

**Dakota State University**  
**HIM 450: Research in Health Information Administration**

**Spring 2009 COURSE SYLLABUS**

Internet course: lectures and assignments posted weekly, each Saturday

**INSTRUCTOR:**

PATTI BROOKS, MBA, MSIS, RHIA

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Office Hours: Virtual – I typically check my e-mails at least twice a day and will respond in a timely manner. If needed, I can arrange a time to call you as well.

**COURSE INFORMATION:**

***Description and Catalog Year:***

An introduction to research methods in the health care industry that guides the student through the research process including developing problem statements, performing literature searches, evaluating and writing proposals and critiquing existing research articles. The course will also include an overview of existing statistical software applications used in research. Research and presentation of an aspect of health information management will be included. 2008 - 2009 catalog.

*This course meets the requirements of IGR Goal # 2 and Part III. Major Area Writing Intensive:*

*Goal:* Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic material.

*Outcomes of IGR Goal #2:*

1. Read extensively and respond critically in written discourse, e.g. do significant outside reading with corresponding writing assignments;
2. Use writing to learn course content by practicing writing as in integral, on-going part of the course and applying writing conventions of appropriate style manuals (MLA, APA, and Chicago).

***Prerequisite:***

Completion of HIM 443, HIM 444, HIM 361, and BADM 220. Taking the courses concurrently is also an option.

***Credit Hours:***

Three credit hours

***Adopted Course Textbook and Instructional Materials:***

This course is a writing intensive course and is designed to meet the DSU writing requirements . Any DSU course which has been designated as a writing intensive course will use the same writing reference guide designed specifically to meet DSU requirements. It can be purchased from the DSU book store.

Custom Edition for Dakota State University: Harris, Muriel. 2007. *Prentice Hall Reference Guide*.

**ISBN:** 0-536-06188-2

***Instructional Methodologies:***

Written lectures notes, assignments/projects, discussions, and any other information will be obtained from the class Web site. Independent reading assignments are required.

The instructor reserves the right to make adjustments in this course to better meet the needs of students or the intent of the course.

Students are expected to participate in and complete every class. Assignments and/or projects are due at the time designated. Unless advance arrangements have been made, there will be no make-up tests/quizzes. There will be no grade penalties for pre-approved make-up tests. Any missed tests will constitute a zero for that test.

Discussion boards will be utilized for the purpose of having a class discussion at the Web site. Students will attend "class" at their leisure from home, school, or work on a weekly basis. Class participation will be based on comments made to the class discussion board pertaining to the topic assigned. All students must participate in the discussion, at a minimum, when required to do so since comments constitute part of the assignment grade.

***Computer Needs:***

Minimum computer requirements are a computer which enables access to the World Wide Web, an Internet electronic mail program, and an Internet browser like Netscape Navigator or Internet Explorer (preferred). The best connection is a high-speed connection like wireless, cable, or a dedicated service line. Dial up is not recommended for taking an Internet course.

Dakota State University has migrated to Microsoft Office 2007, which has the capability of converting 2003 Microsoft Office documents. Homework will be done using Microsoft software such as Word, Excel, Access, and PowerPoint. At a minimum, you will need access to a Microsoft Office product for compatibility with the course work.

If you elect to not participate in the migration to Office 2007 at this time and use Office 2003 for now, you should run this update so that your old Office programs can properly read the files of the people who do choose to upgrade to Office 2007.

<http://homepages.dsu.edu/boldtj/filez/FileFormatConverters.exe>

You are encouraged to update to Office 2007. You can do that by purchasing a copy of it from DSU at a minimal charge. Please contact me if you wish to purchase a copy. DSU has a licensing agreement with Microsoft to provide students the copy.

Below is an URL, which you might find helpful in answering your computing questions. The link provides links to answer general DSU computing questions and many other “tech” and policy questions.

<http://support.dsu.edu/>

### ***Computer Skills Used:***

Desire to Learn (D2L) is the course management software used on the DSU campus. The entire class will be taught within D2L. We will use the email, discussion board, assignments, gradebook, quizzes, and other functions. D2L is not only new to DSU, but is mandated in all state universities by the South Dakota Board of Regents.

As stated above, we will use Microsoft Office products; for the most part, Word, Excel, PowerPoint, or Access could be used minimally.

### ***Professionalism:***

Your university experience is developed in order to prepare you for the professional world that you will be embarking upon once the required course work is completed. In order to assist with this preparation, your class work will be treated as work assignments delegated to you in a professional setting. The instructor will be treated as though she is your boss/supervisor/team leader at work and appropriate behavior is expected.

### ***Academic Honesty Policy:***

Ethical conduct is a requirement. Cheating, plagiarism, or other forms of academic dishonesty including the acquisition without permission of tests or other academic material belonging to a member of the University faculty or staff, or the providing of

one's own work in hard copy or on disk to another student for the purpose of copying any portion is not allowed.

Disciplinary action as deemed appropriate by the instructor will result as a consequence to unethical conduct regarding completion of this course. All the students are required to work independently in this class. Any forms of cheating will result in a grade of 'F'. The following is a link to the University policy concerning academic honesty:  
<http://www.departments.dsu.edu/hr/newsite/policies/032200.htm>

A tutorial concerning plagiarism - what it is and how to avoid it can be reviewed at:  
[http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1](http://wps.prenhall.com/hss_understand_plagiarism_1).

I will follow the recommendations stated in DSU's academic dishonesty policy.

### **ADA Statement:**

If there is any student in this course who, due to a disability, has need for non-standard note-taking, test taking, technology, or other accommodations, please contact Dakota State University's ADA coordinator, Keith Bundy, by email at [keith.bundy@dsu.edu](mailto:keith.bundy@dsu.edu) or by phone at 605-256-5121, as soon as possible. Accommodations cannot be given until they have been applied for, and the need confirmed. Further information, along with the form to request accommodations can be found at  
[http://www.departments.dsu.edu/disability\\_services/](http://www.departments.dsu.edu/disability_services/)

### **Learning Objectives:**

It is essential that students develop creative capacities such as writing and develop skills oneself orally or in writing. It is also important for student to learn to apply course material; acquire skills in working with others as a member of a team; and learn how to find and use resources for answering questions or solving problems.

At the end of this course the students will be able to:

1. Identify a reasonable question for research
2. Perform a literature review
3. Perform a computer search of an identified topic
4. Determine a methodology for research
5. Establish a scope and the limitations of a study
6. Complete data analysis
7. Present results of a study
8. Write an article matching criteria that would allow for it to be published in a journal
9. Be exposed to at least one statistical software package
10. Understand the principles of in-service education
11. Arrange and present an in-service presentation

After successfully completing HIM 450 Research Methods in Health Care, the student will be able to master the following Tasks as identified by the American Health Information Management Association (AHIMA).

## **II. Domain: Health Statistics, Biomedical Research and Quality Management**

### **A. Subdomain: Healthcare Statistics and Research**

T4. Ensure adherence to Institutional Review Board (IRB) processes and policies.

## **III. Domain: Health Services Organization and Delivery**

### **B. Subdomain: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues**

- T3. Develop and implement privacy training programs.
- T6. Apply and promote ethical standards of practice.

## **V. Domain: Organization and Management**

### **A. Subdomain: Human Resources Management**

- T3. Develop and implement staff orientation and training programs.
- T4. Develop and implement continuing education programs.

## **Knowledge Clusters**

### *2A. Healthcare Statistics, Biomedical Research and Quality Management - Healthcare Statistics and Research*

- 7. Computerized statistical packages
- 8. Research design/methods (such as quantitative, qualitative, evaluative, outcomes)
- 9. Knowledge-based research techniques (such as Medline, CMS, libraries, web sites)
- 10. National guidelines regarding human subjects' research
- 11. Institutional review board process (IRB)
- 12. Research protocol data management

### *6A. Human Resources Management*

- 3. Work force education and training

## **Course Outline:**

Information and lectures published on the Internet equates to information that would be delivered in the traditional class setting.

The first half of the semester, the student will study research topics. The second half of the semester, the student will arrange and present an in-service education program utilizing what they have learned about research and in-service education.

## **Assessment Criteria:**

### *Quizzes, Assignments, Discussion Boards:*

- Quizzes are non-proctored to reinforce concepts presented in the KML modules and the Prentice Hall Reference Guide.
- Assignments are designed to reinforce concepts and improve writing skills:
  - KML modules
  - *Prentice Hall Reference Guide*
- Discussion boards are utilized to have class discussions regarding presented topics and research topics
  - **Netiquette:** All students must post responses to discussion board questions. During online discussions, you are expected to use good etiquette, which includes the following:
    - Be professional and careful with your online interactions (discussion boards or email messages)
    - If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.
    - Concentrate on one subject per message and use relevant subject titles.
    - Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
    - Cite all quotes, references, and sources.
    - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
    - It is considered extremely rude to forward someone else's message without his/her permission.
    - It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism. Limit your use of emoticons such as :- ) or :- ( to let others know that you are being humorous or critical.
    - Never say anything you would not want to see on a front page of your local newspaper

(Etiquette guidelines were derived from the Net User Guidelines and Netiquette by Arlene H. Rinaldi available from Netcom.)

### *Research Paper:*

- In-depth research regarding an (approved) current health information management topic/trend with three objectives:

- Expose students to research methods and sources referenced in the KML modules
- In-depth research of a current health information topic (that interests them) to provide a broad and varied learning experience of the topic
- Perfect writing skills

*In-service Presentation* (in lieu of a final exam)

- Develop a real-life, professional learning experience for co-workers and peers utilizing learned research methods

Information regarding expectations, point value, and due date of assignments/projects will be provided at the time the assignment is made. All written assignments will also include an evaluation of grammar, punctuation, and spelling. All assignments should be submitted using a font size of 12. Comments made to the discussion board are considered assignments and are part of that evaluation.

**Evaluation Procedures:**

Evaluation components include:	
Quizzes, Assignments, Discussion Boards	30%
In-service Program	35%
Research Paper	35%

The weighted evaluation components will be combined to receive one final grade. The following fixed-percentage scale is used to determine final grades:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% & Below	F

If a student's cumulative grade calculation fall near or on the borderline of two letter grades, the instructor will give consideration to that student's discussion board participation, effort, and attitude in determining the final grade assignment for the course.

Students are reminded that they must earn at least a "C" in this course to fulfill HIA graduation requirements. If a student receives less than a "C" as a final grade, he/she may not complete HIM 485 or write the national certification exam.

**Minimum Course Bibliography:**

1. Research for the Health Professional; A Practical Guide, by Diana M. Bailey.
2. Introduction to Research: Multiple Strategies for Health and Human Services, by Elizabeth DePoy and Laura N. Gitlin.
3. Principles and Practice of Nursing Research, by Laura A. Talbot, RN,C,PhD.
4. Handbook in Research and Evaluation, second edition, by Stephen Isaac and William B. Michael.
5. DSU Karl Mundt Library Web site and various other Internet resources.

### ***Tentative Course Schedule***

<b>Date</b>	<b>Class Discussion</b>	<b>Assignment</b>
<b><i>Week 1</i></b>	<p>Review of the syllabus.</p> <p>Read the discussion board and listen to the video for more information about the class.</p>	<p>Visit the Karl Mundt virtual library (KML) using the following steps:</p> <ol style="list-style-type: none"> <li>1. Click on 'Where do I start?' at the center top of the KML home page.</li> <li>2. Scroll down to the section called 'How do I do Research?' and Click on the 'TILT Tutorial'.</li> <li>3. Click on 'First Time Users'.</li> <li>4. Read the page and check out links to make yourself ready; work your way to the bottom of the page and when you are ready, hit the 'enter' link.</li> <li>5. Read Information Literacy.</li> <li>6. Click on the link and select Module I.</li> <li>7. Complete Module I.</li> </ol> <p>Read <u>The Writing Process</u> (pages 1 – 48) in the Prentice Hall Reference Guide.</p> <p>Discussion board.</p>

<p><b>Week 2</b></p>	<p><b>Module 2</b></p>	<p>Module 2 - Make sure to read all screen directions carefully in the module. This is very important when doing the practice.</p> <p>(A1) - While doing Module 2, do each of the practices and submit only your answers.</p> <p>Read <u>Revising Sentences for Accuracy, Clarity and Variety</u> (pages 49 – 98) and <u>Parts of Sentences</u> (pages 99-164) in the Prentice Hall Reference Guide.</p> <p>(A2) – After reading the Prentice Hall Reference Guide assignment, complete the assignment on making the appropriate sentence changes.</p> <p>Quiz over Modules 1 and 2</p> <p>Discussion board.</p>
<p><b>Week 3</b></p>	<p><b>Module 3</b></p>	<p>Module 3</p> <p>(A3) - While doing Module 3, do each of the practices and submit only your answers.</p> <p>Read <u>Punctuation</u> (pages 165-218) and <u>Mechanics and Spelling</u> (pages 219-246) in the Prentice Hall Reference Guide.</p> <p>(A4) – After reading the Prentice Hall Reference Guide assignment, complete the assignment on making the appropriate sentence changes.</p> <p>Discussion board.</p>
<p><b>Week 4</b></p>	<p><b>Module 4</b></p>	<p>Module 4</p> <p>APA Style - You will be using the</p>

		<p>APA style, 5th edition for citing your references. The style wizard is very helpful in building your citations. Your assignment this week is to go to the style wizard and build a citation for each of the following: journal article, book, chapter in edited book, convention or seminar paper, magazine article, and an Internet source (A5).</p> <p>Quiz over Modules 3 and 4.</p> <p>Discussion board.</p>
<b><i>Week 5</i></b>	<b>Research Paper Requirements</b>	<p>Read <u>Style and Word Choice</u> (pages 247-266) and <u>Research</u> (pages 289-373) in the Prentice Hall Reference Guide.</p> <p>(A6) – After reading the Prentice Hall Reference Guide assignment, complete the assignment on making the appropriate sentence changes.</p> <p>Choose topic and begin research on topic for research paper.</p> <p>Discussion board.</p>
<b><i>Week 6</i></b>	Listen to short video or read the discussion board for what we are doing in class.	<p>Quiz over Prentice Hall chapters.</p> <p>Submit topic and draft outline of research paper (A7).</p> <p>Discussion board.</p>
<b><i>Weeks 7</i></b>	Listen to short video or read the discussion board for what we are doing in class.	<p>Work on research paper.</p> <p>Discussion board.</p>

<p><b>Week 8 &amp; 9</b></p>	<p>At this point, you should be about finished with your research papers. You can now also start thinking about the inservice portion of the class. The lecture this week discusses issues to consider when developing an inservice presentation. You will need to make all of the arrangements, so I hope you will be thinking about where you would like to present and make the contact to verify that you can indeed do an inservice.</p>	<p>Lecture - Developing an In-service Presentation</p> <p>Discussion board.</p>
<p><b>Week 10</b></p>	<p>Continue work on your research and inservice.</p>	<p>Discussion board.</p>
<p><b>Week 11</b></p>	<p>Continue work on your research and inservice.</p>	<p>Reminder: Research paper is due April 5, 2009.</p> <p>Discussion board.</p>
<p><b>Week 12</b></p>	<p>Lecture – Requirements of Inservice Assignment and Grade Tool.</p> <p>Research paper must be submitted by April 5<sup>th</sup> by 11:55 p.m.</p>	<p>What you need to be doing is getting your in-service presentations ready. I need to know the date and location you plan to present. If you have any questions about it, please let me know. I will plan to attend your inservice as it fits into my schedule, so please send me your final arrangements soon.</p> <p><b>If you are at a distance, you will need to have your presentation video graphed for me to view.</b></p> <p>Discussion board.</p>

<b>Week 13</b>	More information on inservice preparation and presentation.	Submit inservice topic and draft outline of inservice (A8).  Be thinking about, and preparing for, your inservice. Do not forget to let me know when you are presenting. If I cannot be there, you must have it videographed and sent to me. Web conferencing is also an option.  Discussion board.
<b>Week 14</b>	Read the discussion board for what we are doing in class.	Continue to work on inservice preparation and presentation.  Discussion board.
<b>Week 15</b>	Read the discussion board for what we are doing in class.	Continue to work on inservice preparation and presentation.  Discussion board.
<b>Week 16</b>	The inservice and paper work must be completed and submitted no later than May 3 <sup>rd</sup> by 11:55 p.m.	
<b>No Final Exam for this Class!!!</b>		
<i>Final Exam Week</i>	<i>Commencement - Fieldhouse</i>	<i>Final Grades Due in Enrollment Services</i>