

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Health Information Management</u>
COURSE RUBRIC AND NUMBER	<u>HITT 2339</u>
COURSE TITLE	<u>Health Information Organization and Supervision</u>
COURSE CREDIT HOURS	<u>3 2 : 3</u> Credits Lec Lab

I. Catalog Description

Presents the principles of organization and supervision of human, financial, and physical resources. A grade of "C" or better is required in this course to take the next course. **Corequisites: HITT 2443 and HITT 2361. (2:3). Lab fee.**

II. Course Objectives

A. Unit I. Overview of Management Functions

1. Define the management functions of planning, organizing, controlling and actuating.
2. Give five (5) examples each, of planning, organizing, controlling and actuating necessary to the smooth running of a health information department (HID).
3. Differentiate between the scope of responsibilities for a medical record technician in a large versus small health care setting.
4. Develop a flow chart of work based upon case examples provided in class.
5. Analyze the work distribution for examples provided and determine alternatives for bottlenecks, inequities or inefficiencies.
6. Develop the cost justification and equipment selection rationale for case scenarios in different areas of the HID.
7. Present three (3) current trends reports reflecting concepts of management by objectives, quality circles, cost containment and productivity.
8. Using the "Professional Practice Standards," evaluate the quantity and quality of services provided in case scenarios from acute care hospital HIDs.
9. Define the term work standards and explain how standards are related to the management function of controlling.
10. Briefly list the professional practice standards published by AHIMA and the purpose of each.
11. Define a policy and develop HID policies to include dress code, attendance, punctuality, quality of work, and quantity of work.
12. Develop procedures and job descriptions for five (5) specified health information functions.
13. Analyze an organizational chart for lines of reporting and responsibility.
14. Define authority and explain the need/purpose for delegation of authority.
15. Explain and give examples for the major styles of management.
16. Draw up a Program Evaluation Review Technique (PERT) or Gant chart for completion of an assigned case scenario.

17. List the main steps in the budget process.
18. Explain the major purposes of performance evaluation.
19. Define and give an example of organizational rule.
20. Define the two (2) most common types of budget preparation and advantages of each.
21. Explain the importance of the informal organization in the health care setting.
22. List the physical requirements necessary for efficient department work flow and show the configuration.
23. Explain the importance of evaluation mechanisms for quality and quantity control of work in the HID.
24. Using a function analysis form, appraise identified case scenarios and suggest solutions

B. Unit II. Supervision of the Health Information Department

1. Define and give examples for each of the six (6) types of power inherent in leadership.
2. Define the role of the supervisor in the medical record department.
3. Delineate key personality and leadership traits of successful supervisors.
4. List the six (6) series of events which comprise motivation dynamics.
5. Differentiate the motivators for hospital employees, physicians, supervisors, managers and administrators.
6. Develop a current resume for use in seeking employment.
7. Prepare for transition from student to credentialed practitioner by applying for the national accreditation exam and state review seminar.
8. Role-play supervisory skills in the class setting for interviewing, hiring, evaluating, and terminating employees.
9. Explain the importance of good communications within an organization.
10. Explain the importance of performance appraisal and compensation in job satisfaction and performance.

C. Unit III. Unique Health Information Department Responsibilities

1. Delineate normal HID reporting responsibilities and the usual time frames for each of the following: statistics, licensure/accrediting surveys, evaluations, productivity reports, medical staff activity reports.
2. Explain the necessary interaction of employees and supervisors in the management by objectives (MBO) organizational structure.
3. Prepare an inservice on a specific HID topic/activity for employees of the department/hospital and/or TxHIMA-III.
4. Prepare a report reflecting the status of the HID in all areas of processing.
5. Explain the major factors used in good forms design.
6. List the personnel to be considered for input in a hospital forms management program.
7. Complete a forms analysis process for given examples and suggest revisions or corrections based upon principles of good form design.
8. In a flow chart, display the necessary interactions between the Health or Hospital Information Systems (HITIS) area and the HID for consistent, accurate, timely data.
9. Define the term "record linkage" and give two (2) examples of commonly linked data in health care setting.
10. Delineate HID responsibilities for assuring data quality.
11. List the most common methods of assuring data security and the background reasons for HID concern in this area.
12. List the services routinely provided by the HID to the medical staff.
13. Explain the importance of attitudes and perceptions in the daily dealings with the medical staff.
14. Develop a listing of the major responsibilities of all HID employees for marketing of service oriented care in a competitive health care environment.
15. Describe the mechanisms commonly employed within HID to determine need for supplies, equipment, and forms on a regular basis.

16. Explain the need for open communication between the purchasing department and the HID.

D. Unit IV. Health Information (HI) Consulting

1. Define consulting and explain its place in the health care industry.
2. List the most common environments in which an HI consultant is employed.
3. Delineate the necessary background, qualifications, and orientation necessary for a successful HI consultant.
4. Explain the ethics and professional responsibilities of an HI consultant.
5. Report on current trends in the area of HI consulting.
6. List common tasks performed as an HI consultant.

E. Unit V. Professionalism

1. List the basic ethical provisions for an HI professional.
2. Explain the continuing education CE requirements for continued professional membership in American Health Information Management Association (AHIMA).
3. Report on current trends in the field of HI professional practice and comment upon their applicability to new professionals.
4. Delineate the professional responsibilities of each HI practitioner.

III. THECB Learning Outcomes (WECM)

1. Coordinate the utilization of internal and external resources.
2. Apply problem solving, conflict resolution, leadership and decision-making skills.
3. Analyze budgets.
4. Evaluate contracts.
5. Develop team building techniques.
6. Identify local, state, and federal labor regulations.

IV. Evaluation

A. Pre-assessment

The instructor will review and discuss the course prerequisites on the first day of class. Due to specialized admission requirements for the HITT Program, all students should have the necessary prerequisites prior to enrollment.

B. Post-assessment

A unit exam will be administered at the completion of each unit in this course.

Quizzes over lecture/lab material and/or assigned reading are at the discretion of the instructor.

Unit activities/assignments will be assigned by the instructor to further enhance students' understanding of the course objectives.

A comprehensive final examination will be administered for this course.

The instructor will maintain a continuous record of each student's progress. Students not performing at a C level or better in the course will be referred for tutoring and/or counseling.

Students are encouraged to seek direction and help for those areas in which they experience difficulty. The course instructor may assign remedial or tutorial work designed to enhance student proficiency.

Students not adhering to the Health Occupations Criteria for course pursuit may be administratively withdrawn from this course. (See attached)

C. Grading Scale

93 - 100 = A

83 - 92 = B

75 - 82 = C

74 - 63 = D

62 - 0 = Failing

The student must receive a grade of "C" or better to pass this course.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

HEALTH OCCUPATIONS DIVISION CRITERIA FOR COURSE PURSUIT

In order to establish guidelines for determining when a student has ceased to pursue the course objectives, the Health Occupations Division has set the following applicable standards.

1. The student must adhere to the attendance requirement of course HITT 2339. In order to pursue the course, the student must attend a minimum of 39 hours of instruction. (The student is responsible for a total of 48 lecture hours).
2. The student will be able to make up zero (0) hours of theory.
3. For campus-based sessions: Tardiness will be defined as being fifteen (15) minutes or more late to laboratory sessions and fifteen (15) minutes or more late to theory sessions. Students will be allowed two (2) events of tardiness, after which the tardiness will be considered an absence.
4. The student must appear for examinations, presentations, or other required class activities and submit required papers, projects and/or reports as identified in the course syllabus/ calendar.

Failure of the student to follow the above will indicate that the student is no longer pursuing the objectives of the course and will result in faculty initiated withdrawal.

**EL PASO COMMUNITY COLLEGE
HEALTH OCCUPATIONS DIVISION
SCHOLASTIC DISHONESTY**

Scholastic dishonesty shall constitute a violation of these rules and regulation and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. "Cheating on a test" shall include:

1. Copying from another student's paper.
2. Using test materials not authorized by the person administering the test.
3. Unauthorized collaborating with or seeking aid from another student.
4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of a test.
5. The unauthorized transportation or removal, in whole or in part, of the contents of the test.
6. Substituting for another student, or permitting another student to substitute for one's self; to take a test.
7. Bribing another person to obtain a test or information about a test.
8. "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
9. Any student involved in scholastic dishonesty as identified above, or in the Student Handbook, may, at the discretion of the faculty;
 - a. Have the test or paper graded zero (0).
 - b. Be removed from the class.
 - c. Be recommended for administrative dismissal from the course or program.

The stringency of this policy is understandable when read in the context of an educational program preparing individuals for a health career where the safety and well-being of the public are largely dependent upon the knowledge and ethical responsibility of the health personnel. Evidence of unethical behavior, such as cheating, precludes the instructional faculty's ability to declare prospective graduates to be reliable and ethical.