Douglas College

EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

B: Department/ Program Area: **HEALTH SCIENCES**

Date: **April 22, 2002**

New Course | | Revision | **X**

If Revision, Section(s) Revised: **M, N**

Date Last Revised: **June 4, 2001**

C:	**D:**	**E:**
HISP 370	**HEALTH DATA COLLECTION & CLASSIFICATION III**	**5**
Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This course is a continuation of the theory and application of medical terminology, pathophysiology, and health data classification. The most common disorders for specific body systems are studied in depth according to terminology, abbreviations, demographics, etiology, signs and symptoms, method of diagnosis, common comorbidities, interventions, mode of encounter, and classification guidelines and principles. Portions of the lecture-practice component of this course may take place at an acute care facility.

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: 3 hrs.
Other Lecture/Practice: 4 hrs.

Number of Weeks per Semester:

15 weeks

H: Course Prerequisites:

HISP 275

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

HISP 320 + HISP 330

J. Course for which this Course is a Prerequisite:

HISP 470

K. Maximum Class Size:

Lecture - 35
Other Lecture/Practice - 18

L: PLEASE INDICATE:

- [ ] Non-Credit
- [X] 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 pathophysiology and data classification concepts for specific body systems. The learner will:

- develop skills in data classification by applying knowledge of the pathophysiology for specified major clinical categories using the ICD-10-CA and CCI classification systems
- understand and predict the course of specified pathophysiological conditions in terms of demographic, etiology, presentation, method of diagnosis, common commorbidities, typical and alternate interventions and likely mode of encounter with the health care delivery system
- apply critical thinking skills to the coding process
- apply national, provincial and local standards for data collection
- apply patient service classification systems
- apply research skills to independent study of pathophysiology and classification
- continue to develop an appreciation for the importance of data integrity

N: Course Content

1. For a given disease/disorder within a major clinical category:

   - define the terminology and abbreviations
   - describe:
     - predisposing and risk factors (demographics)
     - etiology
     - presentation (signs and symptoms)
     - method of diagnosis
     - common comorbidities (and complications)
     - typical and alternate interventions
     - likely mode of encounter with the health care delivery system
   - classify to ICD-10-CA and CCI
   - assign patient service category

   Major Clinical Categories included in this course:

   - diseases and disorders of the kidney and urinary tract
   - diseases and disorders of the male reproductive system
   - diseases and disorders of the female reproductive system
   - endocrine, nutritional and metabolic diseases and disorders
   - diseases and disorders of the nervous system
   - mental diseases and disorders
   - injury, poisoning and toxic effects of drugs
   - other reasons for hospitalization
   - burns
   - significant trauma
   - complications of medical care
   - pregnancy, childbirth and the puerperium
   - newborns and other neonates

O: Methods of Instruction

1. Lecture/Practice
2. Group discussion
3. Application exercise/case studies/health records
4. Technology (software, audiovisual, etc.)
5. Guest lecturer
6. Independent study of specific 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
Weekly Quizzes
Weekly Reflective Journals

Attendance at lecture practice sessions (i.e. classes held at a health care facility) is mandatory.

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

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