



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

Course Name:	Management of Health Information Services
Course & Section Number:	HIT 226-XXX
Meeting Day(s) & Time(s):	Online – No live meeting days
Credits:	2
Contact Hours:	2 Web
Text:	Management for the Health Information professional, 3 rd Edition
Instructor's Name:	*
Office Hours & Location:	
OCC Phone:	
OCC Email:	**
Additional Contact Information:	

Please call me (name); it is my preferred name. If you have a preferred name, please let me know so I can use it. Please use only Owens email for course communications.

Catalog description:

The students will be instructed on the principles and practices essential to the efficient supervision and management of health information departments. Planning, organizing, directing and controlling health information processes, personnel and finances are studied.

Prerequisite/Corequisite(s):

Prerequisite(s): HIT 223; HIT 232; HIT 235; HIT 241; HIT 242; IST 132 All with a 'C' or better

Co-requisite(s): HIT 234; HIT 237; HIT 243; HIT 248; HIT 296

Course Materials:

Kelly, Janette R. and Greenstone-Childers, Pamela S. (2025) Management for the Health Information Professional, 3rd Edition
American Health Information Management Association (AHIMA)
ISBN13: 9781584269366

Supplemental Textbook:

Sayles, Nanette B. & Gordon, Leslie L. (2025) Health Information Management Technology: An Applied Approach. 7th Ed. AHIMA Press.

*If a **print book, e-book, or access code** is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.*

What You Will Learn in the Course

Course Objectives:

This course will:

1. Explain the four management functions of planning, organizing, directing and controlling.
 2. Distinguish between centralized and decentralized management.
 3. Review the participants in the decision-making process and overview of their responsibilities in the process.
 4. Explain the principles involved in developing an organizational chart and job descriptions.
 5. Illustrate various budgeting methods.
 6. Explain the generally accepted purposes and uses of committees.
 7. Explain the origins of conflict and review how to address conflict constructively.
 8. Review the components of effective employee orientation and training programs.
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Student Learning Outcomes:

The following domains of the Health Information Technology profession will be addressed in this course:

Students will:

Outcome	Chapters Where Assessed
Domain VI. Organizational Management and Leadership	Chapters 1-11 assignments, tests, project
VI.1. Demonstrate fundamental leadership skills.	Chapter 1 & 2
VI.2. Identify the impact of organizational change.	Chapter 5
VI.3. Identify human resource strategies for organizational best practices.	Chapters 7, 8 & 11
VI.4. Utilize data-driven performance improvement techniques for decision making.	Chapter 9
VI.5. Utilize financial management processes.	Chapter 4
VI.6. Examine behaviors that embrace cultural diversity.	Chapter 3
VI.7. Assess ethical standards of practice.	Chapter 2
VI.8. Describe consumer engagement activities.	
VI.9. Identify processes of workforce training for health care organizations.	Chapter 10

Program Competencies:

The following program outcomes are assessed in this course

Competencies	Where Assessed

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 116.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not

permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Student Responsibilities & Instructor Expectations

Student Responsibilities:

- To e-mail the instructor immediately with any questions regarding class procedure, assignments, or grades.
- To view the class on-line regularly (at least every other day, if not every day). A student who does not attend regularly may experience considerable difficulty. Regular attendance is essential in this class.
- It is your responsibility to learn of any announcements concerning assignments or changes from the syllabus.

Student Attendance:

Attendance in the core HIT classes is critical to the success of the student accomplishing the objectives of the course.

Makeup Work:

Students may request to make up missed coursework due to legitimate circumstances, including illness, emergencies, bereavement, military service, court obligations, or disability accommodations. Advance notice and documentation may be required. Title IX-related situations (e.g., pregnancy, parenting, sexual misconduct) are also covered and do not require documentation from the student.

Students should notify the instructor as early as possible and submit makeup work by the agreed-upon deadline. Instructors will determine appropriate and reasonable accommodations, though students who miss more than 25% of the course may not be eligible to make up all work.

HIT program students should note that stricter requirements may apply for labs, clinicals, or accreditation-related activities.

For full policy details or to appeal a decision, refer to the Owens Grade Appeal Policy.

Instructor Expectations:**RESPONDING to E-MAIL:**

In a web course, e-mail becomes a very important means of communication. I am not always online, but will try to respond to your messages as quickly as possible. Here are some general guidelines for my e-mail response time:

- Monday through Thursday: Within **24** hours
- Friday, Saturday, and Sunday: Within **48** hours

Classroom Environment:

To support a respectful and distraction-free learning environment, students must silence and store all personal electronic devices during class, lab, and experiential learning experiences. Unauthorized use of devices—including texting, recording, photographing, or posting to social media—is strictly prohibited and may result in disciplinary action or dismissal from the program.

Recording or transmitting images or conversations without written permission from all parties is not allowed. Use of electronic devices during exams may result in test failure at the instructor's discretion. Calculators may be used only with instructor approval.

Students are responsible for the security and storage of their own electronic devices.

How Grades are Determined and Major Assignments

The final course grade is to be computed using the following weights.

Evaluation Measure	Weighted Distribution
Discussion Boards	5%
Chapter Review Questions	10%
Quizzes & Midterm	15%
Assignments & Case Studies	20%
Final Exam	25%
Team Project	25%
Total	100%

Grading Scale

Grade	Points
A	93% - 100%
B	85% - 92%
C	75% - 84%
D	60% - 74%
F	0% - 59%

HIT 246 Assignment Schedule

Discussion Boards: Due DATE initial post and DATE_ final post the week assigned

Chapter review questions: Due DATE the week assigned.

Assignments, Case Studies and Project Phases: Due DATE the week assigned.

Quizzes; Midterm; Final: Open DATE and due on DATE the week assigned

Week	Topic	Assignment
1 DATE	Chapter 1: Theories of Management and Leadership Learning Objectives: - Identify the theories of management - Describe the impact of theories of management on health information functions - Examine the various theories of management demonstrated within healthcare organizations - Describe the theories of leadership - List the key functions and skills of leadership theories - Distinguish between the various theories of leadership exhibited within healthcare organizations Health Information Management Technology: An Applied Approach Chapter 17	Discussion Board: Class Introduction Chapter Review Questions Case Study: Project Management Life Cycle Assignment: Glossary Table - Semester Project due DATE
2 DATE	Chapter 2: The Management Functions of Health Information Management Learning Objectives: - Explain the management functions of planning, organizing, leading, and controlling in relation to a health information management (HIM) manager's job responsibilities - Identify the levels of management most exhibited in healthcare organizations - Identify the types of leadership power - Differentiate between delegation and authority - Discuss the use of dashboards and scorecards as controlling tools for managers - Discuss ethical concerns related to HIM management - Describe effective in-person and remote meeting management principles Appendix C: AHIMA Code of Ethics	Chapter Review Questions Case Study: Ethical Situation Discussion Board: Dashboards Quiz #1

3 DATE	Chapter 3: Leadership Concepts in Health Information Management Learning Objectives: • Examine how cultural diversity and inclusivity impacts the health information management (HIM) workforce • Assess the impact of changing workforce demographics on the HIM profession • Identify the roles and responsibilities of team membership • Discuss the attributes of virtual teams • Explain traditional motivation theories • Identify methods that HIM managers can use to motivate employees • Explain how workplace morale contributes to the sustainability of the HIM department Health Information Management Technology: An Applied Approach Chapter 19	Chapter Review Questions Case Study: Cultural Awareness Self-Assessment Discussion Board: Team Success (Individual Assignment) Team Formation Review of Team Project Team Leader Assignments
4 DATE	Chapter 4: Budgeting as a Function of Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet Health Information Management Technology: An Applied Approach Chapter 19	Chapter Review Questions Assignment: Budget Variances Assignment: Budget Project
5 DATE	Chapter 5: Change Management in Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet	Chapter Review Questions Team Project Phase 1: Mission and Vision Statement

6 DATE	Chapter 6: Legal Aspects of Healthcare Management Learning Objectives: • Discuss federal equal employment opportunity legislation • Discuss key components of the Americans with Disabilities Act • Evaluate legal practices in relation to interviewing and hiring practices • Explain the key components of dismissal for cause and due process • Identify progressive disciplinary action procedure Appendix C: AHIMA Code of Ethics	Chapter Review Questions Case Study: Change Management Assignment: Labor Laws Paper
7 DATE	Chapter 7: Job Descriptions and Roles in Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet •	Chapter Review Questions Team Project Phase 2: Organizational Chart
8 DATE	Chapter 7: Job Descriptions and Roles in Health Information Management <i>cont.</i>	Team Project Phase 3: Calculating ROI Staffing Levels Midterm Exam
9 DATE	Chapter 8: Recruitment, Selection, and Retention in Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee	Chapter Review Questions Case Study: ROI for Employee Training & Development

	• Create a budget using an Excel spreadsheet • in relation to recruitment and retention	
10 DATE	Chapter 8: Recruitment, Selection, and Retention in Health Information Management <i>cont.</i>	Team Project Phase 4: Productivity Standards & Job Description
11 DATE	Chapter 9: Performance Management in Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet	Chapter Review Questions Case Study: Performance Improvement Tools Quiz #2
12 DATE	Chapter 10: Training and Development in Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget • Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet	Chapter Review Questions
13 DATE	Chapter 10: Training and Development in Health Information Management <i>cont.</i>	Case Study: Privacy and Security CE Training Program
14 DATE	Chapter 10: Training and Development in Health Information Management <i>cont.</i>	Team Project Phase 5: New Employee Orientation & Policies and Procedures
15 DATE	Chapter 11: Organizational Structure of Health Information Management Learning Objectives: • Explain fiscal responsibilities in relation to budgeting • Explain how budgeting is both a planning and controlling management function • Differentiate between a fixed and flexible budget	Chapter Review Questions Team Project Final: PowerPoint Team Peer Evaluation Form Assignment: Glossary Table - Semester Project DUE

	• Compute a budget variance • Explain the purpose of a budget committee • Create a budget using an Excel spreadsheet	
16 DATE	Final Exam	

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.