

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092 (800) 251-4299**

**Spring 2019**

**Course:** HI250 Management for Health Information

**Credit:** 4 Quarter Hours

**Method of Delivery:** Day Flex (DF)

**Course Description:** This course presents management principles of planning, organizing, leading, and controlling as they relate to the Health Information profession. Additional issues including committees, time management, and change management are also addressed.

**Prerequisite:** None

**Text(s) & Manual(s):** Management of Health Information: Functions and Applications, Second edition

**ISBN:** 978-1-285-17488-4

**Author(s):** Grebner & Mattingly

**Publisher:** Cengage

**Materials needed for this course:**

Additional Supplies: None

Hardware/Software and Equipment: None

**Topics:**

1. Introduction to the Health Information Management Profession and the Health-Care Environment
2. Management Theories for an Integrated Management Model
3. The Art of Decision Making and Problem Solving
4. Planning in the Health-Care Setting
5. Planning in Health Care: Operational Plans and Tools for Planning
6. Management of Financial Resources
7. Planning Policies and Procedures
8. Planning the Physical Environment
9. The Process of Organizing Health Information Services
10. The Organizational Model
11. Organizing Position Designs for Employees
12. Managing with Evolving Technology
13. Leading: The Interpersonal Aspects of Management
14. Motivating for Leadership in the Health-Care Environment
15. Communicating in the Health-Care Environment
16. The Focus of Control in Health Information Services
17. Quality and Performance Improvement
18. Project Management in Health-Care

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**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
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- 19. The Effective Committee
- 20. Managing the Time Factors of Managers and Employees
- 21. Managing Change as a Heath-Case Professional
- 22. Personal and Professional Career Management

**Learning Objectives:** Upon completion of this course, the student will be able to:

- 1. Analyze individual roles in teams in the healthcare delivery system.
- 2. Demonstrate project management techniques.
- 3. Apply accounting methodologies to the budget process.
- 4. Create tools to be used for human resource management.

AHIMA Entry Level Competencies (2014)

Associate Competencies	Baccalaureate Competencies	Assessment Item
VI.A.1. Summarize health information related leadership roles.		Week 5 - Chapter 10 Application of Theory Exercise 1, page 182
VI.A.2. Apply the fundamentals of team leadership.		Week 10 - Chapter 19 Critical Thinking Exercises 1 & 2; Application of Theory Exercise 1
VI.A.3. Organize and facilitate meetings.		Week 10 - Chapter 19 Critical Thinking Exercises 4 & 5
VI.B.1. Recognize the impact of change management on processes, people, and systems.		Week 11 - Chapter 20 Critical Thinking Exercises 1 & 2
VI.C.1. Utilize tools and techniques to monitor, report, and improved processes.		Week 9 - Chapter 17 Create a process flow diagram that reflects the processes you follow when working on a research assignment. Identify at least one area in the process where you could make an improvement.
VI.D.3. Adhere to work plans, policies, procedures, and recourse requisitions in relation to job functions.		Week 6 - Chapter 11 Application of Theory Exercise 2

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<p>VI.E.2. Explain return on investment for employee training/development.</p>		<p>Week 6 - Chapter 11 - You are the Manager of HIM for an acute care facility. A coding position was recently vacated and you need to fill it soon to avoid a significant increase in unbilled accounts. One of your staff members from Release of Information is currently in school pursuing a Health Information Technology degree and has expressed interest in applying for the position. Compare the options of hiring a new person, who is already an experienced coder, versus promoting your Release of Information Specialist and providing training.</p>
<p>VI.F.1. Summarize a collection methodology for data to guide strategic and organizational management.</p>		<p>Week 2 - Chapter 4 Critical Thinking Exercises 1, 2, &amp; 4; Application of Theory Exercise 2</p>
<p>VI.G.1. Plan budgets.</p>		<p>Week 3 - Chapter 6 Case Study</p>
<p>VI.G.2. Explain accounting methodologies.</p>		<p>Week 3 - Chapter 6 Critical Thinking Exercises 2, 3, &amp; 4</p>
<p>VI.I.1. Summarize project management methodologies.</p>		<p>Week 7 - Chapter 18 Critical Thinking Exercise 1; Application of Theory Exercise</p>
<p>VI.J.1. Explain vendor/contract management.</p>		<p>Week 7 - Chapter 18 Case Study</p>
	<p>III.H.3. Apply quality management tools.</p>	<p>Week 9 - Chapter 17 - Select a problem that you have recently experienced and evaluate it using a fishbone diagram.</p>
	<p>VI.A.2. Discover personal leadership style using contemporary leadership theory and principles.</p>	<p>Week 7 - Chapter 13, Internet Activity and Application of Theory Exercise, page 251</p>

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	VI.A.3. Take part in effective communication through project reports, business reports, and professional communication.	Week 3 – Chapter 6 - You are the Manager of HIM at an acute care hospital. Write a memo to your department to solicit ideas to reduce the departmental budget that could prevent the need for elimination of staff.
	VI.A.4. Apply personnel management skills.	Week 3 – Chapter 6 - You are the Manager of HIM at an acute care hospital. Write a memo to your department to solicit ideas to reduce the departmental budget that could prevent the need for elimination of staff.
	VI.A.5. Take part in enterprise-wide committees.	Week 10 - Chapter 19 Case Study 2
	VI.A.6. Build effective teams.	Week 10 - Chapter 19 Internet Activity1 – Incorporate the ideas you found into development of a team building activity that could be used during the forming phase of team development.
	VI.B.1. Interpret concepts of change management theories, techniques, and leadership.	Week 5 - Chapter 10, Internet Activity and Case Study, page 199
	VI.C.1. Analyze workflow processes and responsibilities to meet organizational needs.	Week 9 - Chapter 17 Create a process flow diagram that reflects the processes you follow when working on a research assignment. Identify at least one area in the process where you could make an improvement.
	VI.C.3. Demonstrate workflow concepts.	Week 9 - Chapter 17 Create a process flow diagram that reflects the processes you follow when working on a

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		research assignment. Identify at least one area in the process where you could make an improvement.
	VI.D.1. Manage human resources to facilitate staff recruitment, retention, and supervision.	Week 6 - Chapter 11 Case Study 1; Also, write an advertisement to recruit for the position
	VI.F.3. Apply general principles of management in the administration of health information services.	Week 1 – Chapter 2 - Application of Theory 1 - include how each may be applied in the health information management setting.
	VI.I.1. Take part in system selection process.	Week 7 - Chapter 18 Case Study page 338
	VI.I.3. Apply project management techniques to ensure efficient workflow and appropriate outcomes.	Week 7 - Chapter 18 Internet Activity page 338

**Midstate Grading scale:**

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

**Academic Integrity:**

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

**MIDSTATE COLLEGE**  
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The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

**Plagiarism:**

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

**Student Success and Tutoring:**

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; [studentsuccess@midstate.edu](mailto:studentsuccess@midstate.edu);

The Office of Student Success offers help in the following areas:

- **Tutoring:** Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- **Writing assignment assistance:** This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.

**MIDSTATE COLLEGE**  
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- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

**Instructor:** Cindy Heskett, RHIT  
**Midstate email:** csheskett@midstate.edu

**Room/phone:** 236/309-692-4092  
**Office Hour(s):** posted on website

**Policies and Procedures:**

1. This course is being administered as flex learning. The schedule will state what day and time the classroom component will be, as it would be with a regular classroom course, while eLearning is available at all times. If you plan to attend in the classroom please let the instructor know at least one day prior to the date of the classroom meeting time so that an adequate number of classroom materials can be printed.

Flex courses are taught both on-campus and through eLearning. Flex courses offer personalized learning where students can choose each week whether they want to attend on-campus, via eLearning, or both.

- On-campus = If a student attends an on-campus course, he or she will be counted as present.
  - eLearning = To be considered in attendance for an eLearning course, the student must participate each week by submitting substantial, gradable work.
2. All work is to be submitted on time unless unusual circumstances occur. If you miss class, you are expected to use your course outline to determine what you missed. You will have seven days to make arrangements to make up the missed work without penalty. The grade will drop 10% for each week you delay in completing material following the seven day grace period. Late work will NOT be accepted without prior approval from the instructor. This includes homework and quizzes.
  3. If you attend the classroom component, you are expected to be on time. If you must arrive late, or leave early during class, please let the instructor know ahead of time and enter and leave the classroom quietly to avoid disturbing others.
  4. Academic dishonesty is never tolerated and will be referred to the Dean.
  5. If you are in the classroom, cell phone ringers must be silenced and absolutely no texting or taking calls will be allowed during class.
  6. The final exam must be completed. Failure to do so will result in failure of the course.
  7. In order to maintain equal work in both online and classroom components of this course, all students, both classroom and eLearning, must complete weekly reflections.
  8. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research

**MIDSTATE COLLEGE**  
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papers, but also discussion forum postings. Discussion postings must be in your own words and references must be cited.

9. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

**Participation Requirements:**

1. If you are attending the course via eLearning, discussion responses must be posted by Sunday night at the end of the week. In order to receive full credit for online discussion, you must also respond to at least one other student in a meaningful manner with either a value-added comment or an insightful question about the posting of your classmate. Students attending in the classroom must come prepared to discuss the assigned question and must actively participate in discussion in the classroom in order to receive full credit.
2. Attendance is expected, not suggested. Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

**Examination Information:** A pretest is administered during Week 1. The pretest is for assessment purposes only to determine what the students' knowledge level is at the start of the quarter. The pretest is not included in the final grade. There will be weekly quizzes and a final exam in Week 12. The final exam is comprehensive in nature.

**Methods of evaluating student performance:**

All assignments, projects, quizzes, assessment items and the final examination must be completed. If all required elements are not done, the student will not pass this course. A course average grade of C or better is required to be considered passing for this course.

Discussions	25%
Weekly Reflections	20%
Assignments	25%
<u>Quizzes &amp; Final Exam</u>	<u>30%</u>
Total	100%



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**Instructor's Grading Scale:**

<b>CLASSROOM DISCUSSION QUESTION GRADING GUIDELINES</b>	
Initial posting <ul style="list-style-type: none"> <li>• Answers minimal requirements of question without supporting evidence = 10 points</li> <li>• Minimal response with supporting evidence = 20 points</li> <li>• Complete response with supporting evidence = 40 points</li> </ul>	40 points
Response to a classmate <ul style="list-style-type: none"> <li>• Simple response lacking insight or adding value = 20 points</li> <li>• Insightful response adding value to the initial response = 40 points</li> </ul>	40 points
Correct spelling and grammar in postings for the week <ul style="list-style-type: none"> <li>• Professional and respectful response = 20 points</li> <li>• Unprofessional or disrespectful response = 0 points</li> </ul>	20 points
Total points per weekly discussion	100 points

<b>ELEARNING DISCUSSION QUESTION GRADING GUIDELINES</b>	
Initial posting <ul style="list-style-type: none"> <li>• Answers the minimal requirements of the question without supporting evidence = 10 point</li> <li>• Minimal posting with supporting evidence = 20 points</li> <li>• Complete posting with supporting evidence = 30 points</li> </ul>	30 points
Response to posting of a classmate <ul style="list-style-type: none"> <li>• Posting the minimal requirements without supporting evidence = 10 points</li> <li>• Minimal posting with supporting evidence = 20 points</li> <li>• Complete posting with supporting evidence = 30 points</li> </ul>	30 points
Correct spelling and grammar in postings for the week <ul style="list-style-type: none"> <li>• No spelling errors = 20 points</li> <li>• One or two spelling errors = 10 points</li> <li>• More than two spelling errors = 0 points</li> </ul>	20 points
Correct grammar in postings for the week <ul style="list-style-type: none"> <li>• No grammar errors = 20 points</li> <li>• One or two grammar errors = 10 points</li> <li>• More than two grammar errors = 0 points</li> </ul>	20 points
Total points per weekly discussion	100 points

**MIDSTATE COLLEGE**  
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**Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

<b>WEEKLY REFLECTION GRADING GUIDELINES</b>	
<ul style="list-style-type: none"> <li>• Two complete paragraphs with supporting evidence = 40 points</li> <li>• One paragraph with supporting evidence or two minimal paragraphs without supporting evidence = 20 points</li> <li>• Answers the minimal requirements of the question without supporting evidence = 10 points</li> <li>• No posting = no points</li> </ul>	40 points
Correct spelling in postings for the week <ul style="list-style-type: none"> <li>• No spelling errors = 30 points</li> <li>• 1 misspelled word = 20 points</li> <li>• 2-3 misspelled words = 10 point</li> <li>• More than 3 misspelled words = 0 points</li> </ul>	30 points
Correct grammar in postings for the week <ul style="list-style-type: none"> <li>• No grammar/mechanical errors = 30 points</li> <li>• 1 grammar/mechanical error = 20 points</li> <li>• 2-3 grammar/mechanical errors = 10 points</li> <li>• More than 3 grammar/mechanical errors = 0 points</li> </ul>	30 points
Total points per weekly discussion	100 points

**MIDSTATE COLLEGE**  
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<b>WRITING ASSIGNMENT GRADING GUIDELINES</b>			
	<b>-20</b>	<b>-10</b>	<b>-0</b>
Introduction	Does not state objectives clearly	States objectives clearly, plus includes thesis statement	Also includes necessary info for reader's understanding of topic
Paragraph Development	Paragraphs are not well developed, not using minimum number of sentences nor complex sentences	Paragraphs are somewhat developed, using simple sentences, and with the minimum number of sentences	Paragraphs are fully developed, using multiple, complex and compound sentences
Content	Does not cover content appropriately	Major areas of content are included, but lacking sufficient detail	All pertinent content is covered
Mechanics	More than 3 errors	Between 1-3 errors	No errors
Spelling	More than 3 misspelled words	Between 1-3 misspelled words	No misspelled words

**Course Outline**

**MIDSTATE COLLEGE**  
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Week	Chapter	Material Covered
1	1	Pretest Introduction to the Health Information Management Profession and the Healthcare Environment
	2	Management Theories for an Integrated Management Model
2	3	The Art of Decision Making and Problem Solving
	4	Planning in the Healthcare Setting
3	5	Planning in Healthcare: Operational Plans and Tools for Planning
	6	Management of Financial Resources
4	7	Planning Policies and Procedures
	8	Planning the Physical Environment
5	9	The Process of Organizing Health Information Services
	10	The Organizational Model
6	11	Organizing Position Designs for Employees
	12	Managing with Evolving Technology
7	13	Leading: The Interpersonal Aspects of Management
	18	Project Management in Healthcare
8	14	Motivating for Leadership in the Healthcare Environment
	15	Communicating in the Healthcare Environment
9	16	The Focus of Control in Health Information Management
	17	Quality and Performance Improvement
10	19	The Effective Committee
11	20	Managing Change as a Healthcare Professional
	21	Personal and Professional Career Management
12	N/A	Final Exam

**Week One**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Identify major components in a definition of management
2. Explain how data and resulting information are used in healthcare organizations.
3. Discuss advocacy and its role in effective use of healthcare information
4. Define a health information consultant's role in alternative delivery settings
5. Distinguish the different characteristics of the process, systems, and contingency approaches to management.

**Assignments**

1. Read Chapters 1 and 2.
2. **Discussion 1:** The first discussion post shall consist of two paragraphs. The first paragraph will simply be an introduction of you. The second paragraph should address backup plans. Since this class requires use of a computer, it is important to have access to a reliable computer. What is your backup plan in the case that

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**(309) 692-4092 (800) 251-4299**

you experience computer or internet access problems? It is good to have more than one alternative in case you may need it. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.

3. **Discussion 2:** Discuss Application of Theory question 1 on page 28. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
4. Complete the homework assignments.
  - Complete the Internet Activity on page 28.
  - Complete the Case Study on page 28.
  - Complete Application of Theory question 1 on page 43. Include how each may be applied in the health information management setting.
  - Complete Application of Theory question 3 on page 43.
5. Complete the weekly reflection.

**Week Two**  
**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Explain differences between strategic planning decisions and day-to-day problem-solving decisions.
2. Outline steps in the decision-making process.
3. Explain how to create programmed decision-making tools for teams and contrast these with non-programmed decision-making methods.
4. Identify advantages and disadvantages of team decision-making.
5. Explain how departmental objectives flow from organizational mission statement, goals, and objectives.
6. Identify the four components of SWOT analysis and describe the steps in analyzing the environment.
7. Outline the major steps in the planning process.

**Assignments**

1. Read Chapters 3 and 4.
2. Discussion: Discuss the Application of Theory Exercise 1 on page 81. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete the Internet Activity on page 56.
  - Complete the Case Study on pages 56-57.
  - Complete Critical Thinking Exercises 1, 2, and 4 on page 81.
  - Complete Application of Theory Exercise 2 on page 81.
4. Complete the weekly reflection.

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
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**Week Three**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Describe the scope of operational planning.
2. Explain the value of a budgeting process.
3. Identify major factors in planning operational objectives.
4. List the major factors for success in budgeting development.

**Assignments**

1. Read Chapters 5 and 6.
2. Discussion: Discuss Critical Thinking Question 4 on page 110. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete Critical Thinking Exercises 2 and 8 on page 94.
  - Complete Application of Theory Exercise 1 on page 94.
  - Complete Critical Thinking Exercises 2, 3, and 4 on page 110.
  - Complete the Internet Activity on page 110.
  - Complete the Case Study on page 111.
  - You are the Manager of HIM at an acute care hospital. Write a memo to your department to solicit ideas to reduce the departmental budget that could prevent the need for elimination of staff.
4. Complete the weekly reflection.

**Week Four**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Explain the differences between rules and policies and how each relates to objectives.
2. Discuss the value of documenting procedures into manuals in the work environment.
3. Describe the main features of the narrative format for writing procedures.
4. Develop departmental rules and policies that will conform to organization-wide rules and policies.
5. Identify steps for creating rules and policies to cover unique problems.
6. Define the term ergonomics and give several reasons for applying ergonomic principles when designing or remodeling the HIM work environment.
7. State reasons for implementing an ongoing inventory of equipment and furnishings in an HIM department.
8. Create a space model for an HIM department including rationale for organization of each section, technology, esthetics, and furniture selection.

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
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**Assignments**

1. Read Chapters 7 and 8.
2. Discussion: Discuss Critical Thinking Exercise 1 on page 125. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete Critical Thinking Exercise 7 on page 155.
  - Complete Application of Theory Exercise 4 on page 156.
  - Complete the Internet Activity on page 156.
  - Complete the Case Study on page 156.
4. Complete the weekly reflection.

**Week Five**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Define the management function of organizing.
2. Demonstrate ways that rules and policies are used in creating a formalized organizational structure.
3. Identify differences between line and staff relationships.
4. Describe mechanistic structural design and state how functional departmentalization becomes a part of this design.
5. Define network structure and describe when it is used advantageously in healthcare firms.
6. Explain the major features involved in the three phases of reengineering.

**Assignments**

1. Read Chapters 9 and 10.
2. Discussion: Discuss Application of Theory Exercise 1 on page 182. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete the Internet Activity on page 183.
  - Complete the Case Study on page 183.
  - Complete the Internet Activity on page 199.
  - Complete the Case Study on page 199.
4. Complete the weekly reflection.

**MIDSTATE COLLEGE**  
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**Week Six**  
**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Describe job design and explain how specialization has been especially important in healthcare organizations.
2. Develop a position description utilizing the major components.
3. Explain job rotation, job enlargement, job enrichment, and flexible work schedules.
4. Identify situations where HIM managers may choose to develop interim organizational models.
5. List several techniques HIM professionals can use for self-education in managing new and emerging technologies.

**Assignments**

1. Read Chapters 11 and 12.
2. Discussion: Discuss the Application of Theory Exercise on page 232. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete Application of Theory Exercises 2 & 4 on page 222.
  - Complete the Internet Activity on page 222.
  - Complete Case Study 1 on page 222. Also, write an advertisement to recruit for the position.
  - You are the Manager of HIM for an acute care facility. A coding position was recently vacated and you need to fill it soon to avoid a significant increase in unbilled accounts. One of your staff members from Release of Information is currently in school pursuing a Health Information Technology degree and has expressed interest in applying for the position. Compare the options of hiring a new person, who is already an experienced coder, versus promoting your Release of Information Specialist and providing training.
  - Complete the Internet Activity on page 232.
  - Complete the Case Study on pages 232-233.
4. Complete the weekly reflection.

**Week Seven**  
**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Describe how Health Information managers can identify appropriate personality traits for specific positions in a hospital Health Information department.
2. Define formal and informal groups within a healthcare organization and the role Health Information professionals have in each.
3. Give advantages of using the team approach for accomplishing objectives in the Health Information department.



**MIDSTATE COLLEGE**  
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**Assignments**

1. Read Chapters 13 and 18.
2. Discussion: Discuss Application of Theory Exercise 1 on page 251. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete Critical Thinking Exercises 3 and 4 on page 251.
  - Complete Application of Theory Exercise 1 on page 251.
  - Complete the Internet Activity on page 251.
  - Complete Critical Thinking Exercise 1 on page 338.
  - Complete the Application of Theory Exercise on page 338.
  - Complete the Internet Activity on page 338.
  - Complete the Case Study on page 338.
4. Complete the weekly reflection.

**Week Eight**  
**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. List motivating factors that Health Information managers can use for increasing productivity and morale in the workplace.
2. Describe three major views of conflict and the differences among them.
3. Suggest strategies for motivating difficult employees.
4. Describe the process of communication as the message flows from the sender to the receiver.
5. List barriers to effective communication and steps managers can take to reduce these barriers.

**Assignments**

1. Read Chapters 14 and 15.
2. Discussion: Discuss the Application of Theory Exercise on page 266. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete the Internet Activity on page 267.
  - Complete the Case Study on page 267.
  - Complete Application of Theory Exercise 1 on page 283.
  - Complete the Internet Activity on page 284.
  - Complete the Case Study on page 284.
4. Complete the weekly reflection.

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**Week Nine**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Define controlling and explain the relationship to the other management functions.
2. Describe ways management information systems (MIS) assists Health Information managers in quality improvement (QI) activities.
3. Identify changes in the culture of an HIM department when customers become the focus of activities.
4. Give examples of the value of benchmarking as a tool for QI management.

**Assignments**

1. Read Chapters 16 and 17.
2. Discussion: Discuss Case Study 1 on page 327. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete the Application of Theory Exercise on page 295.
  - Create a process flow diagram that reflects the processes you follow when working on a research assignment. Identify at least one area in the process where you could make an improvement.
  - Select a problem that you have recently experienced and evaluate it using a fishbone diagram.
  - Complete Internet Activities 1 and 2 on page 327.
  - Complete Case Study 2 on page 327.
4. Complete the weekly reflection.

**Week Ten**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Differentiate between data and the resulting information that can be used for performance measurement.
2. Describe the value of benchmarking in performance measurement activities.
3. Discuss the advantages and disadvantages of using committees for decision making.
4. Give the major responsibilities of a committee chairperson and committee participants.
5. Describe the components of a meeting agenda and state why each one is necessary.
6. Explain the value of each of the components that are a part of minutes.

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**Assignments**

1. Read Chapter 19.
2. Discussion: Discuss Internet Activity 1 on page 364. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete Critical Thinking exercises 1, 2, 4, & 5 on page 363.
  - Complete Application of Theory Exercises 1 and 2 on page 364.
  - Complete Internet Activity 1 on page 364. Incorporate the ideas you found into development of a team building activity that could be used during the forming phase of team development.
  - Complete Case Studies 1 and 2 on page 364.
4. Complete the weekly reflection.

**Week Eleven**

**Objectives**

Upon completion of this week's assignments, the student will be able to:

1. Discuss the major forces that are creating a mandate for change in the healthcare industry.
2. Analyze major challenges faced by HIM professionals initiating change in both acute care facilities and ambulatory settings.
3. Explain revitalization and need for change for professional career growth.
4. Explain rationale for four underlying reasons of why employees may resist change.
5. Discuss six steps managers can take to reduce resistance to change.
6. Explain the factors that offer value to the role as broker of health information.
7. Explain how personality organizational type tends to organize personal work.
8. Describe five major tools and techniques for effective personal and office time management.
9. Discuss opportunities HIM professionals have for enhanced personal and professional growth.

**Assignments**

1. Read Chapters 20 and 21.
2. Discussion: Discuss the Internet Exercise on page 393. Post answers to the discussion forum by Sunday, Day 7. Be sure to respond to at least one other classmate's post.
3. Complete the homework assignments.
  - Complete the Case Study on page 379.
  - Complete Critical Thinking Exercises 1 & 2 on page 393.
  - Complete the Internet Exercise on page 393.
4. Complete the weekly reflection.

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**Week Twelve**

**Assignments**

1. Complete the final examination.
2. Complete the final course reflection. Each student must submit a 2 – 3 paragraph report to the Final Course Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments this quarter. Please devote the last paragraph to at least two concepts that you found to be most personally important and/or valuable from course material this quarter. Also share information regarding what you liked best about the course, what you liked least about the course, and any comments or suggestions for improvement. The final course reflection is due by Sunday, Day 7 of this week
3. Complete the course evaluation.