



**EFFECTIVE: SEPTEMBER 2001**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL**

Date: **June 4, 2001**

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

New Course  Revision

If Revision, Section(s) Revised: **H, I**

Date Last Revised: **February 1, 1999**

**C:** **HISP 420**

**D:** **HEALTH INFORMATION SERVICES IV**

**E:** **1.5**

Subject & Course No.	Descriptive Title	Semester Credits												
<p><b>F:</b> Calendar Description: This course focuses on the role of the health information practitioner in meeting the information requirements of quality review programs. Students are introduced to the terminology, rationale, and current methodologies associated with quality and utilization management. This course also provides the student with additional opportunities to practice reporting health data/information.</p>														
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: center;"><b>Lecture</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="text-align: center;"><b>Lecture: 3 hrs.</b></p> <p>Number of Weeks per Semester:</p> <p style="text-align: center;"><b>15 weeks</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p style="text-align: center;"><b>HISP 320</b></p> <hr/> <p><b>I:</b> Course Corequisites: (<b>recommended</b>)</p> <p style="text-align: center;"><b>HISP 430 + HISP 470</b></p> <hr/> <p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p style="text-align: center;"><b>HISP 520</b></p> <hr/> <p><b>K:</b> Maximum Class Size:</p> <p style="text-align: center;"><b>Lecture - 35</b></p>													
<p><b>L:</b> PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px;"><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>			<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"/>
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**M:** Course Objectives/Learning Outcomes

In this course students study current quality and utilization management methodologies. The learner will:

- identify and describe commonly used methods for assessing and improving the quality of care and services provided in health care facilities.
- define the concepts of and the role of health information services in total quality management, and utilization management as part of a quality review program within the health care setting.
- describe current methodologies and models used to evaluate the quality of patient care and health care services.
- assess, design, collect, organize, analyze, and present statistical information using a variety of data sources (CIHI, registries) to meet the information of quality review programs and other users of health care data.
- conduct quality assessment or clinical pertinence review studies of patient documentation.
- discuss future directions for health information services relative to quality management programs.

**N:** Course Content

## 1. Quality Management

- role of health information services
  - data collection/sources of data
  - documentation requirements
- methodologies
  - medical care evaluation
    - functions
    - clinical pertinence reviews
    - indicator monitoring program
- clinical practice guidelines and critical pathways
  - definition
  - philosophy
  - current models
  - patient-focused care

## 2. Utilization Analysis and Management

- definitions and purpose
- rationale
- terminology
- data collection/sources of data
  - documentation requirements
  - CIHI special reports
    - organized outpatient clinic program
    - emergency services program
    - Special Needs and Applications Program (SNAP)
      - accreditation
    - Care Appraisal Program 1 and 2 (CAP 1, 2)
    - Comparison of Hospital Activity Programs (CHAP)
    - Alternate Level of Care
    - other

Course Content (cont.)

PURRFECT database

- perinatal database registry
  - disease, implant, and equipment registries
  - other
- methodologies
  - medical care evaluation
  - case management & discharge planning
  - severity measurement system
  - clinical practice guidelines and critical pathways
  - other

**O:** Methods of Instruction

1. Lecture/Practice
2. Group discussion
3. Guest lecturer
4. Application case studies/health records
5. Application software
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

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

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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