



HITT-2339-021N-SP2022
Health Information Organization and Supervision

Instructor Information

Instructor: Kay Frieze, MHA, RHIA
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Office hours and location: By appointment in TVB-1325. Monday 1 to 3; Tuesday 9 to 11; Wednesday's 1 to 3; Thursday 9 to 12 & Friday by appointment.

Course Communication: The best way to contact me is through email kfrieze@com.edu. I will respond within 24 hours. However, if you need me to **contact** you **immediately** please feel free to contact me by **calling** me at **409-933-8414**.

Course Information

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

Textbook Purchasing Statement: A student attending College of the Mainland is 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.

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.

Determination of Grade

Weekly Quizzes (25% of final grade)

Discussion/Case Study assignments (25% of final grade)

The discussion link is located under course tools on the left hand side, on the home page as well as in each learning module. Not all chapters have a discussion therefore please review the schedule to ensure when a discussion is due. On the discussions 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 a grade, 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 your 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	<p>Criteria: Quantity and timeliness</p> <ul style="list-style-type: none"> Does not create an initial post 	<p>Criteria: Quantity and timelines</p> <ul style="list-style-type: none"> Creates an initial post Submits after due date 	<p>Criteria: Quantity and timeliness</p> <ul style="list-style-type: none"> Creates an initial post Submits before or on the due date
	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Post does not demonstrate evidence of knowledge and understanding of course materials and content 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Post demonstrates some evidence of knowledge and understanding of course materials and content 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Post demonstrates clear evidence of knowledge and understanding of course materials and content
	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Post is not applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Post is applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> 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)	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response does not demonstrate evidence of knowledge and understanding of course material and content 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response demonstrates some evidence of knowledge and understanding of 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response demonstrates clear evidence of knowledge and understanding of

		course material and content	course material and content
	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is not applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is applicable to professional practice 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)	<p>Criteria: Quantity and timeliness</p> <ul style="list-style-type: none"> Does not reply to a second learner And/or does not submit the reply prior to the end of the module 	<p>Criteria: Quantity and timeliness</p> <ul style="list-style-type: none"> Replies to a second learner 	<p>Criteria: Quantity and timeliness</p> <ul style="list-style-type: none"> Replies to a second learner Continues to participate in discussion threads until the end of the session
	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response does not demonstrate evidence of knowledge and understanding of course materials and content 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response demonstrates some evidence of knowledge and understanding of course materials and content 	<p>Criteria: Demonstrates knowledge and understanding of content and applicability to professional practice</p> <ul style="list-style-type: none"> Response demonstrates clear evidence of knowledge and understanding of course materials and content
	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is not applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is applicable to professional practice 	<p>Criteria: Generates learning within the community</p> <ul style="list-style-type: none"> Response is applicable to professional practice Response elicits responses and reflection for others. 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 3 rd or 4th visit score)
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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. This project involves mergers and acquisitions. The case study is found in Appendix E of the textbook.

Please submit your final project in the appropriate thread under discussions

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 may post 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.		
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Animations and/or sounds have been used to emphasize important points. They do not distract from the content.		
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Text is clear and easy for the audience to see.		
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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.

Detailed 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

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
1/18-1/23	1	<ul style="list-style-type: none"> Review Syllabus and Course Outline IN DETAIL 	<p>Discussion 1 & 2 - Due 1/20</p> <p>Discussion 2 Response – Due 1/22</p> <p>Assignment – Case Study 1/24</p> <p>Quiz Due 1/24</p>	

		<ul style="list-style-type: none"> • Chapter 1– Theories of Management and Leadership • Scientific Management • Administrative Management • Humanistic Management • Operations Management • Contemporary Management • Leadership 		
1/24 - 1/30	2	<p>Chapter 2 – Management Functions of Health Information Management</p> <ul style="list-style-type: none"> • Functions of Management • Levels of Management • Ethics of Health Information Management 	<p>Assignment – Case Study Due 1/30</p> <p>Quiz Due 1/30</p>	Will assign students to groups for Group Project
1/31- 2/6	3	<p>Chapter 3 – Leadership Concepts in Health Information Management</p> <ul style="list-style-type: none"> • Diversity • Inclusion • Teams • Motivation • Morale 	<p>Assignment – Case Study Due 2/6</p> <p>Quiz Due 2/6</p>	
2/7- 2/13	4	<p>Chapter 4 – Change Management in Health Information Management</p> <ul style="list-style-type: none"> • Strategic Planning and Organizational Development • Change Management • Communication and Change Management 	<p>Assignment – Case Study Due 2/13</p> <p>Quiz Due 2/13</p>	
2/14- 2/20	5	<p>Chapter 5 – Legal Aspects of Healthcare Management</p> <ul style="list-style-type: none"> • Employment Laws Impacting Healthcare • Applying Equal Employment Opportunity Principles to Health Information Management 	<p>Assignment – Case Study Due 2/20</p> <p>Quiz Due 2/20</p>	

2/21 - 2/27	6	Chapter 6 – Job Descriptions and Roles in Health Information Management <ul style="list-style-type: none"> • Job Analysis and Job Design • Job Descriptions • Job Crafting • Job Redesign 	Assignment – Case Study Due 2/27 Quiz Due 2/27	
2/28- 3/6	7	Chapter 7 – Recruitment, Selection, and Retention in Health Information Management <ul style="list-style-type: none"> • Job Recruitment • Job Selection • Job Retention 	Assignment – Case Study Due 3/6 Quiz Due 3/6	
3/7- 3/13	8	Chapter 8 – Recruitment, Selection, and Retention in HIM <ul style="list-style-type: none"> • Job Recruitment • Job Selection • Job Retention 	Assignment – Case Study Due 3/13 Quiz Due 3/13	
3/14- 3/20	9	Spring Break		
3/21 - 3/27	10	Chapter 9 – Performance Management in Health Information Management <ul style="list-style-type: none"> • Human Resources and Performance Management • Performance Standards • Performance Appraisal Process 	Assignment – Case Study Due 3/27 Quiz Due 3/27	
3/28 – 4/3	11	Chapter 10 – Training and Development in HIM <ul style="list-style-type: none"> • Orientation and Training • Staff Development 	Assignment – Case Study Due 4/3 Quiz Due 4/3	
4/4- 4/10	12	Chapter 11 – Organizational Structure of Health Information Management <ul style="list-style-type: none"> • Healthcare Organizational Models and Health Information Management • Committees • External and Internal Influences on Health Information Management 	Assignment – Case Study Due 4/10 Quiz Due 4/10	

4/11-4/17	13	Final	Final opens on 4/11 and closes at midnight on 4/17	
4/18-4/24	14	Group Project Workday		
4/25-5/1	15	Group Project – Mergers and Acquisitions – Appendix E (pgs 273 - 276)		Complete Group Project – Due 5/1
5/2-5/8	16	Respond to at least one other group by 5/9		
5/9 - 5/13	17	Panel Discussion with HIM Professionals 5/10 Through Teams,		

Student Learner Outcomes:

Upon successful completion of this course, students will be able to:

1. Coordinate the utilization of internal and external resources
2. Apply problem solving, conflict resolution, leadership and decision-making skills,
3. Analyze budgets
4. Evaluate contracts
5. Develop team building techniques
6. Identify local, state, and federal labor regulations

Core Objectives: Students successfully completing this course will demonstrate competency in the following:

1. **Critical Thinking:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Empirical Quantitative Data:** Students will include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion
3. **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support shared purpose or goal
4. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibilities and the ability to engage effectively in regional, national, and global communities

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

Course Polices and Guidelines

Attendance Policy: Students are expected to log into blackboard at least three (3) times a week.

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 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4. **Ceasing to log into blackboard does not officially withdraw a student from a course.** As a rule, **I do not drop students** unless they ask me in writing to do so. Therefore, if you know before “W” day that you will not be able to successfully complete the course, please send me an e-mail requesting that I drop you from the course. **If you do not request to be dropped from the course or drop the course yourself, at the end of the term you will receive the grade you have earned, even if it is a “F.”**

Early Alert Program: The Counseling Center at College of the Mainland has implemented an Early Alert Program. 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 Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

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>.

Concerns/Questions Statement: 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, Carla Boone at 409-933-8616/cboone@com.edu

Late Work/Make-Up Policy: Quizzes and assignments may be submitted after the due date and receive a grade; however, **grades** for these **assignments** and **quizzes submitted after the due date** and time will **receive a maximum grade of 75%**. **Late discussion/case study posts will not be accepted after the due date unless approved by instructor. The late discussion submission will be in the form of a 1-2 page report on the discussion question to include content from chapter.**

Technology Outage Policy: In case of ANY technological difficulties with Blackboard (i.e., accessing assignments, content, email, completing an assessment and/or loading assignments, etc.), please contact the Educational Technology Support at <http://com.parature.com> . Fill out a support ticket by clicking on **Submit a Ticket**. Support staff is available to assist you Monday – Friday 8AM – 5PM. After 5 PM or on weekends, please call (409) 933-8453 and leave a message with your name, COM ID #, phone number and state your issue. Someone will get back to you. In addition, please send me a message at ccuney@com.edu or call me at 281-989-3169 as to the issue(s) you reported, the date of the problem, and outcomes.

COM Policies

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520. The Office of Services for Students with Disabilities is located in the Student Success Center <http://www.com.edu/counseling/disability-services/>.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/student-handbook>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class..

Plagiarism: Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and

pasting it into your paper, using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** 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.php>

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 or not 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.

Success Tips for Students

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 in the classroom as well as all activities with this course. Professional behavior includes:

- **Attends class and is punctual** – The student logs into blackboard at least three (3) times a week and turns in work on or before the due date.
- **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.

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.

AHIMA Associate Curriculum Domain

Domain V. Health Law & Compliance		
Competency	Bloom's Level	Chapter
V.1. Apply legal processes impacting health information.	3	6
V.2. Demonstrate compliance with external forces.	3	6
Domain VI. Organizational Management & Leadership		
Competency	Bloom's Level	Chapter
VI.1. Demonstrate fundamental leadership skills.	3	1, 2
VI.2. Identify the impact of organizational change.	3	5
VI.3. Identify human resource strategies for organizational best practices.	3	7,8, 11
VI.4. Utilize data-driven performance improvement techniques for decision making.	3	9
VI.5. Utilize financial management processes.	3	4
VI.6. Examine behaviors that embrace cultural diversity.	4	3
VI.7. Assess ethical standards of practice.	5	2
VI.9. Identify processes of workforce training for health care organizations.	3	10