course Description: This independent study, co-designed by the student and instructor, centers on the exploration of E-government and health administration through a scoping review approach. The course is designed to offer a broad and comprehensive understanding of how electronic governance intersects with healthcare systems. Throughout the study, the student will engage in an extensive examination of the landscape of E-government in health administration, covering aspects such as evolution, technologies, challenges, interoperability, standards, and cybersecurity. The scoping review methodology will be employed to map the existing literature, identify key concepts, and provide a comprehensive overview of the field. The final project of the independent study will entail the development of a scoping review, aiming to capture the breadth of available literature on E-Government in Health Administration. The review will not only highlight existing knowledge but also elucidate potential gaps and areas for future research, contributing valuable insights to the field. At minimum the review protocol will be submitted for pre-registration. Regular mentorship and weekly meetings with the instructor will be integral to the student's progress. These interactions will facilitate in-depth discussions on the material, guide the scoping review process, and ensure that the student receives personalized support throughout the independent study.

Learning Objectives:

- Critical Thinking and Integration

  - The student will critically evaluate the literature on E-Government in Health Administration, assessing its relevance and contribution to the field.

  - The student will read, critically evaluate, and integrate literature on topics such as evolution, technologies, challenges, interoperability, standards, and cybersecurity in the context of health administration.

- Research and Analysis

  - The student will conduct a thorough review of existing scholarly literature on E-Government in Health Administration.

- Through the scoping review process, the student will develop and enhance research skills, including the ability to identify key concepts, synthesize information, and map the existing literature.

- Program Competence

    - The student will gain a deeper understanding of how E-Government principles and technologies can be applied in the realm of health administration.
    - By exploring topics such as evolution, challenges, and standards, the student will enhance their program competence, specifically in understanding the complexities of implementing electronic governance in healthcare systems.

Methods for Learning and Teaching: This independent study will require substantial self-paced work on the part of the student. We will meet most weeks via Zoom to discuss how the study is progressing and to tackle any questions about the material.

Reaching Our Goals

E-mail Policy: I will work to respond to e-mails within 24 hours during the week and 48 hours on the weekend.

Assessing Progress Towards Our Goals

The following assessments will be used to track your progress towards meeting our course goals: response memos and a final paper. Each component represents the following percentage of your final grade:

Three literature reaction papers	30%
Review Protocol Outline	5%
Review Protocol Rough Draft	5%
Final Submitted Protocol	50%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	70 to 76
D	60 to 69
F	Below 60

Reaction Papers: You will be required to write three reaction papers. These should be no more than 2 single spaced pages. Content is critical, not volume, so read carefully, think, take notes on your reading of the articles/books then write a well thought-out reaction paper. The goal of the reaction paper is to get your scholarly reaction to the readings, how they fit in the larger literature, address important questions, move the field forward, add new knowledge, challenge existing themes, and sometimes, completely miss the point. Reaction papers will encourage critical thinking about the readings. Your papers may focus on theoretical, empirical, methodological, integrative or practical issues. By now, you should know not to summarize and you cannot cover the entire article packet or book in detail. Rather, analyze, think and digest the readings, and react to it and focus on the connection between readings and what they mean and offer some novel insight on some part of them or as a whole.

Final Paper: Drawing from your reading, you will develop an robust protocol for a full scoping review related to an important question in the intersection of E-government and Health Administration. The goal is to submit a publishable protocol to the journal JMIR Research Protocols. Submission will be pending APC funds. If APC funds are not attained, then pre-registration through OSF will be completed. The final protocol project will be scaffolded, with an outline, rough draft, and progress reports due during the semester and the final proposal due during Finals Week. The initial outline must follow the structure of the final proposal. After the project is refined and approved, you will produce a full rough draft. The paper should have the following structure and be formatted based on JMIR requirements:

1. Abstract

2. Introduction

3. Methods

4. Results

5. Discussion

6. References

Academic Integrity

Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the *PSU Faculty Senate Policies for Students* regarding academic integrity and academic dishonesty: "Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students."

All University and Penn State Harrisburg policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policy of Penn State Harrisburg: https://harrisburg.psu.edu/academics/academic-guidelines-and-policies. Each student in this course is expected to work entirely on her/his own while taking any exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Penn State Harrisburg policies about academic integrity and academic dishonesty. Academic dishonesty can result in an assignment of "F" or "XF" as the final grade for the student.

Disability Access

Penn State welcomes students with disabilities into the University's educational programs. Penn State values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create environments that are usable, equitable, inclusive, and welcoming. Every Penn State campus has a Student Disability Resources office. Student Disability Resources at Penn State Harrisburg is located in the Student Enrichment Center Room 205. The Assistant Director of Student Disability Resources, Alan Babcock, can be reached via email at aub15@psu.edu or phone 717-948-6025.

To receive consideration for accommodations, please contact Student Disability Resources (SDR), participate in an intake interview, provide documentation of your disability, and complete an online Introductory Questionnaire. Please know that you are not required to already have documentation to begin the process with SDR, as SDR can assist with the process of requesting accommodations. Additional information is available on the (https://harrisburg.psu.edu/student-disability-resources). If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you can then give to your professors. Please know that requests for accommodations and support must be initiated by the student and communication with professors

regarding the approved accommodations must be initiated by the student. You will receive accommodations after you give your accommodations letter to your professors. It is recommended that you share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

Counseling Services

Success in college depends heavily on your personal health and wellbeing. Please recognize that some stress and anxiety is a normal part of life and the college experience, and it can be compounded by unexpected setbacks or life changes outside the classroom. Penn State Harrisburg has a number of support options listed in this syllabus.

If you are experiencing issues that feel unmanageable, you reach the point that you have difficulty concentrating and/or feeling motivated, or have anxiety or feelings of depression that interfere with your ability to take care of yourself or your daily responsibilities, please consider talking with someone in CAPS (Counseling and Psychological Services). We have a range of services to help you navigate issues that are impacting your ability to be healthy, well, and productive at college.

You can learn more about the confidential mental health services available on campus by visiting the Counseling and Psychological Services website or by calling (717) 948-6025 Monday through Friday 8am to 5pm. CAPS is located on the 2nd floor of the Student Enrichment Center, Suite 205. You can access crisis services 24/7/365 by calling 1-877-229-6400 or by texting "LIONS" to 741741. Find us on Instagram or on Facebook.

Educational Equity

Penn State takes great pride in fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: https://equity.psu.edu/reportbias. Penn State's Code of Conduct can be found at the following link: `https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct`.

Direct all inquiries regarding the nondiscrimination policy to The Office of Diversity, Equity, and Inclusion at Penn State Harrisburg at 717-948-6016, and to Student Diversity, Equity, and Inclusion at 717-948-6180.

Mandated Reporting

Penn State is committed to equal access to programs, facilities, admission, and employment

for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, or physical or mental disability, gender, perceived gender, gender identity, gender expression, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Gender-based and sexual harassment, including sexual violence, are forms of gender discrimination in that they deny or limit an individual's ability to participate in or benefit from University programs or activities. For reporting resources, and support, please visit `titleix.psu.edu`.

Penn State strongly encourages all members of the campus community to take appropriate action by providing support and encouraging those impacted by such incidents to submit a report to the Title IX Coordinator. You may also submit a report online by using the Incident Report Form found here: Office of Sexual Misconduct Prevention & Response Incident Report Form. If the University Title IX staff receives information about an incident, they will reach out to offer information about resources, rights, and procedural options available to you.

At Penn State Harrisburg, your point of contact is:

Nicholas Paesano Sexual Misconduct Resource Person Penn State Harrisburg E-126 Olmsted Building 717-948-4385

Penn State's Title IX Coordinator is: Amber Grove 212 Rider Building University Park, PA 16802 814-867-5088 titleix@psu.edu

Other resources that are available include:

- Penn State Harrisburg Counseling and Psychological Services, SEC 205 - 717-948-6025

- Suicide and Crisis Lifeline - 988

- Department of Safety & Police

    - Campus Police: 717-979-7976
    - Local Police: 717-543-2200 or 911

- YWCA Confidential Domestic Violence & Sexual Assault Services: 1-800-654-1221 (available 24/7)

- Contact Helpline: 800-932-4616 (24-hour community crisis hotline)

- Pinnacle Health Harrisburg: 717-782-3131

- Penn State Harrisburg Student Health Services, 220 Capital Union Building: 717-948-61015

- Penn State Hotline: 800-560-1637 (Anonymous reporting)

In Case of Emergency In the event of a University-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, and a revised semester calendar and/or grading scheme.

For more general information about the emergency situation, please refer to:

- Penn State Harrisburg's home page at http://harrisburg.psu.edu/

- PSUAlert (http://psualert.psu.edu/psualert/). This is a service designed to alert the Penn State community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally. Everyone is encouraged to sign up to receive the text alerts.

- Messages will be placed at the 717-948-6000 campus phone number

In the case of a University-wide emergency, please refer to the following about changes in this course:

- Canvas: https://psu.instructure.com/courses/2116052

- Instructor's email: mallinson@psu.edu

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to life, and believes this may affect their performance in the course, is urged to contact the Office of Student Affairs (syw10@psu.edu, 717-948-6180) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Writing Tutoring and Other Academic Support

The Russell E. Horn Sr. Learning Center may have a tutor who can assist you with this course. An appointment is recommended. Appointments are available in-person or on Zoom, depending on your preference.

To make an appointment:

Visit: Student Enrichment Center Room 201 Or go to: `starfish.psu.edu` and click on "My Success Network" Or call: 717-948-6475 Or email: PSHLearningCtr@psu.edu

The Learning Center can help you in a variety of ways:

Academic Success Coaches Get help with time management, organization, test-taking, study skills, as well as speech and presentation preparation and delivery.

Subject Area Tutoring Courses including accounting, biological and behavioral science, computer science, economics, finance, mathematics, physical sciences, statistics, engineering, and some world languages are supported by peer and professional tutoring.

Writing Get help with the development of essays, papers, resumes, cover letters, scholarship applications and much more. We can help at any stage from brainstorming ideas to citing sources to polishing your final product.

The Lambert Undergraduate Advising Center can assist you with exploring majors and minors, understanding academic policies, and planning courses for future semesters.

Drop-in Quick Question Advising is available during the semester both in-person and online (no appointment necessary!). See dates, times, and locations at: `bit.ly/whatsnexthbg`

To contact the Advising Center:

Visit: Student Enrichment Center Room 204 Or call: 717-948-6604 Or email: HBGAdvisingCenter@psu.edu

Course Schedule

Week: Scoping Review Background (1/7-1/13)

- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. `https://doi.org/10.1080/1364557032000119616`

- Levac, D., Colquhoun, H., & O'Brien, K. K. (2010). Scoping studies: Advancing the methodology. *Implementation Science*, 5(1), 1–9. `https://doi.org/10.1186/1748-`

`5908-5-69/TABLES/3`

- Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(1), 1–7. `https://doi.org/10.1186/S12874-018-0611-X/TABLES/1`

- Peters MDJ, Godfrey C, McInerney P, Munn Z, Tricco AC, & Khalil, H. Chapter 11: Scoping Reviews (2020 version). In: Aromataris E, Munn Z (Editors). , JBI, 2020. Available JBI Manual for Evidence Synthesis from `https://synthesismanual.jbi.globalhttps://doi.org/10.46658/JBIMES-20-12`

Week 2: E-Government in Health Administration (1/14-1/20

- Hammouri et al. (2021). Attitudes Toward Implementing E-Government in Health Insurance Administration. *International Journal of electronic Government Research*, 17(2), 1–18. `https://doi.org/10.4018/IJEGR.2021040101`

- Burlacu, S., Patarlageanu, S. R., Diaconu, A., & Ciobanu, G. (2021). E-government in the Era of Globalization and the Health Crisis caused by the Covid-19 Pandemic, between Standards and Innovation. *SHS Web of Conferences*, 92, 08004. `https://doi.org/10.1051/SHSCONF/20219208004`

- Tursunbayeva, A., Franco, M., & Pagliari, C. (2017). Use of social media for e-Government in the public health sector: A systematic review of published studies. *Government Information Quarterly*, 34(2), 270–282. `https://doi.org/10.1016/J.GIQ.2017.04.001`

- Kovac, M. (2014). E-health demystified: An E-government showcase. *Computer*, 47(10), 34–42. `https://doi.org/10.1109/MC.2014.282`

- Reece, B. (2006). E-Government Literature Review. Journal of E-Government, 3(1), 69–110. `https://doi.org/10.1300/J399V03N01_05`

Week 3: Evolution of E-Government in Health Services (1/21-1/27)

- Gasova, K., & Stofkova, K. (2017). E-Government as a Quality Improvement Tool for Citizens' Services. *Procedia Engineering*, 192, 225–230. `https://doi.org/10.1016/J.PROENG.2017.06.039`

- Blaya, J. A., Fraser, H. S. F., & Holt, B. (2017). E-Health Technologies Show Promise In Developing Countries. *Health Affairs*, 29(2), 244–251. `https://doi.org/10.1377/HLTHAFF.2009.0894`

- Domenichiello, M. (2015). State of The Art in Adoption of E-Health Services in Italy in The Context of European Union E-Government Strategies. *Procedia Economics and Finance*, 23, 1110–1118. https://doi.org/10.1016/S2212-5671(15)00364-0

- Petroni, G., & Cloete, F. (2005). New Technologies in Public Administration (International Institute of Administrative Sciences Monograph). 184. https://books.google.com/books/about/New_Technologies_in_Public_Administratio.html?id=IZxLdC5C1NkC

- della Mea, V. (2001). What is e-health (2): the death of telemedicine? *Journal of Medical Internet Research*, 3(2), E22. https://doi.org/10.2196/jmir.3.2.e22

- **First Reaction Paper Due**

Week 4: E-Government Implementation Challenges in Health Services and Research Planning (1/28-2/3)

- Khan, A. Z., Mahmood, F., Bokhari, R. H., Mushtaq, R., & Abbas, R. (2021). Challenges of e-government implementation in health sector: a step toward validating a conceptual framework. *Digital Policy, Regulation and Governance*, 23(6), 574–597. https://doi.org/10.1108/DPRG-04-2021-0048/FULL/XML

- Devlin, A. M., McGee-Lennon, M., O'Donnell, C. A., Bouamrane, M. M., Agbakoba, R., O'Connor, S., Grieve, E., Finch, T., Wyke, S., Watson, N., Browne, S., & Mair, F. S. (2016). Delivering digital health and well-being at scale: Lessons learned during the implementation of the dallas program in the United Kingdom. *Journal of the American Medical Informatics Association*, 23(1), 48–59. https://doi.org/10.1093/JAMIA/OCV097

- Alshehri, M., & Drew, S. J. (2011). E-government principles: implementation, advantages and challenges. *International Journal of Electronic Business*, 9(3), 255. https://doi.org/10.1504/IJEB.2011.042545

- **Progress Meeting**

- **Protocol Outline Due**

Week 5: Interoperability and Standards in E-Government for Health Administration (2/4-2/10)

- Papadopoulos, T., Angelopoulos, S., & Kitsios, F. (2013). A Strategic Approach to e-Health Interoperability Using e-Government Frameworks. In *User-Driven Healthcare*. IGI Global. https://doi.org/10.4018/978-1-4666-2770-3.CH039

- Goodenough, S. (2009). Semantic Interoperability, E-Health and Australian Health Statistics. *Health Information Management Journal*, 38(2), 41–45. https://doi.org/10.1177/183335830903800206

- Pankowska, M. (2008). National Frameworks' Survey on Standardization of e-Government Documents and Processes for Interoperability. *Journal of Theoretical and Applied Electronic Commerce Research*, Vol. 3, Pages 64-82, 3(3), 64–82. https://doi.org/10.4067/S0718-18762008000200006

- **Second Reaction Paper Due**

Week 6: Cyber Security in E-Government for Health Services (2/11-2/17)

- Alrubaiq, A., Alharbi, T., & Pernul, G. (2021). Developing a Cybersecurity Framework for e-Government Project in the Kingdom of Saudi Arabia. *Journal of Cybersecurity and Privacy*, Vol. 1, Pages 302-318, 1(2), 302–318. https://doi.org/10.3390/JCP1020017

- Tully, J., Selzer, J., Phillips, J. P., O'Connor, P., & Dameff, C. (2020). Healthcare Challenges in the Era of Cybersecurity. *Health Security*, 18(3), 228–231. https://doi.org/10.1089/HS.2019.0123

- Jalali, M. S., Razak, S., Gordon, W., Perakslis, E., & Madnick, S. (2019). Health care and cybersecurity: Bibliometric analysis of the literature. *Journal of Medical Internet Research*, 21(2), e12644. https://doi.org/10.2196/12644

- Ghafur, S., Grass, E., Jennings, N. R., & Darzi, A. (2019). The challenges of cybersecurity in health care: the UK National Health Service as a case study. *The Lancet Digital Health*, 1(1), e10–e12. *https://doi.org/10.1016/S2589-7500(19)30005-6*

- Hassan, R. G., Khalifa, O. O., & Khalifa, O. O. (2016). E-Government-an Information Security Perspective. *International Journal of Emerging Trends & Technology in Computer Science*, 36(1). https://doi.org/10.14445/22312803/IJCTT-V36P101

Week 7: International Perspectives on E-Government and Health Administration (2/18-2/24)

- Younus, M., Pribadi, U., Nurmandi, A., & Rahmawati, I. Z. (2023). Comparative analysis of E-Government Development Index: a case study of South Asian countries. *Transforming Government: People, Process and Policy*, 17(4), 552–574. https://doi.org/10.1108/TG-05-2023-0068/FULL/XML

- Tungela, N., Mutudi, M., & Iyamu, T. (2018). The Roles of E-Government in Healthcare from the Perspective of Structuration Theory. *2018 Open Innovations Conference, OI 2018*, 332–338. https://doi.org/10.1109/OI.2018.8535993

- Syvajarvi, A., & Stenvall, J. (2008). The Core Governmental Perspectives of E-Health. In *Electronic Government*. IGI Global. https://doi.org/10.4018/978-1-59904-947-2.CH201

- Mayer-Schönberger, V., & Lazer, D. (Eds.). (2007). *Governance and information technology: From electronic government to information government*. Mit Press.

- **Third Reaction Paper Due**

Week 8: Rough Draft Due (2/25-3/2)

- **Submit Protocol Rough Draft**
- **Progress Meeting**

Week 9: Spring Break (3/3 – 3/9)

- No classes

Weeks 10–16: Protocol Development

- The remainder of the study will involve completion and submission of the protocol. The student will transition into data collection, cleaning, and begin the coding process. Progress meetings will occur bi-weekly. The student is expected to identify and continue to read literature relevant to their comprehensive examination.

Week 17: Finals Week (4/28 – 5/4)

- **Final Protocol Due April 30**