



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

A: Division: **INSTRUCTIONAL** Date: **April 22, 2002**  
 B: Department/ **HEALTH SCIENCES** New Course | | Revision | **X**  
 Program Area: | |  
 If Revision, Section(s) Revised: **M, N,**  
 Date Last Revised: **May 30, 2001**

C: **HISP 120** D: **HEALTH INFORMATION SERVICES I** E: **4**  
 Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: This course provides an introduction to the profession of health information practice. The basic health information functions, services and systems in both acute and nonacute health information functions, services and systems in both acute and nonacute health care settings will be explored. Students will be able to apply knowledge through a variety of activities including lecture/practice at an acute care facility, role shadowing and practicum.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings  
  
 Primary Methods of Instructional Delivery and/or Learning Settings:  
**Lecture**  
**Practicum**  
**Lecture/Practice**  
  
 Number of Contact Hours: (per week / semester for each descriptor)  
**Lecture: 2 hrs.**  
**Practicum: 36.0 - 37.5**  
**Lecture/Practice: 2**  
  
 Number of Weeks per Semester: **15**

**H:** Course Prerequisites:  
  
 NIL

**I.** Course Corequisites: (**recommended**)  
  
 HISP 170

**J.** Course for which this Course is a Prerequisite:  
  
 HISP 220

**K.** Maximum Class Size:  
 Lecture - 35  
 Lecture/Practice - 18  
 Practicum - 30

**L:** PLEASE INDICATE:

Non-Credit  
 College Credit Non-Transfer  
 College Credit Transfer: Requested  Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives/Learning Outcomes

In this course students study the aspects that form the foundation for developing and managing quality health information. The learner will:

- perform the basic record management processes typically required of a health service including patient/client registration, document organization, analysis, filing, tracking, retrieval, and control
- devise and implement systems for the collection, storage, retrieval and destruction of health information within requires uses, institutional guidelines and legal statutes
- articulate the need for and uses of quality data and information
- use computer application to facilitate the record management process
- gain skills in health care data collection
- have knowledge of the scope of professional practice within the field of health information management
- transfer the knowledge and skills obtained in the classroom to reality settings and rationalize why any divergences may have taken place
- engage in self-evaluation and develop strategies to facilitate continued learning for personal professional development
- develop an appreciation for the importance of confidentiality, security and integrity of health care data

**N:** Course Content

## 1. Overview of Health Information

- evolution of health information management
- vehicles used to communicate health information
- purposes, uses, and value of health data
- ownership

## 2. Health Information Systems

- systems overview (input, process, output, feedback, control)
- data collection:
  - by source: (patient, client, or resident; direct care providers)
  - by type: (administrative, clinical, operative, nursing, ancillary, miscellaneous)
- documentation
  - source-oriented
  - problem-oriented
  - integrated
  - by exception
  - other
- management/processing of data
  - registration, admission, discharge, transfer (R-ADT)
  - documentation requirements (standards)
    - retrospective
    - point of care
    - quantitative assessment and improvement
    - qualitative assessment and improvement
    - compliance
    - electronic authentication

## COURSE CONTENT (Cont.)

- forms & views
    - general design principles
    - general control principles
    - forms management team
    - role of the health information practitioner
  - numbering systems
    - types, including advantages and disadvantages of each
    - control systems
  - paper-based filing systems
    - types, including advantages and disadvantages fo each
    - record management control systems
      - storage options (physical facilities, destruction, technology, commercial)
      - records tracking systems
        - manual
        - automated
  - image-based record systems
    - micrographics
    - optical image processing
  - electronic record systems
3. Data Collection (abstracting)
- national standards (CIHI)
    - mandatory data elements
    - diagnosis typing
    - sequencing
  - provincial standards
    - mandatory data elements
  - local standards
4. Practicum
- orientation to facility and health information services
  - R-ADT
  - assembly (surgical day care, inpatient records)
  - documentation processing and control
  - filing, retrieval and control of health information
  - interaction with other departments/services
5. Guidelines for Health Information Professional Practice and Personal Development
- criteria for professionalism
  - professional and related associations (provincial, national and international)
    - history
    - purposes
    - organization
  - credentialling processes
    - certification
    - licensure
  - education and learning
    - entry-level
    - continuing
    - prior learning assessment (PLA)
    - portfolio

<p>COURSE CONTENT (Cont.)</p> <ul style="list-style-type: none"> <li>- code of ethics</li> <li>- professional practice</li> <li>- marketing the profession</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <ol style="list-style-type: none"> <li>1. Lecture/Practice</li> <li>2. Group discussion</li> <li>3. Practicum</li> <li>4. Independent study of assigned topics</li> </ol>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>A list of mandatory and optional textbooks and materials is provided for students at the beginning of each semester.</p>
<p><b>Q:</b> Means of Assessment</p> <p>Typical evaluations would include:</p> <ul style="list-style-type: none"> <li>Final Exam</li> <li>2 Midterm Exams</li> <li>Assignments</li> <li>Practicum Evaluation</li> </ul> <p>Course evaluation is based on course learning outcomes and is consistent with Douglas College Course Evaluation Policies.</p> <p>A detailed evaluation schedule is presented to the students at the beginning of the course.</p> <p>Outline of evaluation may be subject to change.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>YES</p>

Course Designer(s)

Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar