



CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **April 22, 2002**
B: Department/ **HEALTH SCIENCES** New Course | | | | |
 Program Area: Revision **X**
 If Revision, Section(s) Revised: **F, M, N**
 Date Last Revised: **June 4, 2001**

C: HISP 330 D: HEALTH INFORMATION REPORTING E: 3
 Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
 This course provides students with the ability to retrieve, organize, analyze and report data and information. Students are instructed on the use and content of the basic CIHI reports and on data presentation and graphing techniques. Students will then practice reporting the data in an accurate and appropriate manner. Students will also be expected to calculate hospital statistics using established formulas, and understand data analysis methodology and the importance of quality data.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings
 Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture
Other Lecture/Practice
 Number of Contact Hours: (per week / semester for each descriptor)
Lecture: 1 hr.
Other Lecture/Practice: 3 hrs.
 Number of Weeks per Semester:
15 weeks

H: Course Prerequisites:
NIL
I. Course Corequisites: (**recommended**)
HISP 320 + HISP 370
J. Course for which this Course is a Prerequisite:
HISP 430
K. Maximum Class Size:
Lecture - 35
Other Lecture/Practice - 18

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)

M: Course Objectives/Learning Outcomes

In this course students study methodologies used to retrieve, analyze and report health information. The learner will:

- retrieve requested information with a high degree of accuracy from a variety of sources with emphasis on the discharge abstract data.
- retrieve, organize, analyze and present statistical data appropriately and accurately using a variety of tools such as reportwriter and graphic software packages.
- calculate hospital statistics using established formulas with a high degree of accuracy.
- discuss the importance of data quality and the methodologies used to improve the adequacy, accuracy, reliability, and validity of statistical data/information.
- describe the role of the health information practitioner in data collection, retrieval, and analysis.

N: Course Content

1. Needs Assessment
 - study and data retrieval request
2. Data Retrieval
 - methodology
3. Data Presentation
 - purpose
 - methodology
 - application of software packages
4. Hospital Statistics
 - application of appropriate statistical techniques
 - rates
 - mortality (gross, net, anesthetic, postoperative, maternal, neonatal, fetal, infant, other)
 - autopsy (gross, net, hospital, other)
 - morbidity (complication, infection, other)
 - miscellaneous (Caesarean, consultation, other)
 - average length of stay
 - statistics based on census data (average daily census, occupancy, bed turnover, other)
5. Data Analysis and Interpretation
 - purpose
 - identify patterns, trends, and indicators
6. Data Quality
 - importance
 - role of the health information practitioner
 - attributes (validity, reliability, completeness, legibility, timeliness, usefulness, and accessibility)
 - methods to ensure data quality
7. Data Promotion
 - purpose
 - methodology

O: Methods of Instruction

1. Lecture/Practice
2. Group discussion
3. Application exercises/case studies
4. Guest lecturers
5. 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
- 2 Midterm Exams
- Assignments

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

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar