

Syllabus

Course Overview

Managing health care information in today's health care environment is very challenging, due to the multiple types of health care settings and changes in technology. The usage of technology varies from setting to setting and location to location. While some settings may have embraced technology and have entirely electronic health records, other settings may still be entirely paper-based. However, most settings will be a hybrid of the two, with both electronic and paper records.

There are several topics that you need to know, in order to be able to manage health care information appropriately. These topics include data governance, health record content, documentation requirements, classification systems, reimbursement methodologies, compliance, consumer health informatics, health information exchanges, research methods, quality management, and many more. In this course, you will explore several of these topics, and apply them to create a proposal to review and manage health care information.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Outline the steps of the health care information lifecycle.
- 2 Apply laws governing health information confidentiality, privacy, and security.
- 3 Assess system applications used to operationalize health information.
- 4 Determine how a health information exchange (HIE) affects the management of patient data, clinical knowledge, and population data.
- 5 Integrate quality and change management strategies.
- 6 Communicate in a manner that is scholarly, professional, respectful of the diversity, dignity, and integrity of others, and is consistent with the expectations for health care professionals.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Oachs, P. K., & Watters, A. L. (2016). *Health information management: Concepts, principles, and practice* (5th ed.). Chicago, IL: AHIMA Press. ISBN: 9781584265146.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Abdallah, A. (2014). [Implementing quality initiatives in healthcare organizations: Drivers and challenges](#). *International Journal of Health Care Quality Assurance*, 27(3), 166–181.
- Aij, K. H., Aernoudts, R. L. M. C., & Joosten, G. (2015). [Manager traits and quality-of-care performance in hospitals](#). *Leadership in Health Services*, 28(3), 200–215.
- Allen, B. (2016). [Effective design, implementation and management of change in healthcare](#). *Nursing Standard*, 31(3), 58.
- Battrell, A. (2016). [The impact of leadership and research on decision making: The power of knowledge](#). *Journal of Dental Hygiene*, 90(1), 4.
- Beach, J., & Oates, J. (2014). [Information governance and record keeping in community practice](#). *Community Practitioner*, 87(2), 43–46.
- Charles, K., Cannon, M., Hall, R., & Coustasse, A. (2014). [Can utilizing a computerized provider order entry \(CPOE\) system prevent hospital medical errors and adverse drug events?](#) *Perspectives in Health Information Management*, 1–7.
- Cleveland, A. D. (2011). [Miles to go before we sleep: Education, technology, and the changing paradigms in health information](#). *Journal of the Medical Library Association*, 99(1), 61–69.
- Coats, B., & Acharya, S. (2014). [Leveraging the cloud for electronic health record access](#). *Perspectives in Health Information Management*, 1–1g.
- Coffey, P. S., Postal, S., Houston, S. M., & McKeely, J. W. (2016). [Lessons learned from an electronic health record downtime](#). *Perspectives in Health Information Management*, 1–7.
- Davidson, J. E. (2017). [Organizing the evidence for healthcare design projects](#). *Health Environments Research & Design Journal*, 10(2), 13–22.
- Dolan, C. M., & Farmer, L. J. (2016). ["Let the record speak ...": The power of the medical record](#). *The Journal for Nurse Practitioners*, 12(2), 88–94.
- Evans, J. M., Baker, G. R., Berta, W., & Barnsley, J. (2015). [Culture and cognition in health systems change](#). *Journal of Health Organization and Management*, 29(7), 874–892.
- Fernandes, L., & O'Connor, M. (2015). [Accurate patient identification—A global challenge](#). *Perspectives in Health Information Management*, 1–6.

- Foldy, S., Grannis, S., Ross, D., & Smith, T. (2014). [A ride in the time machine: Information management capabilities health departments will need.](#) *American Journal of Public Health, 104*(9), 1592–1600.
- Gibson, C. J., Abrams, K. J., & Crook, G. F. (2015). [Health information management workforce transformation: New roles, new skills and experiences in Canada.](#) *Perspectives in Health Information Management, 1–8.*
- Godlove, T., & Ball, A. W. (2015). [Patient matching within a health information exchange.](#) *Perspectives in Health Information Management, 1–6.*
- Keller, M. E., Kelling, S. E., Cornelius, D. C., Oni, H. A., & Bright, D. R. (2015). [Enhancing practice efficiency and patient care by sharing electronic health records.](#) *Perspectives in Health Information Management, 1–8.*
- Khurshid, A., Diana, M. L., & Jain, R. (2015). [Health information exchange readiness for demonstrating return on investment and quality of care.](#) *Perspectives in Health Information Management, 1–15.*
- Kumar, S., Kumar, N., Deshmukh, V., & Adhish, V. (2015). [Change management skills.](#) *Indian Journal of Community Medicine, 40*(2).
- McDavid, J., & West, S. (2014). [Corrective actions for HIPAA compliance in 2014: Practices focus on EHR system and record retention issues.](#) *The Journal of Medical Practice Management: MPM, 30*(1), 7–8.
- Moen, A., & Flatley Brennan, P. (2005). [Health@Home: The work of health information management in the household \(HIMH\): Implications for consumer health informatics \(CHI\) innovations.](#) *Journal of the American Medical Informatics Association, 12*(6), 648–656.
- Papoutsis, C., Reed, J. E., Marston, C., Lewis, R., Majeed, A., & Bell, D. (2015). [Patient and public views about the security and privacy of electronic health records \(EHRs\) in the UK: Results from a mixed methods study.](#) *BMC Medical Informatics and Decision Making, 15*(86) 1–15.
- Penoyer, D. A., Cortelyou-Ward, K. H., Noblin, A. M., Bullard, T., Talbert, S., Wilson, J., . . . Shaw, G. (2014). [Use of electronic health record documentation by healthcare workers in an acute care hospital system.](#) *Journal of Healthcare Management, 59*(2), 130–144.
- Sentell, T., Zhang, W., Davis, J., Baker, K. K., & Braun, K. L. (2014). [The influence of community and individual health literacy on self-reported health status.](#) *Journal of General Internal Medicine, 29*(2), 298–304.
- Törnqvist, J., Törnvall, E., & Jansson, I. (2016). [Double documentation in electronic health records.](#) *Nordic Journal of Nursing Research, 36*(2), 88–94.
- Vaughn, T., Koepke, M., Levey, S., Kroch, E., Hatcher, C., Tompkins, C., . . . Franks, D. E. (2014). [Governing board, C-suite, and clinical management perceptions of quality and safety structures, processes, and priorities in U.S. hospitals/practitioner application.](#) *Journal of Healthcare Management, 59*(2), 111–128.
- Wissmann, S. (2015). [Addressing challenges to the health information management profession: An Australian perspective.](#) *Perspectives in Health Information Management, 1–5.*
- Yeager, V. A., Walker, D., Cole, E., Mora, A. M., & Diana, M. L. (2014). [Factors related to health information exchange participation and use.](#) *Journal of Medical Systems, 38*(8), 1–10.
- Zadeh, R., Sadatsafavi, H., & Xue, R. (2015). [Evidence-based and value-based decision making about healthcare design: An economic evaluation of the safety and quality outcomes.](#) *HERD: Health Environments Research & Design Journal, 8*(4), 58–76.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Agency for Healthcare Research and Quality \(AHCPR\)](http://www.ahcpr.gov). (n.d.). Retrieved from <http://www.ahcpr.gov>
- Agency for Healthcare Research and Quality. (n.d.). [Healthcare cost and utilization project](https://hcupnet.ahrq.gov/#setup). Retrieved from <https://hcupnet.ahrq.gov/#setup>
- [Centers for Disease Control and Prevention \(CDC\)](http://www.cdc.gov). (n.d.). Retrieved from <http://www.cdc.gov>
- Centers for Disease Control and Prevention. (n.d.). [CDC Wonder](https://wonder.cdc.gov/WelcomeT.html). Retrieved from <https://wonder.cdc.gov/WelcomeT.html>
- Centers for Medicare & Medicaid Services. (n.d.). [CMS data navigator](https://dnav.cms.gov/Default.aspx). Retrieved from <https://dnav.cms.gov/Default.aspx>
- [Joint Commission: Accreditation, Health Care, Certification \(JCAHO\)](https://www.jointcommission.org). (n.d.). Retrieved from <https://www.jointcommission.org>
- [National Committee for Quality Assurance \(NCQA\)](https://www.ncqa.org/). (2019). Retrieved from <https://www.ncqa.org/>
- [Occupational Safety and Health Administration](http://www.osha.gov/index.html). (n.d.). Retrieved from <http://www.osha.gov/index.html>

Suggested

Optional

Projects

Project >> Health Care Information Review Proposal

Project Overview

In the assignments for your course project, you will imagine that you are the office manager of a physician group, and you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

Part 1: Information Collection

For the first assignment of your project, due in Unit 4, you will:

- Identify the disease or condition and population that will be the focus of your study.
- Identify legal considerations and plan for compliance.
- Evaluate which information systems best provide needed information and plan the information lifecycle.

Part 2: Determining Benchmarks and Quality Measures

For the second assignment of your project, due in Unit 6, you will:

- Analyze statistical trends and assess quality measures relevant to your proposal.
- Assess compatibility of data drawn from multiple sources.
- Determine the effects of health information quality on an HIE.

Part 3: Complete Health Care Information Review Proposal

In the final assignment of your project, due in Unit 9, you will complete your proposal to:

- Explain your rationale for proposed health care information review procedures.
- Map the flow of health record information.
- Plan procedures and human resource requirements for the information system.
- Plan data security measures.
- Plan practices or procedures to ensure data meets standards for interoperability with an HIE.
- Plan quality and change management strategies.
- Detail steps and timeframes for implementing the study.

For detailed instructions and scoring guides, examine each assignment.

Project Components

Activity	Grade Weight (%)
u04a1 - Project Part 1: Information Collection	20
u06a1 - Project Part 2: Determining Benchmarks and Quality Measures	25
u09a1 - Project Part 3: Health Care Information Review Proposal	25

Unit 1 >> Data Governance and Stewardship

Introduction

What is data governance? If this question were asked of 100 people working in health care, it is likely that most would respond, "I'm not sure ... " Data governance is an evolving concept with many definitions. In the course textbook, Oachs and Watters (2016) define data governance as "the enterprise authority that ensures control and accountability for enterprise data through the establishment of decision rights and data policies and standards that are implemented and monitored through a formal structure of assigned roles, responsibilities, and accountabilities."

With the increasing amount of health care data, data governance is drawing more attention. To be able to manage and understand health information, it is essential to understand data and informational governance. In this unit, the history behind and the many aspects of data governance will be explored.

Reference

Oachs, P. K., & Watters, A. L. (2016). *Health information management: Concepts, principles, and practice* (5th ed.). Chicago, IL: AHIMA Press.

Learning Activities

u01s1 - Studies

Readings

The assigned readings provide a historical background to health information and an introduction to data governance, along with examples of how data governance is used.

Use your *Health Information Management* text to read:

- "Introduction," pages xxxvii–xxxix.
- Chapter 1, "The U.S. Healthcare Delivery System," pages 3–41.
- Chapter 3, "Data Governance and Stewardship," pages 77–95.

Use the Capella library to access and read the following:

- Fernandes, L., & O'Connor, M. (2015). [Accurate patient identification—A global challenge](#). *Perspectives in Health Information Management*, 1–6.
- Foldy, S., Grannis, S., Ross, D., & Smith, T. (2014). [A ride in the time machine: Information management capabilities health departments will need](#). *American Journal of Public Health*, 104(9), 1592–1600.
- Godlove, T., & Ball, A. W. (2015). [Patient matching within a health information exchange](#). *Perspectives in Health Information Management*, 1–6.

u01s1 - Learning Components

- Explain the concept of data governance.
- Identify data management domains.
- Discuss an organization's data framework.
- Examine aspects of health information confidentiality and security.

u01d1 - Data Management Domains

Select one of the data management domains and, using your own words, describe the domain. Then, provide and explain at least two examples of typical functions that fall into that domain. Use evidence from learning materials and resources beyond the course materials to support your examples and explanations of typical domain functions.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Select and respond to peers with a different data management domain than the one you had selected. Please choose posts that have had few responses thus far. Expand on the concepts covered in each learner's initial post by providing and explaining an additional typical domain function.

The quantity and quality of your posts will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Health Care Administration Undergraduate Library Research Guide](#).

u01d1 - Learning Components

- Explain the concept of data governance.
- Discuss an organization's data framework.

- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u01d2 - Data Stewards

In this unit's studies, you read about the data governance framework. One of the framework pieces is that of the data steward. In your own words, explain the role of a data steward. Then, citing an article beyond your assigned reading, explain the data steward's responsibilities.

Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Expand on the role of the data steward and/or identify additional responsibilities of a data steward by comparing your post with those of your peers.

The quantity and quality of your posts will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Health Care Administration Undergraduate Library Research Guide.](#)

u01d2 - Learning Components

- Explain the concept of data governance.
- Discuss an organization's data framework.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 2 >> Health Care Information Lifecycle

Introduction

While there are many different types of health information in various health care settings, all health information has one thing in common—the lifecycle. From creation to destruction, all information moves through a process that is governed and regulated by strict policies and procedures. In this unit, this information lifecycle will be explored.

Learning Activities

u02s1 - Studies

Readings

The assigned readings provide a description of the content of a health record, along with a description of the health care information lifecycle.

Use your *Health Information Management* text to read:

- Chapter 4, "Health Record Content and Documentation," pages 97–139.
- Chapter 6, "Data Management," pages 169–200.

Use the Capella library to access and read the following:

- Beach, J., & Oates, J. (2014). [Information governance and record keeping in community practice](#). *Community Practitioner*, 87(2), 43–46.
- Coffey, P. S., Postal, S., Houston, S. M., & McKeeby, J. W. (2016). [Lessons learned from an electronic health record downtime](#). *Perspectives in Health Information Management*, 1–7.
- Dolan, C. M., & Farmer, L. J. (2016). ["Let the record speak ...": The power of the medical record](#). *The Journal for Nurse Practitioners*, 12(2), 88–94.

- Törnqvist, J., Törnvall, E., & Jansson, I. (2016). [Double documentation in electronic health records](#). *Nordic Journal of Nursing Research*, 36(2), 88–94.

Multimedia

Click **Information Lifecycle** to view this interactive diagram representing six phases of the information lifecycle. You will differentiate between good and bad practices related to each phase.

Course Resources

Information Life Cycle

u02s1 - Learning Components

- Identify major content areas of the health record and their requirements.
- Plan management of all components of the health information lifecycle.
- Summarize a health record retention policy.

u02d1 - Health Record

Select a health care setting, such as a physician's office, emergency room, hospital, et cetera. Identify at least three different types of documentation that you would expect to find in a health record within that setting. For each documentation type, explain how the documentation is used and the required contents. Next, locate and summarize a policy that outlines the retention and destruction of health records within your chosen setting, using evidence from learning materials and resources beyond course materials.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Respond to a learner who selected the same health care setting and one other learner who selected a different health care setting. Please choose posts that have had few responses thus far. Add an additional type of documentation for that specific setting.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide](#).

u02d1 - Learning Components

- Identify major content areas of the health record and their requirements.
- Examine policies and procedures for the creation of a health record, information input, storage, access, retention, and destruction of information.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u02d2 - Assignment Preparation: Identifying the Target

This discussion is designed to help you begin working on the assignment that will be due in Unit 4.

As the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For this discussion, address the following and explain your reasons for each of your choices:

- Identify the disease or condition for which you will review the quality of care. Select one of the following:
 - Asthma.
 - Diabetes.
 - Myocardial infarction.
 - HIV/AIDS.
 - Cancer.
- Determine how you are going to identify the patient population and how you will receive the information to be reviewed. Answer the following questions and explicitly state the reasons for each and all of your choices:
 - What specific documentation are you looking for?
 - Do you want to review information only from your office, or do you also want to review information for hospital admission and/or emergency room visits? Will you only review patients within certain demographic parameters?
 - Do you wish to review all patients that have ever been treated for the selected condition or only those treated within a specific timeframe?
 - What type of documentation would you want to review? This may include:
 - History and physical (H and P).
 - Discharge summary.
 - Progress notes.
 - Labs.
 - Radiology.
 - Others?

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Provide feedback and suggestions on their documentation review selection.

Provide substantive and appropriate responses. The quantity and quality of your responses will determine the value of the group's learning experience.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Identify major content areas of the health record and their requirements.
- Identify data management domains.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 3 >> Confidentiality, Privacy, and Security

Introduction

The quality of health care is dependent upon communication between the patient and the health care provider. In order to maintain a trusting relationship, all patient information must be kept confidential, private, and secure. The unit this week explores the concepts of confidentiality, privacy, security, and personal health information.

Learning Activities

u03s1 - Studies

Readings

The readings this week will explore the legal aspects of, and the difference between, privacy, confidentiality, and security.

Use your *Health Information Management* text to read:

- Chapter 2, "Legal Issues in Health Information Management," pages 43–95.
- Chapter 10, "Organizational Compliance and Risk," pages 291–304.
- Chapter 11, "Data Privacy, Confidentiality, and Security," pages 305–339.

- Chapter 28, "Ethical Issues in Health Information Management," pages 909–926.

Use the Capella library to access and read the following:

- Coats, B., & Acharya, S. (2014). [Leveraging the cloud for electronic health record access](#). *Perspectives in Health Information Management*, 1–1g.
- McDavid, J., & West, S. (2014). [Corrective actions for HIPAA compliance in 2014: Practices focus on EHR system and record retention issues](#). *The Journal of Medical Practice Management: MPM*, 30(1), 7–8.
- Papoutsis, C., Reed, J. E., Marston, C., Lewis, R., Majeed, A., & Bell, D. (2015). [Patient and public views about the security and privacy of electronic health records \(EHRs\) in the UK: Results from a mixed methods study](#). *BMC Medical Informatics and Decision Making*, 15(86) 1–15.

u03s1 - Learning Components

- Comprehend legal aspects of health information confidentiality and security.
- Differentiate between confidentiality, privacy, and security.
- Identify personal health information (PHI) and its uses.

u03s2 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the Vila Health: Managing Protected Health Information (PHI) challenge, in which you will explore how to safeguard patient privacy in a clinic. You will use the information you gather in this scenario to complete upcoming coursework.

- Click **Launch Activity** to complete this multimedia challenge.

Course Resources

Vila Health: Managing Protected Health Information (PHI)

u03d1 - Vila Health: Managing Protected Health Information (PHI)

Using your own words, describe confidentiality, privacy, and security. Then, provide an example of how each concept could be violated. Which examples in the Vila Health: Managing Protected Health Information (PHI) media presentation were most surprising or most important? Use evidence from learning materials and resources beyond the course materials to support your example of a violation.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Provide suggestions on how the violation could be prevented.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide](#).

[Vila Health: Managing Protected Health Information \(PHI\) | Transcript](#)

u03d1 - Learning Components

- Comprehend legal aspects of health information confidentiality and security.
- Differentiate between confidentiality, privacy, and security.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u03d2 - Assignment Preparation: Information Collection

This discussion is designed to help you develop your work on the assignment due in Unit 4. Once again, as the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For the discussion this week:

- Identify what legal aspects of health information confidentiality and security need to be applied in this proposal.
- Differentiate between confidentiality, privacy, and security, as applied to your proposal.
- Does the information you are retrieving require the use of personal health information (PHI)? If not, why not? If so, summarize how the PHI should be used.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Provide feedback and suggestions on the use or non-use of PHI.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d2 - Learning Components

- Comprehend legal aspects of health information confidentiality and security.
- Differentiate between confidentiality, privacy, and security.
- Identify personal health information (PHI) and its uses.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.
- Identify personal health information (PHI) and summarize its uses.

Unit 4 >> Information Systems

Introduction

This unit focuses on the various information systems that are used to collect, store, and report health information. Also covered in this unit are computer applications that are used to support health care delivery and the advantages and disadvantages of computerized health data.

Learning Activities

u04s1 - Studies

Readings

The readings this week will explore the legal aspects of, and the differences between, privacy, confidentiality, and security.

Use your *Health Information Management* text to read:

- Chapter 12, "Health Information Technologies," pages 343–384.

- Chapter 13, "Health Information Systems Strategic Planning," pages 385–421.

Use the Capella library to access and read the following:

- Charles, K., Cannon, M., Hall, R., & Coustasse, A. (2014). Can utilizing a computerized provider order entry (CPOE) system prevent hospital medical errors and adverse drug events? *Perspectives in Health Information Management*, 1–7.
- Keller, M. E., Kelling, S. E., Cornelius, D. C., Oni, H. A., & Bright, D. R. (2015). Enhancing practice efficiency and patient care by sharing electronic health records. *Perspectives in Health Information Management*, 1–8.
- Penoyer, D. A., Cortelyou-Ward, K. H., Noblin, A. M., Bullard, T., Talbert, S., Wilson, J., ... Shaw, G. (2014). Use of electronic health record documentation by healthcare workers in an acute care hospital system/practitioner application. *Journal of Healthcare Management*, 59(2), 130–144.

u04s1 - Learning Components

- Analyze key features of different systems applications.
- Examine how applications (such as a laboratory system) should be designed to support integration into an HIE.
- Discuss the leadership role in the development of improved health care information systems.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u04a1 - Project Part 1: Information Collection

In the assignments for your course project, you will imagine that you are the office manager of a physician group, and you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians. For this first assignment of your project, you are to:

- Identify the disease or condition and population that will be the focus of your study.
- Identify legal considerations and plan for compliance.
- Evaluate which information system or systems best provide needed information and plan the information lifecycle.

The grading criteria for this assignment are explicitly outlined below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion.

Instructions

Download and use the APA Paper Template from the Resources. You will complete this assignment by replacing all instructional and sample text with your own words. *Note:* An abstract is not required for this assignment.

Title page: Develop a descriptive title of approximately 5–15 words. It should stir interest while maintaining professional decorum. Enter the other required information as indicated on the template.

Introduction: Identify the disease or condition for which you will review the quality of care. Select one of the following and explain the reasons for your choice:

- Asthma.
- Diabetes.
- Myocardial infarction.
- HIV/AIDS.
- Cancer.

Note: In APA style, the heading "Introduction" is not used; instead, the introduction is headed with the document title.

Criterion: Differentiate between confidentiality and security measures that need to be applied to a proposal.

Under the heading **Legal Considerations**, address the following:

- Differentiate between the legal aspects of health information confidentiality, privacy, and security, as it applies to your proposal.
- Apply laws governing health information confidentiality, privacy, and security.
- Continue under the same heading with the following:
 - Does the information you are retrieving require the use of personal health information (PHI)? If not, why not? If so, summarize how the PHI should be used.
 - Plan for how the Health Insurance Portability and Accountability Act (HIPAA) will impact health care personnel, policies, and procedures in your proposal.

Criterion: Evaluate which information system or systems best provides needed information.

Under the heading **Information Collection**, address the following:

- Determine the patient population to be reviewed and evaluate which information system or systems best provides needed information.
- Answer the following questions and explicitly state the reasons for each and all of your choices:
 - Determine what specific documentation you are looking for.
 - Do you want to review information only from your office or do you also want to review information for hospital admission and/or emergency room visits?
 - Do you wish to review all patients that have ever been treated for the selected condition or only those treated within a specific timeframe? Will you only review patients within certain demographic parameters?
 - What type of documentation would you want to review? This may include:
 - History and physical (H and P).
 - Discharge summary.
 - Progress notes.
 - Labs.
 - Radiology.
 - Others?
 - Now that you have determined what information you need, identify where you are going to find that information. Evaluate which information system or systems would be best to use and what information can be collected from each system. Possibilities include:
 - Pharmacy.
 - Point of care (POC).
 - Results management.
 - Computerized physician order entry (CPOE).
- Determine what type of system or systems (financial, administrative, clinical, et cetera) you would use.

Criterion: Apply steps of the health care information lifecycle.

Under the heading **Information Lifecycle**, answer the following:

- How will the information system or systems be managed?
 - How should these systems be integrated into an HIE?
 - How should the information be collected and documented? By whom? In what context?
 - How should the information be stored? How should access to it be controlled?
 - How can you ensure the documentation meets standards for interoperability?
 - What challenges are there to standardization of health information?
 - When and how should the information be destroyed?

Under the heading **Conclusion**, briefly summarize the value of the quality review initiative you propose and the information collection system you advocate.

Assignment Requirements

- **Written communication:** Your paper must be clear and well organized, with correct spelling, grammar, and syntax, to support orderly exposition of content.
- **Length:** 3–5 typed and double-spaced content pages in Times New Roman, 12-point font, not including the title page and references page.
- **References:** Include a minimum of 2 citations of peer reviewed sources.
- **APA formatting:** Format your paper according to current APA style and formatting standards, and include a title page and reference list.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Paper Template.](#)

[APA Style and Format.](#)

Using your own words, discuss the role that health care leaders play in the development of health care information systems. Within your post, explain how systems are selected. Then, identify two systems and explain why a system would be selected, how the system optimizes the use of health information, and how that system should be designed to support integration into an HIE.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Take one of the systems identified in each peer's post and explain how that chosen system should be designed to support integration into an HIE.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide.](#)

u04d1 - Learning Components

- Analyze key features of different systems applications.
- Examine how applications (such as a laboratory system) should be designed to support integration into an HIE.
- Discuss the leadership role in the development of improved health care information systems.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 5 >> Health Information: Informatics, Exchanges, and Benchmarking

Introduction

This week, we will cover a few closely related concepts. The first is consumer health informatics, which is defined as, "the interdisciplinary study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning" (Procter, 2009). Oachs and Watters observe that consumer health informatics is "devoted to informatics from multiple consumer or patient views" (2016).

The second topic in this unit is the health information exchange (HIE), which allows "doctors, nurses, pharmacists, other health care providers and patients to appropriately access and securely share a patient's vital medical information electronically—improving the speed, quality, safety and cost of patient care (HealthIT.gov, 2014).

Finally, in preparation for the final project, you will learn how to benchmark; that is, identify points of comparison and trends in statistical data for the topic that you have chosen.

References

HealthIT.gov. (2014). Health information exchange (HIE). Retrieved from <https://www.healthit.gov/providers-professionals/health-information-exchange/what-hie>

Oachs, P. K., & Watters, A. L. (2016). *Health information management: Concepts, principles, and practice* (5th ed.). Chicago, IL: AHIMA Press.

Procter, R. (2009, August 16). What is health informatics? *FAQ for HSRIC*. Retrieved from https://www.nlm.nih.gov/hsrinfo/hsric_topic_definitions.html

Course Resources

Health Information Management

Learning Activities

u05s1 - Studies

Readings

Use your *Health Information Management* text to read:

- Chapter 5, "Clinical Classifications, Vocabularies, Terminologies, and Standards," pages 141–200.
- Chapter 14, "Consumer Health Informatics," pages 423–447.
- Chapter 15, "Health Information Exchange," pages 449–477.

Use the Capella library to access and read the following:

- Khurshid, A., Diana, M., & Jain, R. (2015). Health information exchange readiness for demonstrating return on investment and quality of care. *Perspectives in Health Information Management*, 1–15.
- Sentell, T., Zhang, W., Davis, J., Baker, K. K., & Braun, K. L. (2014). The influence of community and individual health literacy on self-reported health status. *Journal of General Internal Medicine*, 29(2), 298–304.
- Yeager, V. A., Walker, D., Cole, E., Mora, A. M., & Diana, M. L. (2014). Factors related to health information exchange participation and use. *Journal of Medical Systems*, 38(8), 1–10.

Use the Internet to peruse the following in preparation for a discussion in this unit:

- Agency for Healthcare Research and Quality (AHRQ). (n.d.). Healthcare cost and utilization project. Retrieved from <https://hcupnet.ahrq.gov/#setup>
- Centers for Disease Control and Prevention (CDC). (n.d.). CDC wonder. Retrieved from <https://wonder.cdc.gov/WelcomeT.html>
- Centers for Medicare & Medicaid Services (CMS). (n.d.). CMS data navigator. Retrieved from <https://dnav.cms.gov/Default.aspx>

u05s1 - Learning Components

- Identify challenges to the standardization of health information within the HIE.
- Examine standards for documentation interoperability.

u05d1 - Consumer Health Informatics and Health Information Exchange

Identify the similarities and differences between consumer health informatics and health information exchanges. Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings as you explain how these two concepts can work together to support the health care delivery system.

Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Identify challenges to the standardization of health information within the exchange.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Identify challenges to the standardization of health information within the HIE.
- Examine standards for documentation interoperability.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u05d2 - Assignment Preparation: Benchmarks

This discussion is designed to help you being working on the assignment that will be due in Unit 6. Once again, as the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For this discussion, identify national benchmarks for the condition you have chosen that could be compared to data collected at your office. For example, if the trend in your office is that you are seeing more patients with asthma, but the national trend is decreasing, you have discovered a discrepancy that will need to be investigated.

Identify national data sources that contain relevant data:

- Visit one or more of the following Web sites (linked in the Resources):
 - Healthcare Cost and Utilization Project.
 - CDC Wonder.
 - CMS Data Navigator (This site runs very slowly).
 - Any other site that contains national or state health care data.
- Locate and analyze statistical data relevant to the selected condition.
 - Examine trends:
 - Is the national trend increasing or decreasing?
 - You may want to explore the difference between a national trend and the trend within your state.
 - Can you identify any other trends that may be meaningful (such as the number of new cases, an increase of cases within a specific age range or location, et cetera)?
 - Identify the percentage of cases that expire from the disease.
- What factors do you think could explain the trends you found?
- Identify a statistical result that you would want to use as a benchmark. *Note:* You may have to revise the timeframe you planned in your first assignment, if the statistics for the benchmark are not available for the timeframe you planned.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Provide feedback and suggestions on the trends that they have identified.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[AHRQ Healthcare Cost and Utilization Project](#)

[CDC Wonder](#)

[CMS Data Navigator](#)

u05d2 - Learning Components

- Locate quality measures from Web sites.
- Determine the effects of documentation quality on patient care.
- Investigate the effects of health information quality on an HIE.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 6 >> Quality Management

Introduction

The focus of the unit this week is on quality management. Procedures for quality management were first developed to improve automobile manufacturing in the middle of the last century. Since that time, they have been applied to improve many products and services. Oachs and Watters state, "Quality management refer[s] to processes utilized within healthcare organizations to assess, measure, and evaluate the quality of care provided to patients" (2016). It is readily apparent how important it is to ensure quality in health care, where mistakes may compromise private information or cause needless suffering or even death.

We will focus on this topic as it relates to data and data collection, and how the quality of the data collected in turn affects future patient care.

Reference

Oachs, P. K., & Watters, A. L. (2016). *Health information management: Concepts, principles, and practice* (5th ed.). Chicago, IL: AHIMA Press.

Course Resources

Health Information Management

Learning Activities

u06s1 - Studies

Readings

Use your *Health Information Management* text to read:

- Chapter 21, "Clinical Quality Management," pages 631–644.

Use the Capella library to access and read the following:

- Abdallah, A. (2014). Implementing quality initiatives in healthcare organizations: Drivers and challenges. *International Journal of Health Care Quality Assurance*, 27(3), 166–181.
- Aij, K. H., Aernoudts, R. L. M. C., & Joosten, G. (2015). Manager traits and quality-of-care performance in hospitals. *Leadership in Health Services*, 28(3), 200–215.
- Vaughn, T., Koepke, M., Levey, S., Kroch, E., Hatcher, C., Tompkins, C., ... Franks, D. E. (2014). Governing board, C-suite, and clinical management perceptions of quality and safety structures, processes, and priorities in U.S. hospitals/practitioner application. *Journal of Healthcare Management*, 59(2), 111–128.

u06s1 - Learning Components

- Investigate factors that influence health care quality.
- Determine the effects of documentation quality on patient care.
- Investigate the effects of health information quality on an HIE.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u06s2 - Assignment Preparation

To prepare for your assignment in this unit, locate data related to quality measures relevant to your project topic from one or more of the following Web sites:

- Agency for Healthcare Research and Quality (AHCPR). (n.d.). Retrieved from <http://www.ahrq.gov>
- Centers for Disease Control and Prevention (CDC). (n.d.). Retrieved from <http://www.cdc.gov>
- Centers for Medicare & Medicaid Services (CMS). (n.d.). CMS data navigator. Retrieved from <https://dnav.cms.gov/Default.aspx>
- Joint Commission: Accreditation, Health Care, Certification (JCAHO). (n.d.). Retrieved from <https://www.jointcommission.org>
- National Committee for Quality Assurance (NCQA). (n.d.). Retrieved from <http://www.ncqa.org>
- Occupational Safety and Health Administration (OSHA). (n.d.). Retrieved from <http://www.osha.gov/index.html>
- Any other site that contains national or state health care quality measures.

u06s2 - Learning Components

- Locate quality measures from Web sites.
- Determine the effects of documentation quality on patient care.
- Investigate factors that influence health care quality.
- Examine quality measures relevant to a selected condition.

u06a1 - Project Part 2: Determining Benchmarks and Quality Measures

In the assignments for your course project, you will imagine that you are the office manager of a physician group, and you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians. In this second assignment of your project, you are to:

- Analyze statistical trends and assess quality measures relevant to your proposal.
- Assess the compatibility of data drawn from multiple sources.
- Determine the effects of health information quality on an HIE.

The grading criteria for this assignment are explicitly identified below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion.

Instructions

Download and use the APA Paper Template from the Resources. You will complete this assignment by replacing all instructional and sample text with your own words. *Note:* An abstract is not required for this assignment.

Title page: Develop a descriptive title of approximately 5–15 words. It should stir interest while maintaining professional decorum. Enter the other required information as indicated on the template.

Introduction: Provide a brief, high-level summary of the salient points of your paper. *Note:* In APA style, the heading “Introduction” is not used; instead, the introduction is headed with the document title.

Criterion: Analyze statistical trends relevant to a selected condition.

Under the heading **Statistical Trends**, draw from the information you gathered in the second discussion in Unit 5 to:

- Identify statistical data relevant to the condition you selected and analyze trends:
 - Is the national trend increasing or decreasing?
 - You may want to explore the difference between a national trend and the trend within your state.
 - Can you identify any other trends that may be meaningful (such as number of new cases, increase of cases within a specific age range or location, et cetera)?
 - What percentage of cases will expire from the disease?
- Analyze what factors you think could explain the trends you found.
- Identify a statistical result that you would want to use as a benchmark. *Note:* You may have to revise the timeframe you planned in your first assignment, if the statistics for the benchmark are not available for the timeframe you planned.

Criterion: Assess quality measures relevant to a selected condition.

Under the heading **Quality Measures**, draw from the information you gathered in the Assignment Preparation study in this unit to assess quality measures that relate to the condition you selected or to the documentation identified.

- From where is this data collected and how is this data collected?
- What factors influence the quality measures selected?

Criterion: Assess compatibility of data from multiple sources.

Under the heading **Compatibility of Data**, assess the compatibility of the data you propose to use.

- How can you assure that data from multiple sources is compatible?
- What are some of the challenges to ensuring standardization of data? (We do not want to compare apples with oranges.) For example, you want to be sure that data from multiple sources:
 - Represents the same condition.
 - Uses similar statistical analysis.
 - And so on.

Criterion: Explain the effects of health information quality on an HIE.

Under the heading **Effects of Information Quality on the HIE:**

- Explain the difference between an HIE and a national database.
- Explain what problems can develop if facilities submit incomplete or inaccurate information to an HIE.
- Explain what problems can develop if facilities submit incomplete or inaccurate information to a national database.

Under the heading **Conclusion**, briefly reinforce the main points of your paper.

Assignment Requirements

- **Written communication:** Your paper must be clear and well organized, with correct spelling, grammar, and syntax, to support orderly exposition of content.
- **Length:** 3–5 typed and double-spaced content pages in Times New Roman, 12-point font, not including the title page and references page.
- **References:** Include a minimum of 2 citations of peer reviewed sources.
- **APA formatting:** Format your paper according to current APA style and formatting standards, and include a title page and reference list.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Paper Template.](#)

[APA Style and Format.](#)

u06d1 - Clinical Quality

Explain the difference between an HIE and a national database. Also, explain what can happen if facilities submit incomplete or inaccurate information to an HIE or to a national database.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Explain how the quality of health care documentation can be improved.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Health Care Administration Undergraduate Library Research Guide.](#)

u06d1 - Learning Components

- Determine the effects of documentation quality on patient care.

Unit 7 >> Change Management

Introduction

One key management concept is the management of change. Health care is a rapidly evolving field with constant change, and it is important to know and understand how to manage change. There are many factors that influence change, including social, political, and technical factors. Knowing how to effectively guide and influence change strengthens one's leadership and management abilities.

Learning Activities

u07s1 - Studies

Readings

Use your *Health Information Management* text to read:

- Chapter 22, "Managing and Leading During Organization Change," pages 667–720.

Use the Capella library to access and read the following:

- Allen, B. (2016). Effective design, implementation and management of change in healthcare. *Nursing Standard*, 31(3), 58.
- Evans, J. M., Baker, G. R., Berta, W., & Barnsley, J. (2015). Culture and cognition in health systems change. *Journal of Health Organization and Management*, 29(7), 874–892.
- Kumar, S., Kumar, N., Deshmukh, V., & Adhish, V. (2015). Change management skills. *Indian Journal of Community Medicine*, 40(2).
- Zadeh, R., Sadatsafavi, H., & Xue, R. (2015). Evidence-based and value-based decision making about healthcare design: An economic evaluation of the safety and quality outcomes. *HERD: Health Environments Research & Design Journal*, 8(4), 58–76.

u07s1 - Learning Components

- Investigate evidence-based change management strategies.
- Investigate evidence-based quality strategies.

u07d1 - Change Management Strategies

Create a scenario in a health care office setting where a change must occur. Be specific in your scenario. Explain what the issue is, what needs to happen to correct the issue, and how the issue affects patient care. Explain how you could use a change management strategy to correct the situation.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Reply to each peer, suggesting another possible change management strategy.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide](#).

u07d1 - Learning Components

- Investigate evidence-based change management strategies.

u07d2 - Assignment Preparation: Change Management

This discussion is designed to help you being working on the assignment that will be due in Unit 9. Again, as the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For this discussion:

- Predict issues that will influence departmental workflow.
- Describe evidence-based best practices and procedures for helping staff make required changes. Cite at least two specific relevant articles or Internet resources not included in your assigned readings.
- Describe strategies that can help personnel implement the new practices and procedures.
- Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. Building on each peer's post, explain how data outcomes could be used to perform quality improvement reviews. Recommend evidence-based changes to policy and procedure, based on outcomes.

Undergraduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Examine health care information review procedures.
- Investigate evidence-based change management strategies.
- Predict issues that will influence departmental workflow.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 8 >> Leadership and Management

Introduction

A leader may not be a manager and a manager may not be a leader. The key is to be a good manager and a good leader. Last week, we looked at some of the different leadership theories. This week, we will apply those leadership theories and management skills to learn how to make good decisions and fulfill management responsibilities.

Learning Activities

u08s1 - Studies

Readings

Use your *Health Information Management* text to read:

- Chapter 23, "Human Resources Management," pages 721–748.
- Chapter 24, "Employee Training and Development," pages 749–786.
- Chapter 25, "Work Design and Process Improvement," pages 787–828.

Use the Capella library to access and read the following:

- Battrell, A. (2016). The impact of leadership and research on decision making: The power of knowledge. *Journal of Dental Hygiene*, 90(1), 4.
- Gibson, C. J., Abrams, K. J., & Crook, G. F. (2015). Health information management workforce transformation: New roles, new skills and experiences in Canada. *Perspectives in Health Information Management*, 1–8.

u08s1 - Learning Components

- Examine health information procedures.
- Investigate evidence-based change management strategies.
- Examine skills required to implement an information system.
- Predict issues that will influence departmental workflow.
- Investigate the effects of health information quality on an HIE.

u08d1 - Assignment Preparation: Implementation Steps

This discussion is designed to help you develop your work on the assignment that will be due in Unit 9. Again, as the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For this discussion, detail the steps for implementing the study and their expected timeframes. Outline the entire study, step-by-step. Remember, all you currently have is the benchmarks and the core or safety measures. You still need to pull all of the data for your physician group. Make a preliminary outline of the process of pulling the data, comparing the data, and presenting the final results.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. In each response post, identify missing steps within the process or additional things that your peer should consider.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide.](#)

u08d1 - Learning Components

- Examine health information procedures.
- Examine health care information review procedures.
- Examine skills required to implement an information system.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

u08d2 - Assignment Preparation: Staffing

This discussion is designed to help you develop your work on the assignment that will be due in Unit 9. Again, as the office manager of a physician group, you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians.

For this discussion:

- Identify what personnel will be required to conduct this project.
- Identify what skills personnel assigned to this project will need.
- Identify whether new training or job aids will be needed.
- Identify a timeframe to complete the project.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. In each response post, provide feedback and suggestions on the staffing and training levels.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide.](#)

u08d2 - Learning Components

- Examine health care information review procedures.
- Investigate evidence-based change management strategies.
- Examine skills required to implement an information system.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 9 >> Applying Principles of Information Management

Introduction

This week, you will put into practice the principles of health care information management by creating a proposal for a health care information review. In this proposal, you will explain the flow of the health information, identify documentation and applications needed to retrieve information on a specific condition, identify benchmarking trends and quality measures related to a specific condition, and describe the steps and personnel needed to implement the proposal. In other words, you will demonstrate everything that you have learned so far in this course.

Learning Activities

u09s1 - Studies

Readings

Use your *Health Information Management* text to read:

- Chapter 27, "Project Management," pages 873–908.
- Chapter 29, "Strategic Thinking and Management," pages 927–953.

Use the Capella library to access and read the following:

- Davidson, J. E. (2017). Organizing the evidence for healthcare design projects. *HERD: Health Environments Research & Design Journal*, 10(2), 13–22.

u09s1 - Learning Components

- Examine health care information review procedures.
- Investigate evidence-based change management strategies.
- Examine skills required to implement an information system.

u09a1 - Project Part 3: Health Care Information Review Proposal

This assignment will comprise the complete final proposal for the health information review that you recommend. **Throughout this assignment, explicitly state the reasons for each and all of your choices.**

As in the other assignments for your course project, imagine that you are the office manager of a physician group, and you have been asked to develop a proposal for a health care information review of the quality of care given to a specific patient population seen by your physicians. For this last assignment of the course project, you are to:

- Explain your rationale for proposed health care information review procedures.
- Map the flow of health record information.
- Plan procedures and human resource requirements for the information system.
- Plan data security measures.
- Plan practices or procedures to ensure data meets standards for interoperability with an HIE.
- Plan quality and change management strategies.
- Detail steps and timeframes for implementing the study.

The grading criteria for this assignment are explicitly identified below; however, you may also want to read the scoring guide for the assignment to better understand the performance levels that relate to each criterion.

Instructions

Download and use the APA Paper Template from the Resources. You will complete this assignment by replacing all instructional and sample text with your own words. *Note:* An abstract is not required for this assignment.

Title page: Develop a descriptive title of approximately 5–15 words. It should stir interest while maintaining professional decorum. Enter the other required information as indicated on the template.

Criterion: Explain your rationale for proposed health care information system review procedures.

Write an **Introduction** that generally explains what information you propose to collect and the reasons why it is important to collect information. How could this information be used to validate or improve the quality of care at your facility? *Note:* In APA style, the heading "Introduction" is not used; instead, the introduction is headed with the document title.

Criterion: Map the flow of health record information. Plan procedures and human resource requirements for the information system.

Under the heading **Data Collection Plan**, propose an implementation plan and detail what information you propose to collect at your facility, including where and how it will be collected:

- What time period do you propose to review?
- What system applications should be used to collect health information?
- What new procedures (if any) will need to be implemented?
- Write a narrative, create a timeline, create a flowchart, or use any other method of your choosing to demonstrate the flow of health record information through the entire information lifecycle from creation to destruction. Identify those sections within the lifecycle from which you will be retrieving information.
- Discuss the use of information from an HIE and how it affects patient care, clinical knowledge, and population health data.
- What personnel will be required? What skills will they need? What new training or job aids will be needed?
- Describe strategies that can help personnel implement the new practices and procedures.

Criterion: Plan data security measures.

Under the heading **Data Security Plan**:

- Plan measures that should be taken to protect PHI.
- Apply laws governing health information confidentiality, privacy, and security.
- Plan for the impact of the Health Insurance Portability and Accountability (HIPAA) on health care personnel, policies, and procedures.

Criterion: Plan evidence-based best practices or procedures to ensure data meets standards for interoperability with an HIE.

Under the heading **Benchmarking Plan**:

- Identify the sources of national data and quality measures, and how they will be used as benchmarks to compare with data from your own facility.
- Explain how you will ensure standardization of data, and any other factors that should be taken into account, so the data from these sources is compatible with the data you plan to collect.
- Explain how the collected data will be compared to the benchmarking and quality standards.

Criterion: Plan evidence-based quality and change management strategies.

Under the heading **Quality and Change Management Strategies**:

- Explain how data outcomes could be used to perform quality improvement reviews and recommend evidence-based changes to policy and procedure, based on outcomes.
- Predict what changes to departmental workflow may be indicated by the information review you are proposing. Describe relevant evidence-based best practices and procedures from at least two specific articles or Internet resources that could facilitate needed changes.

Criterion: Detail steps and timeframes for implementing the study.

Under the heading **Implementation**, detail the steps for implementing the project and their expected timeframes.

Under the heading **Conclusion**, summarize how the proposed project will improve the quality of patient care for your physician group.

Assignment Requirements

- **Written communication:** Your paper must be clear and well organized, with correct spelling, grammar, and syntax, to support orderly exposition of content.
- **Length:** 5–7 typed and double-spaced content pages in Times New Roman, 12-point font, not including the title page and references page.
- **References:** Include a minimum of 2 citations of peer reviewed sources.
- **APA formatting:** Format your paper according to current APA style and formatting standards, and include a title page and reference list.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Paper Template.](#)

[APA Style and Format.](#)

u09d1 - Project Management

As you work on completing your final project, think about the steps that you have completed. Identify the steps in the project management process and apply those steps to your project. For this discussion, explain how the steps that you took follow the project management process.

Cite at least one relevant peer-reviewed, scholarly article not included in the assigned readings. Use APA-formatted in-text citations and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. In your responses, provide feedback and suggestions on how the project meets or does not meet the project management process.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide.](#)

u09d1 - Learning Components

- Examine health care information review procedures.
- Investigate evidence-based change management strategies.
- Examine skills required to implement an information system.
- Practice mechanics and the organization of writing.
- Review APA formatting and style.

Unit 10 >> Reflections and the Future

Introduction

What have you learned, and where will it take you? Health information is a rapidly evolving area within health care. The increased use of the electronic health records and the increased connections of health data with the use of health information exchanges lead to new challenges every day. It is essential that health information be managed in such a way that it remains private, confidential, and secure; yet, is available to make evidence-based decisions to provide high-quality patient care.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to access and read the following:

- Cleveland, A. D. (2011). [Miles to go before we sleep: Education, technology, and the changing paradigms in health information.](#) *Journal of the Medical Library Association*, 99(1), 61–69.
- Moen, A., & Flatley Brennan, P. (2005). [Health@Home: The work of health information management in the household \(HIMH\): Implications for consumer health informatics \(CHI\) innovations.](#) *Journal of the American Medical Informatics Association*, 12(6), 648–656.
- Wissmann, S. (2015). [Addressing challenges to the health information management profession: An Australian perspective.](#) *Perspectives in Health Information Management*, 1–5.

u10s1 - Learning Components

- Explore the future of health information management.
- Use consumer health informatics for policy and procedure development.

u10d1 - The Future of Health Information Management

After reading the articles listed in the Studies for this week, locate one additional article that discusses the future of the management of health information. Identify a challenge that management of health information will be facing in the future, and provide a possible way to address this challenge.

Use APA-formatted in-text citation and references for the resources that you use.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. In each response post, provide an alternative solution to the possible challenge identified.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Health Care Administration Undergraduate Library Research Guide.](#)

u10d1 - Learning Components

- Explore the future of health information management.
- Use consumer health informatics for policy and procedure development.

u10d2 - Reflection

Identify one area of the project or one topic covered in this course in which you felt the strongest, and one area of the project or one topic covered in which you felt the weakest. Explain why.

Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message. Please choose posts that have had few responses thus far. In each response post, provide feedback and suggestions on how the weak areas could have been improved.

The quantity and quality of your responses will determine the value of the group's learning experience. Provide substantive and appropriate responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Explore the future of health information management.
- Use consumer health informatics for policy and procedure development.