Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

T6.Course Specification Introduction to Health Information Management, (CHS 223)

Revised
Second Semester: 2018/2019

Course Specification

Institution : King Saud University (KSU)

College/Department: College of Applied Medical Sciences (CAMS), Department of Community Health

A Course Identification and General Information

1. Course title and code: Introduction to Health Information Management (CHS 223)

2. Credit hours: 2 hours (theoretical)

3. Program(s) in which the course is offered: Health Education program, Bachelor degree

4. Name of faculty member responsible for the course

Dr. Magdy Elghatwary (Male section)

Mrs. Asma Abdukareem Abahussin (Female section)

5. Level/year at which this course is offered: Level 3 / Second Year

6. Pre-requisites for this course (if any): CT140

7. Co-requisites for this course (if any): None

8. Location if not on main campus: Two locations; Al Deriyah for male students Building.24 and Building. 11 for Female students.

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	√	What percentage?	**100%**
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course? The main purpose of this course is to provide students with fundamental knowledge about the concept of healthcare delivery system and major principles of health information management (HIM). It also covers health information processing and content in acute care settings. In addition to typical HIM functions, introduction to and functions of the medical record, security, audit and control of health data, quality of health care, retrieval and reporting of health information, organization of data elements in a paper-based health record and computer-based health record.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) − Review and update the course contents regularly, incorporating new research and findings by experts in the field. − Increase the use of IT such as smart classrooms, relevant web sites, e-books and other web-based reference materials. − Consider the results of students' course evaluations and make the necessary modifications to improve the course. − Consider the results of advisory council, alumni, and employers' program evaluation and its curricular plan to improve the course content. − Prepare a course portfolio to provide information about the course and its development and improvements. − Use peer review to help improve teaching and student learning.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

This course covers emerging trends in today's health information management. Students will gain insight into the origins and uses of health information and learn about a variety of health information systems in use today, and their role in managing population health, with a focus on electronic health records. It also focuses on the processing, maintenance, and analysis of health information to present a realistic and practical view of technology and trends in healthcare.

1 Topics to be Covered

List of Topics	No of Weeks	Contact hours
Introduction to the course	1	2
• Basic concepts in healthcare delivery system (Ch. 1 Davis).	1	2
• Health data types, health information, and characteristics of useful information (Ch. 2 Davis).	1	2

• History and evolution of healthcare information systems (Ch.4 Wager).	1	2
• Typical HIM functions in acute care setting (hospitals) (Ch.4 Davis)/ Current and emerging use of clinical information systems (EMR) (Ch.5 Wager).	1	2
• Technologies that support healthcare information systems (Ch.8 Wager).	1	2
• Health information processing (Ch.5 Davis).	1	2
• Managing health records/ EHR (Ch.3, 9 Davis).	1	2
• Quality and uses of health information (Ch.5, 11 Davis).	1	2
• Confidentiality issues in health information (Ch.12 Davis)/ Security of healthcare information system (Ch.10 Wager).	1	2
• HIM department management (Ch.13 Davis)/ Case studies of organizations experiencing management-related system challenges (Ch.16 Wager).	1	2
• Training and development of HIM employees (Ch.14 Davis)/ Management's role in major IT initiative (Ch.14 Wager).	1	2

2. Course components (total contact hours and credits per semester): 30 contacts and 2 credits

		Lecture	Tutorial	Laboratory /Studio	Practical	Other	Total
Contact Hours	Planned	30 hours	None	None	None	None	30 hours
	Actual	30 hours	None	None	None	None	30 hours
Credit	Planned	2 hours	None	None	None	None	2 hours
	Actual	2 hours	None	None	None	None	2 hours

3. Additional private study/learning hours expected for students per week. | **One hour weekly**

15 hrs/semester are used by students for preparation of an assignment either individually or in-group depending on the number of students in the course. They are allowed to choose and prepare a research topic related to the study course under the instructor's supervision and present it orally using a PowerPoint presentation.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the basic concepts of healthcare delivery system, along with principles of HIM department		

		Interactive lectures using class discussion and brainstorming. Reading from scientific journals. textbooks and other sources.	Examination using questions such as: T or F MCQ Fill in the blank Matching Short answer
1.2	Identify historical timeline in evolution of health information systems, and describe up to date healthcare systems and applications.		
1.3	Describe traditional and contemporary roles assumed by health information specialists.		
2.0	**Cognitive Skills**		
2.1	Recognize importance of information in healthcare delivery and how it is linked to health records. Differentiate between health data, information and knowledge, and between privacy, confidentiality and security.	Interactive lectures using class discussion and brain storming	Short essay Project assessed using rubric or checklist
2.2	Differentiate between privacy, confidentiality and security. Identify the elements of data security and security plan according to HIPPA standards that minimize threats.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	None	Not applicable	Not applicable
4.0	**Communication, Information Technology, Numerical**		
4.1	Search for a selected topic related to the course through the internet or databases and demonstrate communication skills in writing research reports and debating ideas.	Guiding and assisting students during searching a selected topic, preparing seminars and presentation.	Monitoring students' progress in the selected activity, using checklists for the observed skills
5.0	**Psychomotor**		
5.1	None	Not applicable	Not applicable

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6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1.	**Midterm I**	5th - 7th week	15 %
2.	**Midterm II**	10th - 12th week	15 %
3.	**Class discussion and participation**	1st -15th week	10 %

4.	**Project and presentation**	15th - 16th week	20 %
5.	**End Semester Exam**	16th - 18th week	40 %

D. Student Academic Counselling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- The email of the instructor is given to the students; reply is usually within 24 hours.

- Office hours are allocated to the students for general and specific educational activities.

- General advice and consultation are available any time the instructor is not busy.

- Academic advisors are available for all students within the program from the beginning of their learning experience until their graduation.

E. Learning Resources

1. List Required Textbooks
- Davis N.; LaCour M. Foundations Health Information Management, 4th Edition. Missouri: Elsevier, 2016.
- Wager, Karen A.; Lee, Frances Wickham; Glaser, John P. Health Care Information Systems: A Practical Approach for Health Care Management, 2nd Edition. Jossey –Bass, 2009.

2. List Essential References Materials (Journals, Reports, etc.)
- Johns ML (editor). Health Information Management Technology: An Applied Approach. Chicago: American Health Information Management Association, 2002.
- Tan JK. Health Management Information Systems: Theories, Methods and Applications. 2nd Edition. Gaithersburg, Maryland: Aspen Publishers, Inc., 2000.
- Lippeveld T, Sauerborn R, Bodart C (editors). Design and Implementation of Health Information Systems. Geneva: World Health Organization, 2000.
- Johns ML. Information Management for Health Professions: The Health Information Management Series. Albany: Delmar Publishers, 2001.

3- List Recommended Textbooks and Reference Material (Journals, Reports, etc)
- Sayles and Trawick, Introduction to Computer Systems for HIT. American Health Information Management Association. AHIMA Practice Briefs AHIMA Virtual Lab. Copyright 2010. ISBN: 978-1-58426-220-6.
- Johns. Health Information Management Technology, An Applied Approach. AHIMA. 3rd Edition. ISBN: 978-1-58426-259-6.

4-. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
• AHIMA: American Health Information Management Association: www.ahima.org
• American Medical Informatics Association
• Healthcare Information and Management Systems Society
• Health Information Management Association of Australia
5- Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)   • Classrooms with 30- 40 seats
2. Computing resources   • LCD   • Data show projector or E-podium
3. Other resources (specify - e.g. If specific laboratory equipment is required, list requirements or attach list):   • Educational materials and teaching aids

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   • Electronic course evaluation available on the University website (Edugate), each student has to fill before getting his/her final result
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   • Peer reviewing of teaching
3 Processes for Improvement of Teaching   • Reviewing students' feedbacks to identify strengths and opportunities for improvements to set a suitable action plan in the course report to be followed in the next semesters   • Participation in workshops related to the teaching process
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)   • A sample of 10% of students' answer sheets (not less than 5 sheets) of the final exams are peer reviewed within 48 hours of the exam. The peer reviewers are independent faculty members. A peer review report is written and singed from both course instructor and reviewer.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Department curricular plans and programs committee review the course contents and specification every five years. The suggested modifications are made as required. The reasons and details of such modifications should be retained in course portfolio.
- Establishment of an advisory board within the program including leading practitioners from the relevant professions to monitor and advice on contents and quality of course.
- Students' achievements are reviewed periodically during the whole semester.
- Students' evaluations of the course and their propositions are put into consideration to improve the effectiveness of the course.

Faculty or Teaching Staff: Mr. Abdulaziz Almujalliand Mrs. Meaad Abdulrahman Altwaimi

Signature: te Specification Completed:** 15/1/2019

Program Coordinator: Dr. Nawal Alissa

Signature: **Date:** 17/1/2019

Date of CHS Dept. approval

Sixth meeting 23/1/2019