

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL**

Date: **February 1, 1999**

B: Department: **HEALTH SCIENCES**

New Course: **X**

Revision of Course:

C: **HISP 520**

D: **HEALTH INFORMATION
PRACTITIONER SENIOR
PRACTICUM**

E: **5.5**

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description:

This is a six-week practicum course in which students perform all tasks generally expected of the entry-level health information practitioner. Students are assigned for specified periods of practice in information services in hospitals and other health care facilities throughout British Columbia. Course will include time at the College to prepare for practicum, and to share, compare and analyze experiences.

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

G: Type of instruction: Hrs per week

Lecture:	Hrs.
Laboratory:	Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	36-37.5 Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	Hrs.
Other Lecture/Practice:	Hrs.
Total (6 weeks):	36-37.5 Hrs.

H: Course Prerequisites:

HISP 420 + HISP 430 + HISP 470 + CISY 200 + CISY 410

I: Course Corequisites:

NIL

J: Course for which this Course is a Prerequisite:

NIL

K: Maximum Class Size:

18

L: College Credit Transfer

College Credit Non-Transfer

<input type="checkbox"/>
<input checked="" type="checkbox"/>

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)

Paul Wood

Dean

Vice-President Instruction

Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

No specified texts are required. Students will find all previous texts and materials are a useful reference while on practicum.

**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 consolidate and apply their knowledge of health information practice at an entry-level proficiency. The learner will:

- **transfer the knowledge and skills obtained in the classroom to reality settings.**
- **participate in the workings of the health care environment as a team member.**
- **identify and effectively use resources available in the practicum setting.**
- **demonstrate entry-level proficiency in performing the functions expected in health information services**
- **complete a major project or equivalent activity(ies) which requires the integration of knowledge and skills acquired to date.**

P. COURSE CONTENT

1. Overview of:

- **organization and health information services/department**
- **basic clerical/technical functions to a maximum of three days**
- **transcription services**

2. Practicum may then include one or more of the following content areas:

A. Performance of entry-level health information practitioner functions

- **health information reporting**
- **health data collection and classification**
- **involvement in committee work**

B. Major project or equivalent activities

- **project may cover a variety of topics including, but not limited to:**
 - **research**
 - **quality management program**
 - **case study**
 - **health information reporting**

Subject and Course Number

- C. **Role shadowing**
 - observe the day-to-day work life of a health information practitioner or other health care professional in a unique or different setting.

- D. **Intramural Session at Douglas College**
 - prepare for practicum
 - presentation of major project to class
 - discussion and comparison of activities with colleagues and with knowledge and skills acquired in academic portion of program
 - "professionalism day"
 - evaluation of courses and recommendations for change

Q. **METHODS OF INSTRUCTION**

- 1. **Practicum Sites**
 - 1.1 Performance of assigned activity under supervision of preceptor
 - 1.2 Discussion of performance with faculty liaison

- 2. **Douglas College**
 - 2.1 Group discussions
 - 2.2 Guest lecturers

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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