

COURSE SYLLABUS

Health Information Management	HIM-F102	Introduction to Health Care Systems (CRN 3095)	
Department	Course No.	Course Title	
3 hrs			
Credit Hrs.	# lecture hrs./week	# lab hrs./week	
Prepared by	Clifford F. Deane		August 22, 2015
	Faculty Member		Date
Course prerequisites:	Eligible for ENG*101.		
Course Location (bldg/room #):			
Meeting time (days/hours):	• Online		
Course Description:	This course introduces the student to the use of electronic information systems in health information technology. Topics to be covered include the medical administrative and clinical record management and computer applications for performing medical practice functions. In addition, the course will cover computer hardware and software components, network and World Wide Web technologies, decision support systems, health information standards, information systems acquisitions or in-house development, implementation, evaluation, user training, and maintenance.		

Scope of Course:

To understand healthcare delivery fundamentals, healthcare system management and regulations, and the technology used to gather healthcare information in a variety of settings. To apply logical, critical and analytical processes in identifying problems and alternate solutions related to records management in the healthcare environment. To recognize different types of EMR and EHR management systems and the pros and cons unique to each.

Program/Discipline Learning Outcomes Contained in Course:

The goal of the Science Division is to incorporate the following learning outcomes into each course:

- Written and oral communication skills
- Critical thinking, problem solving, and analytical skills
- Interpersonal skills and awareness
- Teamwork, team-building, and project focus

- Knowledge of ethical and legal healthcare environment
- Awareness and respect for other perspectives
- Global awareness and diversity
- Flexibility and adaptive to change
- Personal productivity and organizational skills
- Ability to understand your customer
- Understand process management

Importance of Course in Program/Discipline:

The AHIMA Education Strategy Committee has created a list of entry-level competencies for associate degree students. This course, HIM-F102, familiarizes students with the concepts and subject matter in each of the 5 domains and 15 subdomains recommended by AHIMA. As students prepare to enter the field of Health Information Management, this course is of high importance. The following AHIMA domains are covered:

- Domain 1: Health Data Management: Health data structure, content, and standards
- Domain 2: Health Statistics, Biomedical Research, and Quality Management
- Domain 3: Health Services Organization, and Delivery
- Domain 4: Information Technology and Systems
- Domain 5: Organizational Resources: Human Resources. Financial and Physical resources

Learning Outcomes:

The goal of HIM-F102 is to provide each student with an understanding of history, theory, and potential benefits of health information management systems.

- Identify the clinical and administrative information collected by healthcare providers, e.g. Physicians, hospitals.
- Articulate how information systems function in healthcare organizations to assist healthcare providers and administrators.
- Describe the role health information systems in improving healthcare quality.
- Explain the legal issues concerning the protection and dissemination of electronic health information.
- Explain how the digital revolution is impacting patients, providers and healthcare organizations.
- Discuss how health information systems provide support for clinical decision making.
- List steps and processes in the acquisition, implementation and support of health information systems.
- Describe health information system technologies and standards.
- Discuss the health information system security.
- Apply electronic or imaging technology for data and record storage.
- Evaluate systems and products for selection of EHR, coding software, and other HIM applications.
- Create a request for information and request for proposal.

Textbooks and other required readings/computer software/materials/library reserve room:

Glasser, J. P.; Lee, F. W.; and Wager, K. A. (2013). *Health Information Systems - A Practical Approach for Healthcare Management*. 3rd ed. Jossey-Bass - A Wiley Imprint. ISBN-13: 9781118173534

Office Location
(building/room
number):

N/A Online

Office
Hours:

Office
Telephone:

(203) 641-9527

Office
e-mail:

Cdeane@gwcc.commnet.edu

Attendance Policy:

Students are expected to participate in all weekly class sessions. Student participation in class discussions is essential to learning and without it there could be an adverse impact on your overall final grade. Only students who officially withdraw from class by the deadline of **November 13, 2015** will receive a grade of W. Otherwise, students will be given the grade they earn.

Evaluation (exams, term papers, projects, etc., and percentages towards final grades):

Assignments – End of chapter, other 20%
Discussion Board – Critical Thinking 20%
Unit 1 test 10%
Unit 2 test 10%
Unit 3 test 10%
Paper 10%
Final Exam 20%

There are no make-up exams given unless arrangements have been made prior to the exam.

Unit Outlines/Unit Objectives/Expected Outcomes/Assessment Measures:

Each unit will cover specific topics from the textbook as well as lecture material. Each student is expected to read the assigned chapters, participate in discussion questions, and complete all end of chapter assignments. The discussion question responses, end of chapter assignments, and test scores will be used to calculate the student's overall grade.

HIM 102 Introduction to Health Care Systems (CRN 3095)

Fall 2015 SCHEDULE

Week	Date	Topic and/or Activity	Assignments
Session 1	August 31- September 6, 2015	<p>Course introduction and individual introductions</p> <p>Chapter 1 : Introduction to Health Care Information</p> <p>Compare and contrast the various definitions of health care information.</p> <p>Describe the major types of health care information (internal and external) that are captured or used or both in health care organizations.</p> <p>Cite specific examples of the major types of health care information.</p> <p>Understand the content and uses of patient records.</p> <p>Follow a patient's or client's health information throughout a typical encounter or process.</p>	<p>- Discussion: Introduce Yourself</p> <p>- Purchase book</p> <p>- Blackboard orientation</p> <p>Read Chapter 1</p> <p>Assignment 1: Chapter 1</p>
Session 2	September 7-13, 2015	<p>Chapter 2 : Health Care Data Quality</p> <p>Discuss the relationship between health care data and health care information.</p> <p>Identify problems associated with poor-quality health care data.</p> <p>Define the characteristics of data quality.</p> <p>Discuss the challenges associated with measuring and ensuring health care data quality</p>	<p>Read Chapter 2</p> <p>Discussion Question 1: Critical Thinking</p> <p>Select one of six (6) learning activities listed.</p> <p>There will be a question sign up list posted in order to equally distribute the discussion responses.</p> <p>Assignment 2: Chapter 2</p>
Session 3	September 14-20, 2015	<p>Chapter 3 : Health Care Information Regulations, Laws, and Standards</p> <p>Discuss how accreditation, facility licensure, and certification influence the information needs of health care facilities.</p> <p>Identify and differentiate among major health care accrediting bodies.</p> <p>Discuss Patient Safety Organizations and their relevance to health care organizations and customers.</p> <p>Understand and manage the impact of the health</p>	<p>Read Chapter 3</p> <p>Discussion Question 2: Critical Thinking</p> <p>Select one of six (6) learning activities listed.</p> <p>There will be a question sign up list posted in order to equally distribute the discussion responses.</p>

		<p>record as a legal document.</p> <p>Discuss HIPAA privacy regulations and their relevance to health care organizations and consumers.</p> <p>Describe the laws, regulations, and standards that govern patient confidentiality.</p>	Assignment 3: Chapter 3
Session 4	September 21-27, 2015	<p>UNIT 1 TEST Chapters 1, 2 and 3</p> <p>Chapter 4 : History and Evolution of Health Care Information Systems</p> <p>Describe the history and evolution of health care information systems from the 1960s to the present.</p> <p>Identify the major advances in information technology and significant federal initiatives that influenced the adoption of health care information systems.</p> <p>Identify the major types of administrative and clinical information systems used in health care.</p> <p>Discuss why information technology (IT) adoption rates are lower in health care compared with other industries.</p> <p>Discuss the relationship between incentives and health care IT adoption and use.</p>	<p>Read Chapter 4</p> <p>Discussion Question 3: Critical Thinking</p> <p>Select one of six (6) learning activities listed.</p> <p>There will be a question sign up list posted in order to equally distribute the discussion responses.</p>
Session 5	September 28-October 4, 2015	<p>Chapter 5 : Clinical Information Systems</p> <p>Describe the purpose, adoption, use, key attributes, and functions of some of the major types of clinical information systems used in health care.</p> <ul style="list-style-type: none"> • Electronic health record • Computerized provider order entry • Medication administration using bar – coding technology (e-mar) • Telemedicine and Telehealth • Personal health record and patient portals <p>Discuss the major barriers to EHR adoption and the strategies being employed to overcome them.</p> <p>Give examples of how clinical information systems might affect patient care safety, quality, efficiency, and outcomes.</p>	<p>Read Chapter 5</p> <p>Assignment 4: Chapters 4 and 5.</p>
Session 6	October 5-11, 2015	<p>Chapter 6 : Federal Efforts to Enhance Quality of Patient Care through the Use of Health Information Technology</p>	<p>Read Chapter 6</p> <p>Discussion Question 4:</p>

		<p>Gain understanding of major federal legislation passed in recent uses to promote adoption and meaningful use of EHR systems</p> <p>Describe Medicare and Medicaid EHR incentive programs for eligible professionals and hospitals.</p> <p>Discuss implications of health care reform and new models of care (such as accountable care organizations and patient-centered medical homes) on health information management needs of the various stakeholders.</p> <p>Define health information exchange (HIE) and discuss the efforts that are underway nationally and regionally to promote the exchange of health data across organizations.</p> <p>Discuss the health care IT ramifications of payment reform.</p>	
Session 7	October 12-18, 2015	<p>Chapters 7 : System Acquisition</p> <p>Explain the process a HCO generally goes through in selecting a HCIS.</p> <p>Describe the SDLC and its four major stages.</p> <p>Discuss the various stages for acquiring a HCIS and pros and cons of each.</p> <p>Discuss the purpose and content of a RFI and RFP in the system acquisition process.</p> <p>Gain insight into the problems that may occur during system acquisition.</p> <p>Gain an understanding of the health care IT industry.</p>	<p>Read Chapter 7</p> <p>-</p> <p>Discussion Question 5: Select one of six (6) learning activities listed on page 238.</p> <p>Assignment 5: 6 & 7</p>
Session 8	October 19- 25, 2015	<p>Chapter 8 : System Implementation and Support</p> <p>Discuss the process that a HCO typically goes through in implementing a HCIS.</p> <p>Appreciate the organizational factors that can affect system acceptance and strategies for managing change.</p> <p>Develop a sample system implementation plan.</p> <p>Gain insight into the things that can go wrong during implementation & strategies managers can employ to alleviate problems.</p> <p>Discuss factors important to system support and</p>	<p>Read Chapter 8</p> <p>Discussion Question 6: Select one of seven (7) learning activities listed on page 268 - 269.</p> <p>Assignment 6: 8</p>

		evaluation.	
Session 9	October 26 – November 1, 2015	<p>- UNIT 2 TEST Chapters 4, 5, 6, 7 and 8</p> <p>Chapter 9 : Technologies That Support Health Care Information Systems</p> <p>Gain a basic understanding of the core technologies behind health care information systems that support:</p> <ul style="list-style-type: none"> Data management and access Networks Information distribution schemes Remote access technologies Internet and web concepts and applications Clinical and managerial decision support Electronic and mobile commerce <p>Discuss emerging trends in information technology and the Gartner Hype Cycle</p> <p>Identify some of the major issues in the adoption of information technologies in health care organizations.</p> <p>Discuss why it is important for a health care organization to adopt an overall information systems architecture.</p>	Read Chapter 9
Session 10	November 2-8, 2015	<p>Chapter 10 : Health Care Information System Standards</p> <p>Give examples of the four major methods by which standards are developed—ad hoc, de facto, government mandate, and consensus.</p> <p>Identify the major types of health care information standards and the organizations that develop or approve them, including</p> <ul style="list-style-type: none"> Classification standards Standards for electronic data interchange Vocabulary and terminology standards Health record content and functional standards <p>Identify and discuss the role of organizations that currently have a significant impact on the adoption of health care information standards in the United States.</p> <p>Identify and discuss the role of federal initiatives and legislation that have a significant impact on the adoption of health care information standards in the United States.</p>	<p>Discussion Question 7: Select one of five (5) learning activities listed on page 315.</p> <p>Or</p> <p>Discussion Question: Select one of five (5) learning activities listed on page 347.</p> <p>Assignment 7: 9, 10</p>

		Discuss the Nationwide Health Information Network.	
Session 11	November 9-15, 2015	<p>Chapter 11 : Security of Health Care Information Systems</p> <p>Understand the importance of establishing a health care organization-wide security program.</p> <p>Identify significant threats—internal, external, intentional, and unintentional—to the security of health care information.</p> <p>Outline the components of the HIPAA security regulations.</p> <p>Give examples of administrative, physical, and technical security safeguards currently in use by health care organizations.</p> <p>Describe the basic components of business continuity and disaster recovery plans for health care information.</p> <p>Discuss the impact and the risks of using wireless networks and allowing remote access to health information, and describe ways to minimize the risks.</p> <p>Privacy & Security Game Contingency Planning Challenge</p>	<p>Read Chapter 11</p> <p>- Complete and discuss the two (2)</p> <p>Privacy & Security Game Contingency Planning Challenge</p> <p>Assignment 8: 11</p>
Session 12	November 16-22, 2015	<p>UNIT 3 TEST Chapters 9, 10 and 11</p> <p>Chapter 12 : Organizing Information Technology Services</p> <p>Describe the roles, responsibilities, and major functions of the IT dept or organization.</p> <p>Discuss the role and responsibility of the CIO, CMIO, CSO, CTO, and other key IT staff.</p> <p>Describe the different ways IT services might be organized and governed.</p> <p>Identify key attributes of highly effective IT organizations.</p> <p>Develop a plan for evaluating the effectiveness of the IT function within an organization.</p>	<p>Read Chapter 12</p> <p>-</p> <p>Discussion Question 8: Select one of five (5) learning activities listed on page 389.</p> <p>Or</p> <p>Discussion Question: Select one of five (5) learning activities listed on page 435.</p>

Session 13	November 23-29, 2015	<p>Chapter 13: IT Alignment and Strategic Planning</p> <p>Objectives of IT alignment and strategic planning</p> <p>An overview of strategy</p> <p>Vectors for arriving at IT strategy</p> <p>The IT Asset</p> <p>A normative approach to IT strategy</p> <p>IT alignment at maturity</p>	Quiz 6: 12, 13,
Session 14	November 30 - December 6, 2015	<p>Chapter 14: Strategy Considerations</p> <p>Complementary strategies</p> <p>Strategy evolution</p> <p>Governing concepts</p> <p>IT as a way to enhance competitive position</p> <p>Chapter 15: IT Governance and Management</p> <p>IT Governance</p> <p>Organizational effectiveness in IT</p> <p>IT budget</p> <p>Term Paper due</p>	<p>Discussion Question 9: Select one of four (4) learning activities listed on page 465</p> <p>Discussion Question: Select one of three (3) learning activities listed on page 488</p> <p>Assignment 9: 12 & 13</p>
Session 15	December 7-11, 2015	<p>Chapter 16: Management's Role in Major IT Initiatives</p> <p>Managing organizational change</p> <p>Managing projects</p> <p>Factors that contribute to IT initiative failures</p> <p>Chapter 17 Assessing and Achieving Value in Health Care Information Systems</p> <p>The nature of IT-enabled value</p> <p>The IT project proposal</p> <p>Steps to improve value realization</p> <p>Why IT investments may fail to deliver returns</p> <p>Analyses of the IT value challenge</p> <p>Preparation for Final Exam</p>	<p>Discussion Question 10: Select one of three (3) discussion questions</p> <p>Quiz # 10: 16 & 17</p>
Session 16	December 12-18, 2015	Final Exam	

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

ADA Accommodations Statement

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Academic Ethics and Classroom Behavior

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Use of Computing Resources

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Religious Accommodation Statement

If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

Inclement Weather Statement

In the event of inclement weather either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings,

class cancellations, etc by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college's main phone number, (860) 343-5800. (When calling the main phone number, be sure to choose option 1 from the menu for school closings.) If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations

WMRD 1150 am
WDRC 102.9 fm and 1360 am
WMMW 1470 am
WRCH 100.5 fm
WTIC 1080 am, 96.5 fm
WZMX 93.7 fm
WELI 960 am, WKCI 101 fm

Television Stations

WFSB - 3
WTNH - 8
WVIT - 30

Off Campus Sites:

The MxCC Meriden Center will comply with the Middletown campus policy. Exception: In the event of extreme weather only in the Meriden area and the Middletown campus determines to hold classes, the decision to cancel classes at the Meriden Center will be determined by the MxCC Meriden Center Director and the Dean of Finance & Administration.

The Old Saybrook off campus site will comply with the Middletown campus policy. Exception: In the event of extreme weather only at the off campus site, the decision to hold or cancel classes at this extension center will be made by our campus extension program director. Faculty should call the Continuing Education Office at (860) 343-5865.

Note: Off campus sites are ultimately subject to the cancellation policy of the school in which MxCC holds classes.