

Analytics for an Audience of Healthcare Professionals: Curriculum Design and Student Perceptions

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Abstract

There has been an increasing demand for healthcare analytics skills and competence by healthcare organizations. Although many universities have established programs and courses on healthcare analytics, most of these curricula have been designed for information systems (IS), information technology (IT), or analytics students. It is unclear how these curricula would fit the needs of healthcare professionals who have little IT knowledge and background yet also need analytics for their clinical or administrative job roles. This research reports on the design of an executive MBA course intended for an audience of healthcare professionals. The learning objectives, topic coverage, software tools, and assessment methods are presented along with students' perceptions of these aspects of the course. Several important lessons learned are shared and future directions are proposed, which can help other educators design similar healthcare analytics courses for professional audiences.

Keywords: Curriculum design, healthcare analytics, healthcare professionals, student perceptions, data visualization.

A full and updated manuscript of this abstract may be found at <https://isedj.org>