

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL**

Date:

February 1, 1999

B: Department: **HEALTH SCIENCES**

New Course:

X

Revision of Course:

C: **HISP 320**

D: **HEALTH INFORMATION
SERVICE III**

E:

3

Subject & Course No.

Descriptive Title

Semester Credit

F: 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.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs per week

Lecture:		Hrs.
Laboratory:		Hrs.
Seminar:	4	Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other Lecture/Practice:		Hrs.

Total (15 weeks): **4** Hrs.

H: Course Prerequisites:
HISP 220

I: Course Corequisites: (recommended)
HISP 330 + HISP 370

J: Course for which this Course is a Prerequisite:
HISP 420 + HISP 470

K: Maximum Class Size:
35

L: College Credit Transfer

College Credit Non-Transfer

M: Transfer Credit: Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
S.F.U.
U. Vic.
U.N.B.C.
Other:

L Kenward

Course Designer(s)

Alan Wood

Dean

P. H. [Signature]

Vice-President - Instruction

Registrar

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. COURSE OBJECTIVES

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:

- **identify the major determinants of health which may directly or indirectly affect the delivery of health care.**
- **describe and illustrate the three levels of prevention.**
- **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.**
- **explain health care funding in Canada and discuss the implications for health information services.**
- **describe a variety of health care funding mechanisms and the clinical information requirements and financial incentives of each.**
- **develop an awareness of certain ethical situations that may arise during the delivery of health care.**
- **identify the role of the health information practitioner and the information requirements across the continuum of health care.**
- **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.**
- **explain the legal considerations for data security and confidentiality in computerized information systems.**

P. 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**

Subject and Course Number

- ethical situations in health care
 - facing the health information practitioner
 - introduction to the dimensions of ethics
 - decision making
 - rules
 - ethics committee

- 2. **Health Information Services in Nonacute Care Settings**
 - health care settings (long term care, ambulatory care, mental health, rehabilitation, community-based, hospice, managed care environments, other)
 - structural framework
 - data requirements
 - minimum data set
 - management of health information
 - issues in data collection
 - regulatory mechanisms
 - legislation
 - accreditation
 - other
 - issues and trends
 - information linkage
 - role of the health information practitioner

- 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)

Subject and Course Number

Q. 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

R. COURSE EVALUATION

Course evaluation is based on course objectives 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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