El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA   **Health Information Management**

COURSE RUBRIC AND NUMBER   **HITT 2339**

COURSE TITLE   **Health Information Organization and Supervision**

COURSE CREDIT HOURS   3   2   :   3
                               Credits   Lec   Lab

I.   Catalog Description

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 2266 and HITT 2443. (2:3). Lab fee.**

II.   CAHIIM Mandated Outcomes:

1.   Apply policies and procedures to ensure the accuracy of health data (3).
2.   Summarize health information related leadership roles (2).
3.   Apply the fundamentals of team leadership (3).
4.   Organize and facilitate meetings (3).
5.   Recognize the impact of change management on processes, people and systems (2).
6.   Utilize tools and techniques to monitor, report, and improve processes (3).
7.   Identify cost-saving and efficient means of achieving work processes and goals (3).
8.   Report staffing levels and productivity standards for health information functions (3).
9.   Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions 10.   Explain the methodology of training and development (2).
11.   Explain the return on investment for employee training and development (2).
12.   Plan budgets (3),
13.   Explain accounting methodologies (2).
14.   Summarize project management methodologies (2).

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, analyze budgets.
3.   Evaluate contracts.
4.   Develop team building techniques.
5.   Identify local state, and federal labor regulations.

IV.   Additional Course Objectives

A.   Unit I. Traditional Theories of Management and Leadership

1. Identify the traditional theories of management.
2. Describe the impact of traditional theories of management on health information functions.
3. Compare and contrast traditional theories of management within healthcare organizations.
4. Describe the traditional theories of leadership.
5. List the key functions and skills of traditional leadership theories.
6. Compare and contrast traditional theories of leadership within healthcare organizations.

B.   Unit II. The Management Functions of Health Information Management

1. Explain the management functions of planning, organizing, leading, and controlling in relation to a health information management (HIM) manager's job responsibilities.
2. Discuss policy and procedure development to HIM functions as a management tool.
3. Explain HIM fiscal responsibilities in relation to budgeting.
4. Identify the levels of management most exhibited in healthcare organization.
5. Discuss ethical concerns in regards to HIM management.

C.   Unit III. Leadership Concepts in Health Information Management

1. Examine how culture diversity impacts the health information the health information management (HIM) workforce.
2. Assess the impact of changing workforce demographics on the HIM profession.
3. Identify the roles and responsibilities of team membership.
4. Discuss the attributes of virtual teams.
5. Explain common motivation theories.
6. Identify methods that HIM managers can use to motivate employees.
7. Explain how workplace morale contributes to the sustainability of the HIM department.

D.   Unit IV. Change Management in Health Information Management

1. Outline strategic planning in healthcare.
2. Define organizational development in terms of strategic planning/goal setting.
3. Explain the techniques used to promote change.
4. Identify the stages associated with the adoption of innovation or change.
5. Differentiate between internal and external change agents.
6. Contrast the impact of differing conflict management styles required for managing. resistance and conflict associated within change.

E.   Unit V. Legal Aspects of Healthcare Management

1. Discuss federal equal employment opportunity legislation.
2. Discuss key components of the Americans with Disabilities Act.
3. Evaluate legal practices in relation to interviewing and hiring practices.
4. Explain the key components of dismissal for cause and due process.
5. Identify progressive disciplinary action procedures.

F.   Unit VI. Job Descriptions and Roles in Health Information Management

1. Explain job analysis.
2. Identify typical job description formats.
3. Differentiate between health information management (HIM) job analyses, job descriptions, and job specifications.
4. Formula job descriptions based on evolving HIM roles.
5. Develop job descriptions that support employee performance and oversight.

G.   Unit VII. Recruitment, Selection, and retention in Health Information Management

1. Evaluate the role of human resources in the recruitment of health information management (HIM) professionals.
2. Compare recruitment methods used for HIM job positions.
3. Discuss employee selection in relation to job hiring.
4. Evaluate retention strategies in terms of effectiveness in retaining employees.
5. Discuss compensation practices in relation to recruitment and retention.

H.   Unit VIII.   Performance Management in Health Information Management

1. Interpret healthcare organization policies and procedures in relation to performance outcomes.
2. Describe the role performance appraisals play in the oversight of health information management (HIM) functions.
3. Demonstrate use of performance improvement plans in relation to performance appraisals.
4. Illustrate completion of self-evaluations in the performance appraisal process.
5. Conduct effective performance appraisal interviews.

L.   Unit IX.   Training and Development in Health Information Management

1. Evaluate employee training and development models used in healthcare organizations.
2. Explain the benefits and components of a new employee orientation program.
3. Compare current methods in training and development that apply to health information management (HIM).
4. Evaluate the impact of HIM employee training on performance appraisals.
5. Justify additional training needs based on emerging roles in HIM.

M.   Unit X.   Organizational Structure of Health Information Management

1. Evaluate health information management's (HIM's) organizational model based on influence and structure.
2. Asses HIM's future role in healthcare based on industry guidance.
3. Discuss how to leverage HIM's role within the healthcare community.
4. Discuss the impact of a healthcare organization's committee structure in relation to HIM.
5. Examine the American Health Information Management Association's (AHIMA's) strategic plan and professional competencies to maintain relevancy as an HIM professional.

V.   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 HIMA 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 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 form 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.

VI. 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).

VII. 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.

VIII.   Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.

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 71 hours of instruction. (The student is responsible for a total of 32 lecture hours, whether online or on-Campus).

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.