



**EFFECTIVE: SEPTEMBER 2001**

**CURRICULUM GUIDELINES**

A: Division: **INSTRUCTIONAL** Date: **June 4, 2001**  
 B: Department/ **HEALTH SCIENCES** New Course  Revision   
 Program Area:  
 If Revision, Section(s) Revised: **J**  
 Date Last Revised: **February 1, 1999**

C: **HISP 320** D: **HEALTH INFORMATION SERVICE III** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: This course provides the student with an overview of the Canadian Health Care System as a whole and within the province of British Columbia. The course focuses on preparing health information practitioners for their role in providing health information services in a changing health care system. This course explores contemporary, ethical, legal, and financial health issues and trends. Students will examine the expanded role of the health information practitioner from the traditional acute care hospital health record department to a variety of other employment contexts. The course concludes with an assessment of how technological developments, particularly in relation to computerization, affect health information services today and in the future.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <p style="text-align: center;"><b>Seminar</b></p> Number of Contact Hours: (per week / semester for each descriptor)  <p style="text-align: center;"><b>Seminar: 4 hrs.</b></p> Weeks per Semester:  <p style="text-align: center;"><b>15 weeks</b></p>	<b>H:</b> Course Prerequisites:  <p style="text-align: center;"><b>HISP 220</b></p> <b>I:</b> Course Corequisites: (recommended)  <p style="text-align: center;"><b>HISP 330 + HISP 370</b></p> <b>J:</b> Course for which this Course is a Prerequisite:  <p style="text-align: center;"><b>HISP 420</b></p> <b>K:</b> Maximum Class Size:  <p style="text-align: center;"><b>35</b></p>	
<b>L:</b> PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes

In this course students study the various roles of health information practitioners within the continuum of health care and the impact of technology on health information services. The learner will:

- C identify the major determinants of health which may directly or indirectly affect the delivery of health care.
- C describe and illustrate the three levels of prevention.
- C discuss some of the major trends and issues facing health care today and describe the potential impact on health information services and on the role of the health information practitioner.
- C explain health care funding in Canada and discuss the implications for health information services.
- C describe a variety of health care funding mechanisms and the clinical information requirements and financial incentives of each.
- C develop an awareness of certain ethical situations that may arise during the delivery of health care.
- C identify the role of the health information practitioner and the information requirements across the continuum of health care.
- C discuss specific patient care and information technological developments including the electronic health record and their potential impact on health information services and the health care system.
- C explain the legal considerations for data security and confidentiality in computerized information systems.

**N:** Course Content

1. Contemporary Health Issues and Trends in Canada and in British Columbia (financial, socioeconomic, political, legal, and ethical)
  - determinants of health
    - health status indicators and measures of health
  - health care funding
    - overview of national and provincial funding processes
    - funding mechanisms (types of payment methods, such as global, line-by-line, capitation)
      - descriptions
      - clinical information requirements
      - financial incentives
  - ethical situations in health care
    - facing the health information practitioner
    - introduction to the dimensions of ethics
    - decision making
      - rules
      - ethics committee

**N:** Course Content (Cont.)

3. Implications of Technology for Health Information Services
  - relevant technologies
    - encryption
    - keyed entry devices
    - scanned entry devices
    - other information technologies
  - computer-based patient record (CPR)
    - key definitions
    - benefits of CPR
  - issues and concerns
    - lack of standards
    - what needs to be done to prepare for implementation of the CPR?
    - how will the CPR affect health information practitioners?
  - legal implications for technology and computerization
    - admissibility in court
    - access (controls)

**O:** Methods of Instruction

1. Lecture/Discussion
2. Group discussion
3. Application exercises/case studies
4. Field trips and demonstrations
5. Guest lecturers
6. Independent study of specified topics

**P:** Textbooks and Materials to be Purchased by Students

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

**Q:** Means of Assessment

Typical evaluations would include:

Final Exam  
 Midterm Exam  
 Term Paper  
 Assignments  
 Learning Activities

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

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

Outline of evaluation may be subject to change.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar