

# Syllabus for HIMT320

## Survey of Information Technology in Healthcare

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**NOTE:** This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

### Course Description

This course is an introduction to essential health information technology (HIT) and management concepts (HIM) that are used in the electronic health record (EHR) environment. Popular EHR topics include electronic medical record systems (EMRs), which maintain patient records; computerized provider order entry systems, which record the history of the procurement of medicine and other medical necessities; telemedicine; telehealth and e-prescribing; medication administration; and nursing and ancillary service systems. Critical attributes of all EHRs are health data; federal and state regulations; accreditation and licensure requirements; payment process and systems; privacy and security policies and procedures; organization and management of the information technology services; strategic planning; and systems valuation. HIMT is a very complex and extensive professional field. This course will introduce you to the key stakeholders, technology, practices, and trends in the profession.

### Prerequisite(s)

None.

### Course Outcomes

Upon completing this course, you will be able to do the following:

- Understand the role of healthcare information systems.
- Identify the types of healthcare information systems.
- Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system.
- Understand database management systems (EHRs) for healthcare information systems.
- Understand telecommunication technology for healthcare information systems.

- Understand healthcare information systems standards.
- Evaluate the implementation of information technology to manage healthcare-related data elements, data sets, and databases.
- Evaluate strategic and managerial issues of healthcare information systems.
- Establish and defend opinions on the ethical, legal, and moral challenges in the use of healthcare information systems.
- Collaborate in the development and implementation of information governance issues.

## Course Requirements/Components

### Discussions

The purpose of discussion boards is to allow you to freely exchange ideas around a discussion question for the week.

#### *Expectations*

Each student is required to post in EACH discussion two times with each post being of significant depth. If a student posts more than two times, then the posts will be looked at to see if the totality of the posts meets the two significant posts requirement. Think of the threads as minor essay questions—make a point—support the point with information and sources. Look at different ways to view a situation.

Examples of acceptable posts should:

- Provide additional information to the discussion.
- Elaborate on previous comments from others.
- Present explanations of concepts or methods to help fellow students.
- Present reasons for or against a topic in a persuasive fashion.
- Share your own personal experiences that relate to the topic.
- Provide a URL and explanation for an area you researched on the Internet.

Cut and pasting large amounts of material does not work well in the class. If a student ONLY cuts and pastes the materials of others with adding significant input on their own their discussion grade will NOT be very good. The key is to use other sources to support your own points of view.

Here is the way I grade the threads:

- If you meet all of the course expectations, you are eligible for 100%.
- If you post only one time in discussion, I deduct 50% and you are eligible for a score of 50%.

- If you do not post at all in the discussion, I deduct 100%.

At this point I start looking at discussion quality. So, if you post two times but the posts are not significant, I deduct points. Typically, a significant post is 2–3 paragraphs in length.

Typically, students who do NOT do well in the discussions do not participate.

The course is offered online in an asynchronous manner, which means that you may access course materials and complete assignments at your convenience. There are no scheduled course meeting times; however, you are expected to submit assignments on time. All work is due at 11:59 pm CST unless otherwise noted.

## Quizzes

Quizzes are given for each lesson of the course to encourage you to read and review the materials.

## EHR Simulation

You will each participate in an EHR project simulation hosted through [EHR Go](#). EHR Go is an electronic health record system designed for education. EHR Go simulates common clinical EHR systems such as VistA, Epic, Cerner, and Meditech to help students develop experience needed for real-world healthcare practice. EHR Go includes a full content library with more than 300 diverse and realistic patient cases and discipline-specific student activities. EHR Go is used by all healthcare disciplines at all degree levels and makes it easy to facilitate experiential interprofessional simulations.

Each of you will complete a series of modules throughout the course to gain valuable experience using an in-practice EHR system. All EHR Go activities must be submitted by the assigned due date.

### *EHR GO Activities*

Below are the EHR Go activities used in this course. Some activities have an associate (AS), bachelor's (BS), or master's (MS) level assignment. In those cases, I've provided you with the bachelor's (BS) level assignment.

- EHR Orientation
- EHR Documentation Standards
- The Power of the EHR
- HITECH and the History of EHRs
- Data Entry
- Quality Improvement Utilizing the EHR
- SAFER Analysis: Clinician Communication (BS)

- Health Information Exchange (BS)
- Structured and Unstructured Data (BS)
- Introduction to Privacy and Security
- Understanding TJC's Tracer Methodology (BS)
- Retrieval of Data (BS)
- Case Study Review (BS)

## Grading

The following grading scale will be used to evaluate all course requirements and to determine your final grade:

Grade	Percentage Range
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0 - 59%

Assignment	% of Course Grade
Discussions	30
Reading Quizzes for each lesson	35
EHR GO activities	35
<b>Total</b>	<b>100%</b>