



HITT – 2343 – 005I3
Quality Assurance and Performance Improvement
Fall 2025
Internet

Instructor Information:

Carol Smith, MBA, RHIA, FAHIMA (cmith108@com.edu)

Student hours and location:

Virtual Office Hours: Monday, Wednesday, Friday 12-5p by appointment via email.

Required Textbook/Materials:

Quality and Performance Improvement in Healthcare (7th ed); By Patricia Shaw & Chris Elliott; Publisher: AHIMA; ISBN: 978-1-58426-663-1; AHIMA Product Code: AB102718

EHRgo: Please note that if you received an access code in another class you do not need another one).

Please create your EHR Go account by going to: <https://ehrgo.com>. Select Subscribe in the upper, right corner and enter the following HIM Student Program Key:

S24K27

Follow the on-screen instructions to create your account then log-in. After logging in, you'll be prompted to enter an Activation Code to apply your subscription. Your activation code is:

RYNRE-CY2D7-69993

Refer to this guide for more information.

Student Orientation Video #1: <https://www.youtube.com/watch?v=66lBxQxCbZ4&feature=youtu.be>

Student Orientation Video #2: <https://www.youtube.com/watch?v=astq3JZZe5A&feature=youtu.be>

Recommended Textbook from Previous Course:

Health Information Management Technology: An Applied Approach, 6th edition; Author Sayles (Latest Edition).

Course Description:

Study of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation, and presentation of data in statistical formats, quality management and performance improvement functions, utilization management, risk management, and medical staff data quality issues. Approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems and approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems.

Pre-requisite: HITT – 1301 Health Data Content and Structure

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements (www.ahima.org). Should you wish to request a review of the impact of criminal history on your potential (RHIT) prior to or during your quest for a degree, you can visit this link and request a “criminal history evaluation”: (www.ahima.org)

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Determination of Course Grade/Detailed Grading Formula:

Individual Projects (10% of final grade):

Write two (2) journal article reviews of performance improvement issues to include discussion of the following questions. Utilize the AHIMA journals, For the Record Journals or an article from the web that has been written within 3 years. The format to be utilized should be a list of the bullets listed below with the response. Please post to Assignments -1st Journal Assignment and 2nd Journal Assignment.

- Explain Data Analytics and Decisions Support
- What is the area of inquiry?
- Why is the subject a performance improvement issue?
- Was a performance improvement team used? If so, who was on it and why?
- How was the PI issue studied – Data Analytics
- What quality improvement toolbox techniques were used?
- What recommendations were made – Decision Support
- How would you evaluate the PI process as described in the article?

The paper/guide should be written in APA format: separate title page; body of the guide should be 1 inch margins, double-spaced, 10 or 12 point font; separate reference page. You may use the textbook as one reference. There should be several references listed. Be sure your references are formatted correctly. The following link includes APA formatting guidelines:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Group Project (25% of final grade):

Analyzing Workflow Within an Electronic Health Record (EHR) System

Overview

This assignment requires students to analyze the workflow within an Electronic Health Record (EHR) system in a healthcare setting. Students will identify key stages, tasks, and stakeholders involved in patient data management and evaluate how the system impacts the efficiency, accuracy, and security of patient care. You will also explore potential challenges faced by healthcare providers and suggest improvements to enhance the workflow.

Objectives

By the end of this assignment, students will be able to:

1. Understand the basic components and functions of an EHR system.
2. Analyze the workflow within a typical EHR system, from patient registration to data sharing.
3. Evaluate the impact of EHR systems on healthcare providers' daily tasks and patient outcomes.
4. Identify potential barriers or challenges related to the implementation and use of EHRs.
5. Propose recommendations to optimize EHR workflow for better patient care and operational efficiency (25% of final grade).

The first week of class you will network with your class members and divide into groups. Please see the EHR workflow assignment structure under the Project Tools and Test Review tab on the left. The project must be submitted to assignments and is **due on 11/26**.

This project addresses the following Core Objective: Empirical and Quantitative Skills & Teamwork

Grading Rubric for the Analyzing Workflow Within an EHR system team project includes is located in the assignment tab. If at any point you need me to review your progress, please email me at csmith108@com.edu.

Student participation is evaluated by fellow team members (50 percent of grade) and faculty (50 percent of grade) on how well the student participated in the group process. Using the criteria on the team evaluation sheet (handout), the students evaluate all other members of their team. This score is then averaged for each criterion then totaled for a final score. The faculty member also uses these criteria for his/her portion of the participation grade. Team evaluations can be found on the home page and are confidential. Please email the evaluation form to csmith108@com.edu.

Extra Credit (3 points):

Optional for extra credit: Schedule group presentation to the class of group project. Each group should work with the instructor to schedule an on-line event using Teams. Be creative in the presentation; you may use any format that you like, i.e. PowerPoint, interactive activity, speaking summary. Instructor will apply points to the lowest grade achieved for any assignment.

Five (5) exams (@ 10% each of final grade):

See tentative lesson plan for test dates.

Exams consist of multiple choice, and true and false questions. The number of questions varies. **Exams addresses the following core objectives: Critical thinking, Personal Responsibility.**
Attendance/class participation (5% of final grade)

Students are expected to log onto Brightspace (D2L) at least twice a week and participate in all discussions, individual projects and group projects.

Discussions (10% of final grade)

IMPORTANT: If you fail to participate in any discussion within the time frame, you will not receive a grade for the discussions section, and it will be a zero, which can take you down an entire letter grade. Unless you have discussed it with the instructor prior to submitting discussions late, the instructor may require a 1 – page report on the discussion topic.

Discussions consist of introduction, defining quality and case studies. **Discussions address the following Core Objective: Social Responsibility.**

The Discussion link is located under each week's modules on the left-hand side or course menu. There are twenty-two (22) discussions and on the discussions page you will see the exact page and assignment for each discussion. To create a discussion, click on the "create thread" button. Compose your response in the box and click on "post" when you are finished. I do not remove any discussion assignments or student responses until the course is over. If you want to view your response to any discussion assignment, be sure you have clicked on "Show All" at the top of the discussion area. Please see the calendar located at the end of the syllabus for specific due dates. You will need to post your initial response by day 4 (Thursday) of each week and a response to at least one colleague by day 6 (Saturday) **except** for discussion one (1) which does not require a response. Therefore, it is imperative to check the discussion area at least twice a week for new messages. Furthermore, please respond back to any questions or comments that are asked of you from another student(s). Credit will be awarded to students participating in discussion assignments. **To receive a grade, all discussions must be completed. Discussions will be graded using the following rubric:**

****Discussion Forum Participation Rubric is located in Brightspace (D2L) under the blue course menu...**

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community that interacts, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your instructor will consider these characteristics when assessing the quality and level of your participation. You should submit your initial post by day 4 (Thursday) in each module, and your subsequent responses to the post of other learners by day 6 (Saturday) and at timely intervals within the duration of each module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire module.

- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples, experiences, or references. Keep in mind that your fellow learners will be reading and responding to you, too.
- Make certain to address the discussion prompts. This does not mean you should not extend the topic, but do

not stray from the topic.

- Discussions occur when there is dialogue. Therefore, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experience, references, web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors as well as friendly and courteous.

Grading Formula:

Your semester grade will be comprised of the following components and graded per the following grading scale: Furthermore, in order to pass this class, you must obtain 75 (C) or better.

Exams (5 at 10% each)	50%
Attendance/participation	5%
Discussions	10%
Group Project – EHR Workflow Assignment	25%
Individual Projects	10%
Total	100%

Grading Scale:

90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
69 – Below	F

Late Work, Make-Up, and Extra-Credit Policy:

Make-Up Policy: As a student you are required to complete all lessons, assignments and test as part of each course within the program. Tests and individual projects may be submitted after the due date and receive a grade; however, grades for these assignments and exams submitted after the due date and time will receive a maximum grade of 75% unless prior arrangements have been made with the instructor.

Attendance Policy: Students are expected to log into Brightspace (D2L) at least three times a week and participate in all discussions.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. Please allow one working day for a response to email.

Student Learning Outcomes

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Students will be able to demonstrate knowledge regarding monitoring compliance with governmental and organizational regulations and accreditation standards.	Critical Thinking	Exams – selected questions
2. Students will be able to utilize tools to perform quality assessment and improvement.	Empirical and Quantitative Skills Teamwork	Group Project
3. Students will be able to identify potential risk management issues.	Social Responsibility	Discussions
4. Students will be able to define utilization and resource management functions.	Critical Thinking	Exams – selected questions
5. Students will be able to assist in medical staff quality improvement functions.	Personal Responsibility	Exams – selected questions

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook (pg. 19). Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a grade of zero on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action. <http://www.com.edu/student-services/student-handbook>
In this course you may not use AI for any assignment in any way, shape, or form. Use of AI will be treated as plagiarism.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Kay Carrier, Program Director at 409-933-8414 or kcarrier3@com.edu.

Course outline (Tentative):

Date	Week #	Topics Covered/Reading Assignment	Assignments	Lab Assignments
8/18 – 8/24	1	<p>Chapters 1-2</p> <ul style="list-style-type: none">• Summarize the historical events that have contributed to modern performance improvement programs.• Relate how key legislation has influenced healthcare quality initiatives.• Illustrate how key individuals and organizations have shaped the theory and developed models for use in performance improvement activities. <p>Chapter 2</p> <ul style="list-style-type: none">• Model the cyclical nature of PI activities.• Define terminology and standards common to performance improvement activities.• Distinguish between organization-wide PI activities and team-based PI activities.• Apply the organization-wide PI cycle.• Use the team-based PI cycle	<p>Discussion 1 & 2 Initial post: Due 8/21</p> <p>Discussion 1 & 2 Response: Due 8/23</p> <p>For the Group Project, assign members to the group and begin Brainstorming project topics/processes.</p>	
8/25 – 8/31	2	<p>Chapter 3&4</p> <ul style="list-style-type: none">• Demonstrate how the principal aspects of	Discussion 3 & 4, Initial post: Due 8/27	Complete the EHRgo Orientation to Data Analytics Due

<p>Please note 9/1 is Labor Day and the College is Closed</p>		<p>healthcare are targeted for performance measurement</p> <ul style="list-style-type: none"> Assess the significance of outcomes and proactive risk reduction in PI methodology Apply brainstorming and the nominal group technique to PI activities <p>Chapter 4</p> <ul style="list-style-type: none"> Demonstrate the effective use of teams in PI activities Compare and contrast the differences between the roles of the leader and the members in PI teams Illustrate the contributions that team charters, team roles, ground rules, listening and questioning can make to improve the effectiveness of PI teams. 	<p>Discussion 3 & 4, Response: Due 8/28</p>	<p>8/30 https://web21.ehrgo.com/rd/?courseActivityId=13691 First Journal article Due 10/8</p>
<p>9/2 to 9/7</p>		<p>Chapter 5 & 6</p> <ul style="list-style-type: none"> Compare the differences between internal and external benchmarks Use common healthcare data collections Apply the concept of data aggregation in support of data analysis Choose the correct graphic presentation for a specific data type Design graph displays for a set of data Analyze the data for changes in performance displayed in graphic form <p>Chapter 6</p> <ul style="list-style-type: none"> Apply communication tools such as minutes, quarterly reports, and presentations in PI process 	<p>Exam 1 (Chapters 1 – 4) Due 9/7</p> <p>Discussion 5 & 6, Initial post: Due 9/4</p> <p>Discussion 5 & 6, Response: Due 9/6</p>	

		<ul style="list-style-type: none"> Design a PI presentation ensuring that all key elements are included Critique a presentation layout 		
9/8 to 9/14		<p>Chapter 7 &8</p> <ul style="list-style-type: none"> Identify the difference between internal and external customers Demonstrate why customer's perspectives are important to the PI process Choose the characteristics that make surveys and interviews effective Critique a survey or interview format <p>Chapter 8</p> <ul style="list-style-type: none"> Analyze how processes were developed to optimize the continuum of care Plan for a balanced continuum of care in a community healthcare setting Identify and compare the steps in the care management function Assess how paying for value has influenced quality of care in the US healthcare system. 	Discussion 7 & 8, Initial post: Due 9/11	
			Discussion 7 & 8, Response: Due 9/13	
9/15 to 9/21			Exam 2 (Chapters 5 - 8) Due 9/21	
9/22 to 9/28		<p>Chapter 9 & 10</p> <ul style="list-style-type: none"> Identify four core processes or elements in the care, treatment, and service of patients and recognize common means by which HC organizations monitor and improve the quality of these elements of care 	<p>Discussion 9 & 10, Initial post: Due 9/25</p> <p>Discussion 9 & 10 Response: Due 9/27</p>	First Journal article Due 9/28

		<ul style="list-style-type: none"> • Explain how the NPSG interface with PI cycle during the patient care process • Determine the roles that clinical practice guidelines and evidence-based medicine play in standardizing patient care • Analyze how patient preferences impact patient-centered care and outcomes. <p>Chapter 10</p> <ul style="list-style-type: none"> • Discuss why the control of infection is so important in HC organizations • Differentiate healthcare associated nosocomial and community acquired infections • Explain the various approaches that healthcare organizations use to incorporate risk-reduction strategies regarding the occurrence of infection • Compare the governmental organizational development regulations in the area, and explain the regulatory approaches often taken by healthcare facilities 		
9/29 to 10/5	7	<p>Chapter 11 & 12</p> <ul style="list-style-type: none"> • Discuss the importance of managing risk exposure in today's healthcare organization • Analyze the importance of using occurrence reporting to decrease risk exposure • Discuss how sentinel events can point to important 	<p>Discussion 11 & 12 Initial post: Due 10/2</p> <p>Discussion 11 & 12, Response: Due 10/4</p>	

		<p>opportunities to improve safety in HC</p> <ul style="list-style-type: none"> • Explain how risk managers use their skills in pt. advocacy to lessen the impact that potentially compensable events can have on HC organization • Evaluate the importance of NPSG and strategies for proactive risk reduction activities <p>Chapter 12</p> <ul style="list-style-type: none"> • Distinguish how health policy, national initiatives, the private sector, and professional advocacy all contribute to the design of safe medication management systems • Apply the important functions included in a safe and effective medication management system • Utilize the failure mode and effects analysis (FMEA) tool as a proactive risk reduction strategy in anticipating medication system failures • Apply the process of monitoring and reporting medication errors and adverse drug events • Describe patient safety issues and the legal consequences associated with medication errors and adverse drug events 		
10/6 to 10/12	8	Exam 3 (Chapters 9 – 12) Due 10/12		Define The Joint Commission and its Role Due 10/12

10/13 to 10/19	9	<p>Chapters 13 & 14</p> <ul style="list-style-type: none"> Examine the seven programs and plans that are key elements in a healthcare organization's environment of care Illustrate the relationship between the Joint Commission Environment of Care (EC) standards and the National Incident Management System (NIMS) in the development of an emergency operations plan. Model risk assessment and a hazard vulnerability analysis process Apply the safety monitoring process <p>Chapter 14</p> <ul style="list-style-type: none"> Assess the need to integrate performance improvement and patient safety data into the management of the human resources function in healthcare Apply the tools commonly used to manage the recruitment and retention of human resources Utilize the credentialing process for independent practitioners and employed clinical staff to develop provider profiles 	<p>Discussion 13 & 14, Initial post: Due 10/16</p> <p>Discussion 13&14, Response: Due 10/18</p>	<p>Second Journal article: Due 10/19</p>
10/20 to 10/26	10	<p>Chapter 15 & 16</p> <ul style="list-style-type: none"> Identify the role of an organization's leaders in performance improvement activities 	<p>Discussion 15 & 16, Initial post: Due 10/23</p> <p>Discussion 15 & 16, Response: Due 10/25</p>	

		<ul style="list-style-type: none"> • Examine the committee and reporting structures that integrate performance improvement within the organization • Illustrate how healthcare organizations train and orient their governance, leaders, and employed staff in performance improvement strategies and methods • Delineate the best ways to organize performance improvement data for effective review by a board of directors • Assess the areas that should be addressed in the development of a healthcare organization's performance improvement plan • Propose the ways performance improvement activities are implemented, and findings are communicated throughout the organization • Apply evaluation processes to performance improvement programs • Determine what organizations should do with the information gathered from the performance improvement program evaluation <p>Chapter 16</p> <ul style="list-style-type: none"> • Explain the performance improvement perspectives of accreditation, certification, and licensure organizations • Distinguish the various approaches of accreditation, 		
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		<p>certification, and licensure agencies to the site visit survey</p> <ul style="list-style-type: none"> Identify approaches that lead to success in the survey process 		
10/27 to 11/2	11	<p>Chapter 17 & 18</p> <ul style="list-style-type: none"> Evaluate the reasons why contemporary information technologies are important to quality improvement in healthcare Use the information management tools commonly used in the performance improvement process Examine current developments in healthcare information technologies that will enhance PI activities in the future Explain how information resources management professionals can help performance improvement teams pursue their improvement activities <p>Chapter 18</p> <ul style="list-style-type: none"> Practice the function of project management in performance improvement programs Apply the specific knowledge and skills required for team leadership Analyze project life cycles and the group dynamics of team life cycles Use the steps a team leader should follow to successfully implement and complete a project 	<p>Discussion 17 & 18</p> <p>Initial post: Due 10/30</p> <p>Discussion 17 & 18, Response: Due 11/1</p>	

11/3 to 11/9	12	Exam 4 (Chapters 13 – 17) Due 11/9		
11/10 to 11/16	13	<p>Chapter 19 & 20</p> <ul style="list-style-type: none"> • Applying management techniques to implement performance improvements • Compare and contrast the three phases of change • Use the key steps in change management <p>Chapter 20</p> <ul style="list-style-type: none"> • Apply legal aspect to performance improvement activities conducted in healthcare organization • Explain the significance and relationship to tort law to quality improvement activities • Relate the concepts of protection and privilege to quality improvement activities • Distinguish quality improvement activities from research activities 	<p>Discussion 19 & 20, Initial post: Due 11/13</p> <p>Discussion 19 & 20, Response: Due 11/15</p>	
11/17 to 11/23	14	Exam – 5 (Chapters 18 – 21) Due: 11/23		
11/24 to 11/30	15	<p>Group Project work week</p> <p>Please Note: 11/27-11/28 is Thanksgiving Holiday College Closed</p>	Finalize Project: Due 11/26	
12/1 to 12/4	16	Final Project – Due 12/1	Discuss how recommendations would be implemented and	

			respond to questions and others' post in the discussion. Option for extra credit: Schedule group presentation to the class. Due 12/2	
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Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Success Tips for Students

Three Prior to Me: The HIM faculty encourages students to problem-solve, work as a team as well as utilize available resources. In order to develop these skills, we will employ the “**Three Prior to Me**” process. This means that before you contact the instructor with a course-related question, you must have attempted to find the information in three other places. For instance, if you are unsure about the meaning of a term used in the course, you would attempt to locate this information in three places prior to asking the instructor. Hence, you might do a Google search for the term, ask a classmate, and refer to your text book. Instructors **will** question you regarding what research methods you utilized to locate information on your own. This process is not meant to be a barrier to you, but instead to provide the following benefits:

-preparation for the workforce

-increased research skills

-instructors will have more time to provide feedback and interact with students

If you have a question that **ONLY** the instructor would know the answer to (grade-related, assessments, etc.), then of course you would go to the instructor directly. This process will require practice and patience from the student as well as the instructor.

Professionalism: Success in one’s career is almost as dependent on professional behavior as on one’s academic knowledge and abilities. Therefore, students are expected to exhibit professional behavior online as well as all activities with this course. Professional behavior includes:

- **Attendance** – Students are expected to log into Brightspace (D2L) at least twice a week
- **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.

Effective interpersonal and team skills – The student relates well to people, shows respect to others, deals

tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without altering others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.

- **Effective communication skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. um, you know, like

- **Ethical conduct** – The student maintains honesty, integrity, and confidentiality of patient provider, fellow student and college information. AHIMA Domains and Sub-domains specify the HIM body of knowledge and practice that is taught within this course.

Domain I. Data Structure, Content, and Information Governance

Competency

- I.1. Describe health care organizations from the perspective of key stakeholders.
- I.2. Apply policies, regulations, and standards to the management of information.
- I.3. Identify policies and strategies to achieve data integrity.
- I.4. Determine compliance of health record content within the health organization.

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security

Competency

- II.3. Identify compliance requirements throughout the health information life cycle.

Domain III. Informatics, Analytics, and Data Use

Competency

- III.1. Apply health informatics concepts to the management of health information.
- III.2. Utilize technologies for health information management.
- III.3. Calculate statistics for health care operations.
- III.4. Report health care data through graphical representations.
- III.6. Describe the concepts of managing data.
- III.7. Summarize standards for the exchange of health information.

Domain V. Health Law and Compliance

- V.2 Demonstrate compliance with external factors
- V.4 Identify the impact of policy on health care

Domain IV. Revenue Cycle Management

Competency

- IV.2. Describe components of revenue cycle management and clinical documentation improvement.

Domain VI: Organizational Management & Leadership

- VI.1 Demonstrate fundamental leadership skills