# College of the Mainland

## HITT–2339–021N-SP2023
## Health Information Organization and Supervision

**Instructor:** Kay Frieze, MHA, RHIA
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**Student hours and location:** Monday 1 to 3; Tuesday 9 to11;Wednesday's 1 to 3; Thursday 9 to 12 & Friday by appointment. STEAM Building: 225-5

**Required Textbook:** Management for the Health Information Professional; 2nd edition. Janette R. Kelly, MBA, RHIA and Pamela S. Greenstone, MEd, RHIA; ISBN#: 978-1-58426-681-5

**Course Description:** Practical general training and experiences in the workplace operations. Study of the process of getting things done in a medical record department through and with physicians and health care personnel, with emphasis on planning, organizing, directing and controlling. Techniques of supervision through communication and motivation skills are stressed while incorporating traditional hospital personnel practice guidelines.

### Course Pre & Co-requisite: None

*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 Grade/Detailed Grading Formula

**Weekly Quizzes (25% of final grade)**

**Discussion/Case Study assignments (25% of**

**final grade)**

The discussion link is located on top of the home page. Not all chapters have a discussion therefore please review the schedule to ensure when a discussion is due. On thediscussions page you will see the exact question 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 course outline for specific dates. Credit will be awarded to students participating in discussion assignments. **PLEASE NOTE:** *I only post discussion grades in the grade book once at the end of the course. In order to receive agrade, all discussions must be completed.*

**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 last throughout the entire module. **The discussion threads will close at the end of the each 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 prompt(s).  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.

This rubric point scale will be used to assess you work based on a 100 point scale that is cumulative throughout each module.

| | Unsatisfactory 20/50 Points | Satisfactory 35/50 Points | Exemplary 50/50 Points |
|---|---|---|---|
| **Criteria for Initial Post** | Criteria: Quantity and timeliness<br><br>• Does not create an initial post | Criteria: Quantity and timelines<br><br>• Creates an initial post<br>• Submits after due date | Criteria: Quantity and timeliness<br><br>• Creates an initial post<br>• Submits before or on the due date |
| | Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice<br><br>• Post does not demonstrate evidence of knowledge and understanding of course materials and content | Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice<br><br>• Post demonstrates some evidence of knowledge and understanding of course materials and content | Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice<br><br>• Post demonstrates clear evidence of knowledge and understanding of course materials and content |
| | Criteria: Generates learning within the community<br><br>• Post is not applicable to professional practice | Criteria: Generates learning within the community<br><br>• Post is applicable to professional practice | Criteria: Generates learning within the community<br><br>• Post is applicable to professional practice |

| | Unsatisfactory 10/30 Points | Satisfactory 20/30 Points | Exemplary 30/30 Points |
|---|---|---|---|
| **Criteria: 2nd Visit First Reply to Other Learner(s)** | Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice<br><br>• Response does not demonstrate evidence of knowledge and understanding of course material and content | **Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice**<br><br>• Response demonstrates some evidence of knowledge and understanding of | **Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice**<br><br>• Response demonstrates clear evidence of knowledge and understanding of |

| | | | |
|---|---|---|---|
| | | course material and content | course material and content |
| | Criteria: Generates learning within the community<br><br>• Response is not applicable to professional practice | Criteria: Generates learning within the community<br><br>• Response is applicable to professional practice | Criteria: Generates learning within the community<br><br>• Response is applicable to professional practice<br>• Response elicits responses and reflection for others. |

| | Unsatisfactory 5/20 Points | Satisfactory 15/20 | Exemplary 20/20 |
|---|---|---|---|
| **Criteria: 3rd and/or 4th Visit: Response to other learner(s) questions (if applicable)** | **Criteria: Quantity and timeliness**<br><br>• Does not reply to a second learner<br>• And/or does not submit the reply prior to the end of the module | **Criteria: Quantity and timeliness**<br><br>• Replies to a second learner | **Criteria: Quantity and timeliness**<br><br>• Replies to a second learner<br>• Continues to participate in discussion threads until the end of the session |
| | **Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice**<br><br>• Response does not demonstrate evidence of knowledge and understanding of course materials and content | **Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice**<br><br>• Response demonstrates some evidence of knowledge and understanding of course materials and content | **Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice**<br><br>• Response demonstrates clear evidence of knowledge and understanding of course materials and content |
| | Criteria: Generates learning within the community<br><br>• Response is not applicable to professional practice | **Criteria: Generates learning within the community**<br><br>• Response is applicable to professional practice | Criteria: Generates learning within the community<br><br>• Response is applicable to professional practice<br>• Response elicits responses and reflection for others.<br>• Response integrates multiple views or provides outside resources |

| | | | from others to take the discussion deeper. (**+5 pts- once per discussion which will be added to each 3rd or 4th visit score**) |
|---|---|---|---|

**Please Note:  Case Studies are under the assignment tab and have a different Rubric from the Discussions.**

**Group Project (25% of final grade)**
Students will be assigned to groups of three or four in week 2. The Case study 2: The Remote Health Information Management Department is found in Appendix E of the textbook on page 277-279.
**Please submit your final project in the assignments tab.**  General, ongoing feedback for the group project will be conducted before and after the assigned due dates.  There is also a student to instructor discussion forum that you maypost questions at any time. Furthermore, I will develop group discussion forums for you to access and communicate throughout the semester. I will check the area every other day (except weekends).

This rubric point scale will be used to assess your work based on a 100 point scale.

| POWERPOINT PROJECT EVALUATION RUBRIC | | |
|---|---|---|
| **CONTENT** | **SCORE** | **COMMENTS** |
| The presentation meets the information requirements of the | | |
| Information is presented in logical sequence/structure. | | |
| Information on slides reflects understanding and effective summarization. Information has not simply been copied and          pasted | | |
| There is not too much text on a slide. Each slide contains a limited number of talking points as opposed to complete paragraphs or lengthy | | |
| Presentation is free of spelling and grammatical errors. | | |
| | | |
| **DESIGN** | | |

| | | |
|---|---|---|
| Slides display elements of effective design. Fonts, colors, backgrounds, etc. are effective, consistent and appropriate to the topic and audience. | | |
| Animations and/or sounds have been used to emphasize important points. They do not distract from the content. | | |
| Text is clear and easy for the audience to see. | | |

**Scoring:**
1 Poor, many requirements not met
2 Fair, some requirements met
3 Good, meets most or all expectations
4 Outstanding, exceeds expectations

**Final (25% of the final grade)**

The final consists of multiple choice questions, chapters 1 -11.

**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 "C" (75%) or better**.

| | |
|---|---|
| Quizzes | 25% |
| Discussion/Case Studies | 25% |
| Final | 25% |
| Group Project | 25% |

**Grading Scale:**

90-100      A
80-89       B
75-79       C
65-74.99    D
64 – 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. **Work submitted after deadline is not accepted.** A zero will be placed in the grade book for late assignments unless specific arrangements have been made. The percentage of each activity will weight in the final grade, regardless of if the student

participates in the activity or test.

**Attendance Policy:** Must log onto blackboard at least three (3) times a week.

**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. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

**Student Learner Outcomes**

| Student Learner Outcome | Maps to Core Objective | Assessed by Assignment |
|---|---|---|
| 1. Students will be able to coordinate the utilization of internal and external resources | Critical Thinking | Group Project |
| 2. Students will be able to apply problem solving, conflict resolution, leadership and decision-making skills | Critical Thinking | Case Study 2 |
| 3. Students will be able to demonstrate knowledge of analyzing budgets | Empirical and Quantitative Skills | Ch 2 Quiz |
| 4. Students will be able to evaluate contracts | Critical Thinking | Group Project |
| 5. Students will be able to develop team building techniques | Teamwork | Group Project |
| 6. Students will be able to demonstrate knowledge of identifying local, state, and federal labor regulations | Social Responsibility | Ch 5 Quiz |

**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. https://www.com.edu/student-services/student-handbook.

**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 the Dean of Workforce and Continuing Education, Dr. Carla Boone, at 409-933-8616/cboone@com.edu

**Course Outline – Please note that there is also a Terminology Practice tab on the left hand side which is just for your benefit for extra practice – These are not to be turned in and will not be graded.**

| Date | Week # | Assigned Reading | Assignments Due this Week | Activities |
|---|---|---|---|---|
| 1/17-1/22 | 1 | <ul><li>Review Syllabus and Course Outline IN DETAIL</li></ul> Chapter 1– Theories of Management and Leadership <ul><li>Scientific Management</li><li>Administrative Management</li><li>Humanistic Management</li><li>Operations Management</li><li>Contemporary Management</li><li>Leadership</li></ul> | **Discussion 1 & 2 - Due 1/19**<br>**Discussion 2 Response – Due 1/21**<br><br>**Chapter 1 Case Study Due 1/22**<br><br>**Quiz Due 1/22** | **Chapter 1Case Study Due 1/22** |
| 1/23 - 1/29 | 2 | Chapter 2 – Management Functions of Health Information Management <ul><li>Functions of Management</li><li>Levels of Management</li><li>Ethics of Health Information Management</li></ul> | **Chapter 2 Case Study Due 1/29**<br><br>**Quiz Due 1/29** | **Will assign students to groups for Group Project** |
| 1/30-2/5 | 3 | Chapter 3 – Leadership Concepts in Health Information Management <ul><li>Diversity</li><li>Inclusion</li><li>Teams</li><li>Motivation</li><li>Morale</li></ul> | **Assignment – Case Study Due 2/5**<br><br><br>**Quiz Due 2/5** | |
| 2/6-2/12 | 4 | Chapter 4 – Change Management in Health Information Management <ul><li>Strategic Planning and Organizational Development</li><li>Change Management</li><li>Communication and Change Management</li></ul> | **Assignment – Case Study Due 2/12**<br><br>**Quiz Due 2/12** | |
| 2/13-2/19 | 5 | Chapter 5 – Legal Aspects of Healthcare Management <ul><li>Employment Laws</li></ul> | **Assignment – Case Study Due 2/19** | |

| | | Impacting Healthcare<br>• Applying Equal Employment Opportunity Principles to Health Information Management | Quiz Due 2/19 | |
|---|---|---|---|---|
| 2/20 -<br>2/26 | 6 | Chapter 6 – Job Descriptions and Roles in Health Information Management<br>• Job Analysis and Job Design<br>• Job Descriptions<br>• Job Crafting<br>• Job Redesign | **Quiz Due 2/26** | |
| 2/27-<br>3/5 | 7 | Chapter 7 – Recruitment, Selection, and Retention in Health Information Management<br>• Job Recruitment<br>• Job Selection<br>• Job Retention | **Assignment – Case Study Due 3/5**<br><br>**Quiz Due 3/5** | |
| 3/6-<br>3/12 | 8 | Chapter 8 – Recruitment, Selection, and Retention in HIM<br>• Job Recruitment<br>• Job Selection<br>• Job Retention | **Assignment – Case Study Due 3/12**<br><br>**Quiz Due 3/12** | |
| 3/13-<br>3/19 | 9 | **Spring Break** | | |
| 3/20 -<br>3/26 | 10 | Chapter 9 – Performance Management in Health Information Management<br>• Human Resources and Performance Management<br>• Performance Standards<br>• Performance Appraisal Process | **Quiz Due 3/27** | |
| 3/27 –<br><br>4/2 | 11 | Chapter 10 – Training and Development in HIM<br>• Orientation and Training<br>• Staff Development | **Assignment – Case Study Due 4/2**<br><br><br>**Quiz Due 4/2** | |
| 4/3-<br>4/9 | 12 | Chapter 11 – Organizational Structure of Health Information Management | **Assignment – Case Study Due 4/9** | |

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|---|---|---|---|---|
| | | • Healthcare Organizational Models and Health Information Management<br>• Committees<br>• External and Internal Influences on Health Information Management | **Quiz Due 4/9** | |
| 4/10-4/16 | 13 | **Final** | **Final opens on 4/10 and closes at midnight on 4/16** | |
| 4/17-4/23 | 14 | **Group Project Workday** | | |
| 4/24-4/30 | 15 | **Group Project – Case Study 2 : The Remote Health Information Management Dep0artment. Appendix E (pgs 277- 279)** | Submit in the assignment tab and to your group discussion forum.. | **Complete Group Project – Due 5/1** |
| 5/1-5/7 | 16 | Respond to at least one other group by 5/6 | | |
| 5/8 -5/12 | 17 | **Panel Discussion with HIM Professionals 5/9 Through Teams,** | | |

## 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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

**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: ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the 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 March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

**F$_N$ Grading:** The F$_N$ grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F$_N$ 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 F$_N$ grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F$_N$ 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.

**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 instruct

**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 blackboard 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 V. Health Law & Compliance**
**Competency**
**V.1. Apply legal processes impacting health information.**
**V.2. Demonstrate compliance with external forces.**

**Domain VI. Organizational Management & Leadership**
**Competency**
**VI.1. Demonstrate fundamental leadership skills.**
**VI.2. Identify the impact of organizational change.**
**VI.3. Identify human resource strategies for organizational best practices.**
**VI.4.  Utilizedata-driven  performance improvement techniques for decision making.**
**VI.5. Utilize financial management processes.**
**VI.6. Examine behaviors that embrace cultural diversity.**
**VI.7. Assess ethical standards of practice.**
**VI.9. Identify processes of workforce training for health care organizations.**