



## Subject and Course Number

**N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**

**A list of mandatory and optional textbooks and materials is provided for students at the beginning of each semester.**

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;  
Q. Method of Instruction; R. Course Evaluation

**O. 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 required uses, institutional guidelines and legal statutes
- articulate the need for and uses of quality data and information
- use computer applications to facilitate the record management process
- 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

**P. 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)
- data collection techniques

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- source-oriented
- problem-oriented
- integrated
- by exception
- other
- management/processing of data
  - registration, admission, discharge, transfer (R-ADT)
  - accessibility techniques
  - documentation requirements (standards)
    - retrospective
    - point of care
    - quantitative assessment and improvement
    - legal analysis
    - qualitative assessment and improvement
    - compliance
    - electronic authentication
- 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 of each
  - record management control systems
    - storage options (physical facilities, destruction, technology, commercial)
    - record tracking systems
      - manual
      - automated
- image-based record systems
  - micrographics
  - optical image processing
- electronic record systems

**3. Role Shadowing****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

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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**
  - **code of ethics**
  - **professional practice**
  - **marketing the profession**

**Q. METHODS OF INSTRUCTION**

1. **Lecture/Practice**
2. **Group discussion**
3. **Role shadowing**
4. **Practicum**
5. **Independent study of assigned topics**

**R. COURSE EVALUATION**

Course evaluation is based on course learning outcomes and is consistent with Douglas College Course Evaluation Policies.

An evaluation schedule is presented to the students at the beginning of the course.

Outline of evaluation may be subject to change.

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