

**Section 1. Proposal Information**

**Course Developer:**

*Shelley Williams*

Date:6/14/2013

Catalog year to take effect :

2013-2014 \_\_

2014-2015 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

Revised course

199 Special Studies

299 Trends

**Type of Course:**

Lower Division Collegiate (transfer)

Professional/Technical (program requires)

Professional/Technical (stand-alone)

Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department? The original health records class has not been kept up with industry standards and regulatory requirements. In order to update this course updated and new information has been added.**

**What evidence supports this proposal? ARRA, HITech Act, CMS Meaningful Use, implementation of EHRs across the nation, HRT/HIM Advisory Committee member input.**

**(New courses) How do you know there is a demand for this course?**

**PREVIOUS Catalog/Course Information:**

Course Number: **HIT120** Course Title in Banner: **Intro to Health Records** (30 characters maximum)

Full Course Title in print catalog: **Introduction to Health Records**

Prerequisites:  Co-requisites:

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 2 Lecture | 20 hours (lecture credits x 10) | 24 hours (lecture credits x 12) | 22 hours (lecture credits x 11) |
| Lec/Lab | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 2 **Total credits (sum)** | 20 **Total hours (sum)** | 24 **Total hours (sum)** | 22 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

Course Description  Course Outline  Contact Hours

Course Outcomes  Other (explain): Course prefix and course title

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: **HIM120** Course Title for Banner: **Intro to HIM** (30 characters maximum)

Full Course Title for print catalog: **Introduction to Health Information Management**

Prerequisites:  Co-requisites:

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number / Type Credits** | | **Term Minimum Contact** | **Term Maximum Contact** | | **11-Week Term Contact** | |
| 3 Lecture | | 30 hours (lecture credits x 10) | 36 hours (lecture credits x 12) | | 33 hours (lecture credits x 11) | |
| Lec/Lab | | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | | hours (lec-lab credits x 22) | |
| Lab | | hours (lab credits x 30) | hours (lab credits x 36) | | hours (lab credits x 33) | |
| 3 **Total credits (sum)** | | 30 **Total hours (sum)** | 36 **Total hours (sum)** | | 33 **Total hours (sum)** | |
| **Original Course Description:** | | | | |
| This course is designed to introduce the Health Records student to the career opportunities in health information management, work settings, basics of the patient record, and basics of the healthcare delivery system. Students will learn about the Health Insurance Portability and Accountability Act (HIPAA). Important guidelines for building a resume and portfolio. | | | | |
| **New Course Description (300 character limit):** | | | | |
| Survey class to introduce the student to the historical development of health information management, and focuses on the work and responsibilities of health information professionals and their relationship with other health care providers. Also, content and structure of patient records; quantitative and qualitative analyses of the documentation of patient care; storage methods; and retrieving patient data elements will be explored. | | | | |
| **Original Course Outcomes and Proficiencies** | | | **Assessments Used** | |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?  **Upon successful completion of this course, the student:** | | | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome was assessed:** | |
| A. Describe the variety of professional activities performed by health records personnel. | | | A. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| B. Describe the skills and knowledge required of a health information personnel | | | B. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| C. Explain the government regulations pertaining to health information. | | | C. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| D. Discuss medical and ethical obligations of health records personnel. | | | D. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| E. Outline the legal obligations of the health records technician. | | | E. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| F. Describe inpatient records performed by the health records department. | | | F. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| G. Understand resume and portfolio preparation process | | | G. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| H. Understand the process of job interviews. | | | H. Graded homework assignments, graded forum discussions,  quizzes and exams. | |
| **New Course Outcomes and Proficiencies** | | | **Assessments Planned** | |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?  **Upon successful completion of this course, the student will:** | | | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome will be assessed:** | |
| A. Summarize the purposes served by the medical record | | | A. Graded homework assignments, graded forum discussions, quizzes and exams. | |
| B. Develop an understanding of the role of the Health Information Management department in a health care facility. | | | B. Graded homework assignments, graded forum discussions, quizzes and exams. | |
| C. Describe the skills, knowledge, and abilities of health information professional | | | C. Graded homework assignments, graded forum discussions, quizzes and exams. | |
| D. Differentiate the content of forms in the paper and electronic medical record | | | D. Graded homework assignments, graded forum discussions, quizzes and exams. | |
| E. Evaluate the trend toward computer-based patient records and its effect on the HIM professional | | | E. Graded homework assignments, graded forum discussions, quizzes and exams. | |
| F. Examine storage and retrieval of patient data records | | | F. Graded homework assignments, graded forum discussions, quizzes and exams. | |

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

1. Introduction to Health Information Systems
   1. Health Care Delivery Systems
   2. The HIM Profession
   3. Legal and Ethical Issues in HIM
2. Clinical Data Management
   1. Intro to Health Care Data Content and Structures
   2. Intro to Nomenclatures and Classification Systems
   3. Intro to Quality Health Care Management
   4. Research Principles
3. Introduction to Management Issues
   1. Management Organization
   2. Human Resource Management

**Section 3. Curriculum Equity** (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s)

As outlined in LCC’s policy and procedure system, this course will strive to:

1. Promote an environment where all learners are encouraged to develop their full potential;

2. Use materials which acknowledge the equal status of all human groups and integrates their social relationships;

3. Portray women and men from diverse cultural and ethnic backgrounds in a wide range of roles;

4. Use quotations, references and reading recommendations which are authored by individuals who endorse pluralism;

5. Use gendered examples equally when illustrating theories and concepts;

6. Use class materials which assist students in clearly recognizing and accepting basic similarities among all members of the human race as well as the uniqueness and worth of every individual. Examples of such material could include diverse individuals regardless of race, gender, age, religion, disability, national origin, marital status, or class background.

7. This will be offered in an online format at a minimum annually, making it available to all LCC students of all geographic locations.

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

None. All course resources used are available from the course textbook and publisher companion website, and online at CMS.gov, AHIMA.org, and other professional or government OER sites.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain: We have faculty who are certified to teach this course and would teach it instead of the old course without going over their FTE.

**Divisional Recommendation (select one):**

The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

Faculty review of this course was completed within the division on 10/1/2013 (date).

New course outlines have been prepared for the Divisional binder containing all current course outlines.

Office Administrator Date

**Fees (select one):**

We have completed a fee request form to be submitted to ASA upon course approval.

No special fees will be required for this course.

**Required Certifications:**

We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.

We have completed faculty certification form(s)  
(http://www.lanecc.edu/cops/faccertf.pdf )  
for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

**Divisional Recommendation (select one):**

Pass  Do Not Pass

Academic Dean Date

**College Approval**

     

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Vice President for Academic & Date

Student Affairs