****

**Social Work 599**

**Translational Research Methods: Interactive Media and Informatics**

**3 Units**

***Spring 2012***

Instructor: Professor Maryalice Jordan-Marsh, PhD School of Social Work

Consultant: Professor Marientina Gotsis, MFA School of Cinematic Arts

Course Day: Monday

Location: TBA

E-Mail: [jordanma@usc.edu](mailto:jordanma@usc.edu), mgotsis@cinema.usc.edu

Course Time: 1-3:50 pm

Office: SWC212 (Prof. Jordan-Marsh); SCA 224 (Prof. Gotsis)

Office Hours: TBA

Course Prerequisites, Corequisites, and/or Other Restrictions (including required prior knowledge or skills)

This is an advanced interdisciplinary doctoral level elective research methods course. Registration by instructor’s permission.

1. **Catalogue Description**

Emerging research methods using interactive media, informatics and translational science within global interdisciplinary practice and policy settings, toward measuring and improving environments of social relationships.

1. **Course Description**

This course is a seminar format with experts, hands-on technology demonstrations, field trips and group dialogue. A contemporary synthesis of neuroscience literature will provide the groundwork for designing, conducting and evaluating research aimed at measuring, improving and learning about the environment of human relationships. Emerging research methods (design, data collection, analysis, dissemination) are explored across all forms of interactive media (for example, games, virtual reality, mobile devices, social media, online questionnaires). In addition, translational informatics including personal health records, folksonomies, cloud computing and collaboration tools will be explored. Students will be mentored to develop and integrate course insights and new methods into their current and future research and practice.

1. **Course Objectives**

The overarching objectives of this course are:

1. to provide you with a conceptual understanding of interactive media applications and informatics resources for innovative research in social and behavioral science, social work, education, gerontology, psychology, management, and health research;
2. to provide you with foundations for linking neuroscience to measurement in translational interactive media research
3. to provide you with the necessary tools for using at least one interactive media application or informatics resource to design a research study, collect data, analyze findings and disseminate scholarship;
4. to provide you with the knowledge and resources to critically assess the strengths, limitations, and ethical issues related to the use of interactive media applications and informatics resources methodologies in interdisciplinary research in a global context
5. to provide you with tools to present your work to diverse audiences using interactive media including conference podium presentations and job talks.
6. **Course format / Instructional Methods**

This course assumes that students already possess (a) knowledge and understanding of core issues and trends in their respective disciplines; (b) ability to articulate relevant theories and deep familiarity with the state-of-the-art research in their chosen areas as a foundation for a specific potential research focus, (c) a solid grounding in the concepts and logic of research methodology and statistics; (d) basic skills in searching the Internet; and, (e) ability to design and critique survey and intervention research.

A seminar format will be used. Students will be expected to do all core readings and select from the related supplemental readings based on their own interests in order to participate in the dialogues. Sessions will include brief presentations and interactive demonstrations by experts on specific topics followed by engaging the students in a dialogue about methodological and ethical issues that affect decisions about the use of interactive media applications and informatics resources. Attention will be paid to the relevant neuroscience methods and emerging research specific to interactive media.

The reading assignments will be important preparation for students’ comprehension and participation in class. Class attendance is essential and students need to discuss anticipated absence with the instructors ahead of time and notify them of any emergency related absence. Homework assignments need to be turned in on a weekly basis.

Expert resources: note that for multiple sections, an expert resource has been identified. These are individuals with specialized expertise. Some will be invited to participate in seminar sessions in person or via conference. Some experts will be asked about their willingness to mentor students. **NOTE: formal arrangements have not been made. Some experts have not yet been contacted.**

1. **Student Learning Outcome Objectives**

|  |  |
| --- | --- |
| **Learning Outcome Objectives** | **Method of Assessment** |
| Learners will develop skills in selecting interactive media tools to design research, collect data, analyze findings and disseminate scholarship. | 1. Class social media website\* participation 2. Digital class portfolio 3. Integration of interactive media in presentations 4. Integration of interactive media in manuscripts |
| Learners will develop technical expertise and translational abilities in the use of a subset of interactive media pertinent to their chosen research interests. | 1. Presentation of interactive media technology with applications to chosen research interests |
| Learners will integrate conceptual frameworks, theories, and extant research to provide context for use of interactive media tools to include behavior and neurobiological links | 1. Presentation of interactive media technology with applications to chosen research interests 2. Research proposal or manuscript |
| Learners will design research, collect data, analyze findings and disseminate scholarship through the lens of ethical practice specific to the use of interactive media. | 1. Required evaluation component of oral and written materials |
| Learners will take a global perspective in designing research, collecting data, analyzing findings, and disseminating scholarship using interactive media. | Class social media website participation  Digital Class portfolio  Integration of global perspective in presentations  Integration of global perspective in manuscripts |
| Learners will evaluate informatics resources (data, information and knowledge) pertinent to their chosen research interests to support decision-making. | Class social media website participation  Digital class portfolio  Integration of informatics resources in presentations  Integration of informatics resources in manuscripts |
| Learners will be able to articulate emergent issues related to interactive media pertinent to their chosen research interests as they design research, collect data, analyze findings and disseminate scholarship. | Integration of emergent media issues in presentations  Integration of emergent media issues in manuscripts  ***\*site selected by student*** |

**VI.** **Course Assignments, Due Dates & Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment\* See APPENDIX 1** | | **Due Date** | **% of**  **Final Grade** |
| Participation in class social media website  (one paragraph reflection on readings linked to your interests—label with framework in Appendix 1) | Weekly | | 10 |
| Midterm: Detailed plan for Digital Class Portfolio and mini-proposal or extended abstract for proposal or manuscript | Session 6 | | 25% |
| Digital Class Portfolio of New Media Resources (sharing to be discussed) | Session 12 | | 30% |
| Draft of Proposal or Manuscript | By, May 5 during exam week | | 35% |
|  | Total | | 100% |

Each of the assignments is described below.

Students will complete two products:

1. **Digital Class Portfolio** of interactive media applications and informatics resources for research and translational science applications. Label with conceptual framework terms
2. A **proposal** related to their current work, qualifying exam, or dissertation thesis, OR a **manuscript draft** for publication that advances knowledge of the role of new media in health and human services research, policy, practice, or education. **Alternate projects** will be entertained.

**Digital Class Portfolio: Innovations in Interactive Media and Informatics**

Each student will plan and prepare a Digital Class Portfolio over the course of the semester. The goal is to create a composite resource available to all class members. Each student will select an interactive media application or informatics resource that is relevant to her/his field of interest. Example technologies will include online data collection tools from websites; Twitter as collaboration or intervention delivery tool, construction of a virtual world, innovations with avatars, sensing devices, games or other novel applications. The student’s Digital Portfolio will include resources that describe the selected technology and evaluate its usefulness for conducting research, evidence for its utility within their discipline and extent of use by audience. See Appendix I for organizing framework. It will also include an assessment of the technology’s relevance to the student’s research focus and potential function addressing translational science objectives. Using the framework in Appendix 1 will assist your peers in evaluating your postings. Each student will also provide materials to demonstrate how their innovation might be presented in a 15 minute conference podium presentation, and longer sessions such as a job talk or a class.

Each student’s Digital Portfolio will describe and demonstrate the technology and how it is accessible to specific audiences (e.g., availability, expertise required, cost). Each portfolio will include detail on the technology that will assist decision-makers in making informed choices about using the technology or evaluating proposals to use the technology in research, practice, teaching, or policy settings. Interactives of the technology may be ones prepared by others or a brief video done by the student. A critical analysis of the technology that includes a literature review will be presented in a narrative format with references. A one page summary will be prepared as a “cover page.”

At the end of the semester, students and faculty will confer on whether other audiences will be given access to their Digital Portfolios and whether there are publication opportunities.

**Proposal/Manuscript Draft**

Each student will develop a final project that demonstrates and/or documents an innovative use of interactive media or informatics in research. They will make a case for whether a proposal or manuscript or online resource is appropriate given their stage in doctoral studies. Details on these options will be provided to students. Students are encouraged to build continuity across assignments to increase indepth knowledge and maximize time available for course work.

**Digital Portfolio Postings Homework**

Each week, students will examine the relevance of the session’s topic and readings to their own research and translational science objectives. They will post a blog summarizing their reflections and links to interactive media applications or informatics resources that builds their Digital Portfolio.

Postings will include:

* discussion of rationale for choice of article/application/resource
* relevance of posting to topic and readings for the week
* prospective relevance to student’s area of interest
* links that amplify content or demonstrate application
* conceptual framework context (Appendix 1)

1. **Required and supplementary instructional materials & Resources**

**Required Textbooks**

Fosha, D., Siegel, D. J., & Solomon, M. F. (Eds.) (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice* (1st ed.). New York, NY: Norton. ISBN: 978-0393-70548-5

**Recommended Textbooks and reports**

Bainbridge, W.S. (Ed.). (2010). *Online worlds: Convergence of the real and the virtual*. London, UK: Springer-Verlag.

Jordan-Marsh, M. (2011). *Health technology literacy: A transdisciplinary framework for consumer-centered practice.* Sudbury, MA: Jones & Bartlett. ISBN: 978-0-7637-5848-6

Knudsen, E., Heckman, J.J., Cameron J.L., & Shonkoff, J.P (2006). Economic, neurobiological, and behavioral perspectives on building America’s future workforce. *PNAS,* *103*(27), 10155 - 10162. Retrieved September 3, 2010 from <http://developingchild.harvard.edu/index.php?cID=163>

National Scientific Council on the Developing Child. (2010). *Early experiences can alter gene expression and affect long-term development: Working paper No. 10.* Retrieved from<http://developingchild.harvard.edu/index.php?cID=362>

**Recommended Websites and Videos**

Pew Internet & America Life Project <http://www.pewitnernet.org>

CDC Social Media Tools <http://www.cdc.gov/SocialMedia/Tools/>

**NOTE:** Additional required and recommended readings may be assigned by the instructor and suggested by peers throughout the course.

***Sessions [PLEASE NOTE: some dates may change to accommodate expert visitors]***

**Session 1 OVERVIEW January 9, 2012**

**Topics**

##### Overview of translational science relevant to innovations in behavioral and neurobiological research

##### Overview of participatory culture, media literacy, and emerging innovations relevant to translational science

* Implications of these fields for new scholarship, policy, practice and basic research
* **INTERACTIVE:** collaborative sites for posting

**Required Readings**

[Supplemental reading list posted on Blackboard as resource for specific student interests]

Butte, A. (2008). Translational bioinformatics: Coming of age. *Journal of the American Medical Informatics Association, 15* (6), 709-714. <doi:10.1197/jamia.M2824> Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2585538/>

## Center on the Developing Child. (2010). How early experiences get into the body: A biodevelopmental framework. Retrieved from <http://developingchild.harvard.edu/library/multimedia/interactive_features/biodevelopmental-framework/>

New Media Consortium. (2011). *2011 Horizon report.* Austin, Texas: The New Media Consortium. ISBN 978-0-9825334-3-7 Retrieved from <http://wp.nmc.org/horizon2011/>

Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B. Lange, … Robinson, L. (2008). Living and learning with new media: Summary of findings from the digital <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>

Van de Belt, T.H., Lucien, J.L., Berben, S. A. & Schoonhoven, L. (2010). Definition of Health 2.0 and Medicine 2.0: A systematic review. *Journal of Medical Internet Research,12*(2), e18. <doi:10.2196/jmir.1350> Retrieved from <http://www.jmir.org/2010/2/e18/>

**Session 2 Martin Luther King Holiday January 16, 2012**

**Session 3 NEUROBIOLOGY & BEHAVIOR RESEARCH January 23, 2012**

**Topics**

##### Behavioral and neurobiological research theory implications for innovations in mental health, health and organizational research and translational science.

* Economic, political, social consumer interests in translating theory and research
* Moral and ethical implications in translating theory and research

**INTERACTIVE: Brain Architecture game**

**Guest: Pat Levitt**

Director of Zilkha Neurogenetic Institute

Provost Professor of Neuroscience, Psychiatry, Psychology & Pharmacy

Chair, Department of Cell and Neurobiology

Keck School of Medicine of USC

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

National Forum on Early ChildhoodProgram Evaluation (2008). *Workforce development, welfare reform, and child well-being: Working paper No. 7*. Retrieved from <http://developingchild.harvard.edu/library/reports_and_working_papers/working_papers/forum_wp1/>

National Scientific Council on the Developing Child (2008). *Mental health problems in early childhood can impair learning and behavior for life: Working Paper No. 6*. Retrieved from <http://developingchild.harvard.edu/index.php/library/reports_and_working_papers/working_papers/wp6/>

Porges, S.W. (2009). Reciprocal influences between body and brain in the perception of affect. In D. Fosha, D. Siegal, & M. Solomon (eds.). *The healing power of emotion: Affective neuroscience, development, and clinical practice* (1st ed.), pp. 27-54. New York, NY: Norton. ISBN: 978-0393-70548-5

Shonkoff, J.P., & Levitt, P. (2010). Neuroscience and the future of early childhood policy: Moving from why to what and how. *Neuron, 67*(5), 689-691. [doi:10.1016/j.neuron.2010.08.032](http://dx.doi.org/10.1016/j.neuron.2010.08.032)

Xie, Y. (2010). Heavy Facebook users may have weighty amygdalas.

[**http://arstechnica.com/science/news/2010/12/large-amygdala-correlates-with-big-complex-social-network.ars**](http://arstechnica.com/science/news/2010/12/large-amygdala-correlates-with-big-complex-social-network.ars)[Referencing *Nature Neuroscience*, 2010. doi: [10.1038/nn.2724](http://dx.doi.org/10.1038/nn.2724)]

**Session 4 NEUROLOGICAL ASPECTS : RESEARCH METHODS January 30, 2012**

**Topics**

* Neurological dimensions: biodevelopment; experience triggered
  + Student perspectives on readings specific to potential course final project.

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Bavelier, D., Shawn Green, C., Hyun Han,D., Renshaw, P.F., Merzenich , M.M. &. Gentile, D.A. (2011). Brains on video games. *Nature, 12,* 763-767. doi:10.1038/nrn3135

## Center on the Developing Child. (2010). How early experiences get into the body: A biodevelopmental framework. Retrieved from <http://developingchild.harvard.edu/library/multimedia/interactive_features/biodevelopmental-framework/>

Fosha, D., Siegel, D. J., & Solomon, M. F. (Eds.) (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice* (1st ed.). New York, NY: Norton. ISBN: 978-0393-70548-5 [STUDENT SELECTED CHAPTERS]

**Interactive: Brain Architecture Game Part II**

**Session \*\*\*FIELD TRIP\*\*\* February 6, 2011**

**CARPOOLING ENCOURAGED**

**Topics**

##### Virtual reality and virtual humans for rehabilitation and training visit to ICT

##### Required Readings

[Supplemental reading list posted on BB as resource for specific student interests]

Bainbridge, W. S. (2007). The scientific research potential of virtual worlds. *Science,* *317*(5837), 472-476. [doi: 10.1126/science.1146930](doi:%2010.1126/science.1146930)

Bohil, C. J., Alicea, B., Biocca, F. A. (2011). Virtual reality in neuroscience research and therapy. *Nature, 12*, 752-762.

Jordan-Marsh, M. (2011). Telehealth as fulcrum in health technology. In M. Jordan-Marsh, *Health technology literacy: A transdisciplinary framework for consumer-centered practice, pp.* 1-42. Sudbury, MA: Jones & Bartlett. ISBN: 978-0-7637-5848-6

Kenny, P., Parsons, D., Gratch, J., Leuski, A., & Rizzo, A.A. (2007). Virtual patients for clinical therapist skills training. *Intelligent Virtual Agents*, 197-210. [doi: 10.1007/978-3-540-74997-4\_19](doi:%2010.1007/978-3-540-74997-4_19)

Morie, J. (2010). Coming home: Transitional online post-deployment soldier support in virtual worlds. Retrieved from <http://projects.ict.usc.edu/force/cominghome/index.php>

**Session 5 COMMUNITY-BASED PARTICIPATORY RESEARCH February 6, 2012**

**Topics**

* Paradigm shifts in participation, empowerment, networks of social capital, cultural diversity in behaviors and outcomes
* Participating in online communities and contributing user-generated content
* Recruiting subjects through the Internet
* Blogs and Twitter as data source

**INTERACTIVES:**

Twitter, YouTube

CDC Social Media Tools <http://www.cdc.gov/SocialMedia/Tools/>

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Bar, F. Costanza-Chock, S. Raúl Añorve, R. & Garcés, A. . (2010). Mobile voices: Participatory action research for mobile community among immigrants in Los Angeles. Retrieved from <http://mediaresearchhub.ssrc.org/grants/funded-projects/mobile-voices-participatory-action-research-for-mobile-community-among-immigrants-in-los-angeles-1/mobile-voices-participatory-action-research-for-mobile-community-among-immigrants-in-los-angeles>

Bohannon, J. (2011). Social science for pennies. *Science,* *334*(6054), 307, doi: *10.1126/science.334.6054.307*

Bonneau, J., Anderson, J.,& Danezis, G.(2009). *Prying data out of a social network*. Paper presented at International Conference on Advances in Social Network Analysis and Mining. ISBN: 978-0-7695-3689-7. Retrieved from: <http://research.microsoft.com/en-us/um/people/aherbert/papers/ppt/s_06.pdf>

Boyd, D. (2011). ***White flight in networked publics? How race and class shaped American teen engagement with Myspace and Facebook*.** Boca Raton, FL: Routledge. Retrieved from: <http://www.danah.org/papers/2011/WhiteFlight.pdf>

Jones, M., & Alony, I. (2008). Blogs – The new source of data analysis. *Issues in Informing Science and Information Technology, 5*, 433-446. Retrieved from: <http://proceedings.informingscience.org/InSITE2008/IISITv5p433-446Jones530.pdf>

Parr, B. (2009, May ). 5 terrific Twitter research tools. Retrieved from <http://mashable.com/2009/05/03/twitter-research-tools/>

**Session 6 MOBILE TELEHEALTH February 13, 2012**

**Topics**

* Design & technology considerations for diverse populations
* Dataveillance, continuous monitoring
* Body computing/sensors
* Moral issues

**Expert: *Donna Spruijt-Metz, Keck School of Medicine at USC***

Interactive: trial of sensors

***Required Readings***

[Supplemental reading list posted on BB as resource for specific student interests]

Annavaram, M., …Spruijt-Metz, D. (2008). Multimodal sensing for pediatric obesity

applications. In *Urban08*: *Proceedings of International Workshop on Urban,*

*Community, and social applications of networked sensing systems,* pp. 21-25. Retrieved from <http://sensorlab.cs.dartmouth.edu/urbansensing/papers/urbansense08_proceedings.pdf#page=27>

Emken A, Li M, Thatte G, Lee S, Annavaram M, Mitra U,…Spruijt-Metz, D. (In press)l. Recognition of physical activities in overweight hispanic youth using knowme networks. *Journal of Physical Activity and Health. [to be posted on ARES when available]*

Jordan-Marsh, M. (2011). Consumer-Centric health technology: Wicked problems and deliciously disruptive solutions. In M. Jordan-Marsh , *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.355-422). Sudbury, MA: Jones & Bartlett.

Darkins, A. Ryan, P., Kobb, R. Foster, L., Edmonson, E., Wakefield, B. & Lancaster, A.E. (2008). Care coordination/home telehealth: The systematic implementation of health informatics, home telehealth, and disease management to support the care of veteran patients with chronic conditions. *Telemedicine and e-Health, 14*(10): 1118-1126. <doi:10.1089/tmj.2008.0021>.

Purcell, K. (2010, July). *My digital library: Leveraging today’s mobile and participatory information ecosystem.* Retrieved from <http://www.pewinternet.org/Presentations/2010/Jul/Digital-Libraries-a-la-Carte.aspx>

Picard, R.W., (2010) Emotion research by the people, for the people. *Emotion Review,* *2*(3), 250-254 . Retrieved from <http://hdl.handle.net/1721.1/66531>

Shankland, S. (2010, August). EmotionML: Will computers tap into your feelings? Retrieved from <http://news.cnet.com/8301-30685_3-20014967-264.html?amp>

Saxon, L. & Rao, A.K. (2011). Body computing: How networked medical devices can solve problems facing health care today. *Journal of Cardiovascular Electrophysiology, 1*8(12), 1345-1347. [doi: 10.1111/j.1540-8167.2007.01005.x](doi:%2010.1111/j.1540-8167.2007.01005.x)

**Websites**

eHealth News http://www.ehealthnews.eu/

Telecare Aware http://www.telecareaware.com/

**Session 7 President’s Day Holiday February 20, 2012**

**Session 8 DATA COLLECTION & VISUALIZATION February 27, 2012**

**Topics**

* Designing, mining, and translating informatics resources
* GIS, spatial analysis
* Survey tools online: pros and cons and options

INTERACTIVE:

Dynamic Health Assessments  
<http://www.qualitymetric.com/WhatWeDo/DynamicHealthAssessments/tabid/199/Default.aspx>

PROMIS. (2010). Patient Recorded Outcome Measurement System. Retrieved from <http://www.nihpromis.org/default.aspx>

ESRI: Software that gives you the geographic advantage <http://www.esri.com/news/index.html>

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Abrams, L. S. & Freisthler, B. (2010). A spatial analysis of risks and resources for reentry youth in Los Angeles County.*Journal of the Society for Social Work and Research,1*(1), 41–55. doi:10.5243/jsswr

Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, *43*(2), 205-221. doi: [10.1016/j.childyouth.2008.07.025](http://dx.crossref.org/10.1016%2Fj.childyouth.2008.07.025)

Mills, J. W., Curtis, A., Kennedy, B., Kennedy, S. W., & Edwards, J. D. (2010). Geospatial video for field data collection. *Applied Geography,30(*4*).* 533-547*.*

Myers, C. (Panel Moderator). (2010). Making your media matter 2010: Fiction for change--How are narrative films making a difference? [Podcast or video] Retrieved from <http://www.centerforsocialmedia.org/making-your-media-matter/video/making-your-media-matter-2010-fiction-change-how-are-narrative-films->

Nahm, E., Bausell, B., Resnick, B., Covington, B., Brennan, P. F., Mathews, R., & Park, J. H. (2011). Online research in older adults: Lessons learned from conducting an online randomized controlled trial.*Applied Nursing Research, 24*(4), 269-275. doi:10.1016/j.apnr.2009.09.004

Stieger, S., & Reips, U-D. (2010). What are participants doing while ﬁlling in an online questionnaire: A paradata collection tool and an empirical study. *Computers in Human Behavior*, *26*(6)*,* 1488-1495. doi:10.1016/j.chb.2010.05.01

## Stein, J. PUCK: Place-based, Ubiquitous, Connected and Kinetic Experiences for Interactive Architecture. Retrieved from <http://jenstein.net/dissertation/puck-place-based-ubiquitous-connected-and-kinetic-experiences-for-interactive-architecture/>

Timotijevic, L., Barnett, J., Shepherd, R., & Senior, V. (2009). Factors influencing self-report of mobile phone use: The role of response prompt, time reference, and mobile phone use in recall. *Applied Cognitive Psychology, 23*(5), 664-683[. doi: 10.1002/acp.1496](doi:%2010.1002/acp.1496)

Whitehead, L. (2011). Methodological issues in internet-mediated research: A randomized comparison of internet versus mailed questionnaires. *Journal of Medical Internet Research, 13*(4), 109. Retrieved from <http://www.jmir.org/2011/4/e109/>

**Session 9 CLOUD COMPUTING & INFORMATICS March 5, 2012**

**Topics**

##### The science of organizing data into information for development of knowledge and application of wisdom

##### Deep web, information seeking patterns, infomediaries, folksonomies, data ownership

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Jordan-Marsh, M. (2011).Literacy for an age of eHealth. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.43-114). Sudbury, MA: Jones & Bartlett.

Kesselman, C. (2009) Carl Kesselman discusses medical informatics. Retrieved from

<http://www.youtube.com/watch?v=BBc8JOUCBVA>

Nguyen, L. H. (2007). Child welfare informatics: A new definition for an established practice. *Social Work, 52*(4), 361-363.

## Howard, A.. (2011, May 12). [Parsing a new Pew report: 3 ways the Internet is shaping healthcare](http://radar.oreilly.com/2011/05/3-ways-internet-shapes-healthcare-pew.html). Key trends from the Pew Internet and Life Project's health information survey.

<http://radar.oreilly.com/2011/05/3-ways-internet-shapes-healthcare-pew.html>

Stillman, L., & Linger, H. (2009). Community informatics and information systems: Can they be better connected? *The Information Society*, *25*(4), 255-264. doi: 10.1080/01972240903028706

**SPRING BREAK – NO CLASS MARCH 12-17**

**Session 10 SOCIAL DIMENSIONS OF EMERGING MEDIA March 19, 2012**

**Topics**

Innovations in measuring social networking in real world, real-time: sensors, body computing.

* Online groups as research source

**Expert: Eric Rice, School of Social Work:** *Geosocial Networking Applications and HIV/AIDS Risk among Young Men Who Have Sex with Men*

I**NTERACTIVES**:

Patientslikeme. Retrieved from http://www.patientslikeme.com/about

**I**

USDHHS. (2010). Community Health Data Initiative. Retrieved from <http://www.hhs.gov/open/plan/opengovernmentplan/initiatives/initiative.html>

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Cheung, C. M. K., & Lee, M. K. O. (2010). A theoretical model of intentional social action in online social networks. *Decision Support Systems, 49*(1), 24-30. clear[doi:10.1006/ijhc.1999.0348](http://dx.doi.org/10.1006/ijhc.1999.0348)

Jordan-Marsh, M. (2011). Devices as adjunct to being healthy at home. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.217-302). Sudbury, MA: Jones & Bartlett.

Rice, E., Monro, W., Barman-Adhikari, A., & Young, S.D. (2010). Internet use, social networking, and HIV/AIDS risk for homeless adolescents. [*Journal of Adolescent Health*](http://www.sciencedirect.com.libproxy.usc.edu/science/journal/1054139X)*, 47*, 610-613. doi:10.1016/j.jadohealth.2010.04.0

Sanfey, A. G. (2007). Social decision-making: Insights from game theory and neuroscience. *Science, 318*(5850), 598-602. [doi: 10.1126/science](doi:%2010.1126/science).1142996

Utz, S. (2010). Show me your friends and I will tell you what type of person you are: How one's profile, number of friends, and type of friends influence impression formation on social network sites. *Journal of Computer Mediated Communication, 15 (1),* 314-335. <doi: 10.1111/j.1083-6101.2010.01522.x>

**Session 11 GAMES March 26, 2012**

**Topics**

* Trends in demographics, usage
* Opportunities for data collection

**Video:** A video portrait of the new gamers. Retrieved from<http://vimeo.com/28065109>

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Bavelier, D., Shawn Green, C., Hyun Han,D., Renshaw, P.F., Merzenich , M.M. &. Gentile, D.A. (2011). Brains on video games. *Nature, 12,* 763-767. doi:10.1038/nrn3135

Entertainment Software Association.(2011). Essential facts about the computer and video game industry: 2011 Sales, demographic and usage data. Retrieved from <http://www.theesa.com/facts/pdfs/ESA_EF_2011.pdf>

Gotsis, M. (2009). Games, virtual reality, and the pursuit of happiness. *IEEE Computer Graphics and Applications*, *30*(5), 6-11. doi:10.1109/MCG.2009.94

Jordan-Marsh, M., & Chung, J.E. (2011). Digital games: Consumer resources for health capital. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.303-354). Sudbury, MA: Jones & Bartlett.

Future of gaming: Portrait of the new gamers. (2011, Summer) *Latitude*. Retrieved from <http://latd.com/wp-content/uploads/2011/08/Latitude-FutureofGaming.pdf>

Williams, D., Consalvo, M., Caplan, S., & Yee, N. (2009). Looking for gender (LFG): Gender roles and behaviors among online gamers. *Journal of Communication*, *59*(4), 700-725. doi: 10.1111/j.1460-2466.2009.01453.x

**Session 12 GAME INNOVATION LAB FIELD TRIP April 2, 2012**

**Topics**

##### The Night Journey, Flow, Flower, The Cat and The Coup, Pluff

* + **Expert: Marientina Gotsis**

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Fullerton, T., Furmanski, T., & ValaNejad, K. (2007). Journey of discovery: The night journey project as video/game art. *Proceedings of the 2007 ACM SIGGRAPH Symposium on Video Games*, San Diego, California, 55-63. ISBN:978-1-59593-749-0. Retrieved from <http://doi.acm.org.libproxy.usc.edu/10.1145/1274940.1274954>

Gotsis, M., Piggot, J., Hughes, D., & Stone, W. (2010). SMART-games: a video game intervention for children with Autism Spectrum Disorders. In *Proceedings of the 9th International Conference on Interaction Design and Children - IDC '10* (pp. 194). New York, NY. doi: [10.1145/1810543.1810569](http://dx.doi.org.libproxy.usc.edu/10.1145/1810543.1810569)

**Session 13 DATA FOOTPRINT DILEMMAS & OPPORTUNITIES April 9, 2012**

**Topics**

* Information seeking behavior, emerging research methods
* Ethics and ownership implications of data (genetic, games, support groups, medical records, user-generated content)

**Required Readings**

[Supplemental reading list posted on BLACKBOARD as resource for specific student interests]

Angwin, J. & Stecklow, S. (n.d.)Scrapers “dig deep” for data on the web. *Wall Street Journal* online. Retrieved from <http://online.wsj.com/article/SB10001424052748703358504575544381288117888.html?KEYWORDS=PatientsLikeMe>

Brennan, P. F. (2010). Panel 2: Incorporating patient-generated data in meaningful use of HIT. HIT Policy Committee, Meaningful Use Workgroup. Retrieved from <http://www.rwjf.org/files/research/phdtestimonyapril2010.pdf>

Jordan-Marsh, M. (2011). The personal health record. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.163-216). Sudbury, MA: Jones & Bartlett.

Jordan-Marsh, M. & Pan, S. (2011) Health information seeking on the web. In M. Jordan-Marsh (Ed.), *Health technology literacy: A transdisciplinary framework for consumer-centered practice* (pp.115-162). Sudbury, MA: Jones & Bartlett.

Wicks, P., Massagli, M., Frost, J., Brownstein, C., Okun, S., Vaughan, T., Bradley, R., & Heywood, J. (2010). Sharing health data for better outcomes on PatientsLikeMe. *Journal of Medical lnternet Research*, 12(2), e19. <doi:10.2196/jmir.1549> Retrieved from <http://www.jmir.org/2010/2/e19/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+JMedInternetRes+Journal+of+Medical+Internet+Research+atom>

**Websites**

Clinitrak Online for Behavioral Health providers <https://www.clinitrak.com/>

Patientslikeme <http://www.patientslikeme.com/>

**Session 14 DATA COLLECTION & VISUALIZATION TOOLS LAB April 16, 2012**

**Topics**

##### Creating presentations for conferences, job talks and grant preparation

INTERACTIVE: Mindmapping, PollEverywhere, Wordle, Layar (augmented reality), Second Life, Buzzwordbingo

Interactive: Student drafts of presentations related to digital portfolio

**Required Readings**

[Supplemental reading list posted on BB as resource for specific student interests]

Friedman, V. (2008, January). Data visualization and Infographics. *Smashing Magazine*. Retrieved from <http://www.smashingmagazine.com/2008/01/14/monday-inspiration-data-visualization-and-infographics/>

Friedman, V. (2007, August). Data Visualization: Modern Approaches. *Smashing Magazine*. Retrieved from  
<http://www.smashingmagazine.com/2007/08/02/data-visualization-modern-approaches/>

**Websites**

Bingo format

<http://www.businessbuzzwordbingo.com/>

Gallery of data visualization: best and worst of statistical graphics <http://www.math.yorku.ca/SCS/Gallery/noframes.html#Goosed>

Photovoice: A charity

<http://www.photovoice.org/>

Wordle™ Available at  
<http://www.wordle.net/>

A periodic table of visualization methods  
[http://www.visual-literacy.org/periodic\_table/periodic\_table.html#](http://www.visual-literacy.org/periodic_table/periodic_table.html)

**Session 15 April 23, 2012**

**Topics**

* **Final Course Presentations & Critiques**
* **Final papers due May 5, 2012 5 pm**

**Appendix 1: Model for analyzing readings and resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Research and Translational Science Activities | | | |
|  | Designing Research/ Translation | Collecting Data | Analyzing information | Disseminating knowledge for wisdom |
| **Conceptual Frameworks and Theories** |  |  |  |  |
| **Ethical and Moral Issues** |  |  |  |  |
| **Social Dimensions** |  |  |  |  |
| **Global Issues** |  |  |  |  |
| **Interfaces for engagement** |  |  |  |  |
| **Informatics** |  |  |  |  |

1. **Attendance Policy**

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([jordanma@usc.edu](mailto:morbarak@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

1. **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

1. **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

1. **Emergency Response Information**

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: [http://emergency.usc.edu](http://emergency.usc.edu/)

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

|  |  |  |  |
| --- | --- | --- | --- |
| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **MRF** | Lawn of Leavey Library | **San Diego** | Building Parking Lot |
| **SWC** | Lot B | **Skirball** | Front of Building |
| **VKC** | McCarthy Quad |  |  |
| **WPH** | McCarthy Quad |  |  |

Do not re-enter the building until given the “all clear” by emergency personnel.

1. **Statement about Incomplete Grades**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

1. **Policy on Late or Make-Up Work**

Please discuss with the instructor any unforeseen needs or emergencies that could affect your compliance with course expectations. If no arrangements have been made ahead of time late submission of work could affect your grade.

1. **Policy on Changes to the Syllabus and/or Course Requirements**

The instructor may make some minor modifications to the class schedule in order to facilitate the learning process of the class.

1. **Complaints**

Please let the instructors know of any concerns you have regarding the course content or delivery. If you are unable to reach a satisfactory outcome, feel free to discuss your issue with the director of the doctoral program and/or the Associate Dean for Student Affairs for further guidance.