Health Information Management

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Health Information Management program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

<table>
<thead>
<tr>
<th>Developed by program</th>
<th>June 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised</td>
<td></td>
</tr>
<tr>
<td>Web ready – PLAR office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 2012</td>
</tr>
<tr>
<td>Revised template by RPL program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 2012</td>
</tr>
</tbody>
</table>
Table of contents

Why consider a PLAR assessment? ................................................................. 5
What are the PLAR options? ........................................................................ 5
Option A: Individual course challenge .......................................................... 5
  Fees ........................................................................................................ 5
Option B: Block assessment ......................................................................... 5
  Fees ........................................................................................................ 6
How many courses can be challenged through PLAR? .................................. 6
Which courses are PLAR ready? .................................................................. 6
Is PLAR available at any time of the year? ..................................................... 8
Is PLAR available at any time of the year? ..................................................... 8
Is it easier to challenge a course through PLAR or take the course? .............. 8
Methods of assessing prior learning ............................................................. 8
If I live out of town, do I have to travel to a main campus to do PLAR? .......... 8
What if I have a disability and need equity accommodations? ...................... 9
Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning .... 9
Contact us .................................................................................................. 10
The PLAR Process ....................................................................................... 11
Guiding principles for developing a PLAR evidence file ............................... 12
Types of evidence ........................................................................................ 12
How long will it take to prepare evidence for PLAR? .................................... 13
Steps to complete a self-audit ...................................................................... 13
Self-audit guide(s) ....................................................................................... 14
  APHY 162 – Anatomy and Physiology .................................................. 14
  APHY 262 – Anatomy and Physiology 2 ............................................... 19
  CLIN 161 – Clinical – Foundations of Health Information Management .... 23
  CLIN 257 – Clinical Coding 1 ............................................................... 26
  CLIN 258 – Clinical – Coding 2 ............................................................ 29
  CLIN 288 – Clinical – Coding 3 .............................................................. 32
  COMM 262 – Workplace Communication ............................................ 37
  COSC 262 – Data Programming .............................................................. 39
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 160</td>
<td>Health Record Systems</td>
<td>42</td>
</tr>
<tr>
<td>HINF 161</td>
<td>Health Information Analysis 1</td>
<td>46</td>
</tr>
<tr>
<td>HINF 260</td>
<td>Epidemiology</td>
<td>50</td>
</tr>
<tr>
<td>HINF 261</td>
<td>Health Information Analysis 2</td>
<td>53</td>
</tr>
<tr>
<td>HINF 262</td>
<td>Health Care Law and Ethics</td>
<td>55</td>
</tr>
<tr>
<td>HINF 263</td>
<td>Human Resource Management in Health Care</td>
<td>61</td>
</tr>
<tr>
<td>HINF 264</td>
<td>Theories and Concepts of Program Management</td>
<td>64</td>
</tr>
<tr>
<td>HINF 265</td>
<td>Health Information Systems</td>
<td>67</td>
</tr>
<tr>
<td>HINF 266</td>
<td>Health Informatics</td>
<td>71</td>
</tr>
<tr>
<td>MED 161</td>
<td>Medical Terminology</td>
<td>74</td>
</tr>
<tr>
<td>PATH 161</td>
<td>Pathophysiology 1</td>
<td>77</td>
</tr>
<tr>
<td>PATH 272</td>
<td>Pathophysiology 2</td>
<td>81</td>
</tr>
<tr>
<td>PATH 273</td>
<td>Pathophysiology 3</td>
<td>84</td>
</tr>
<tr>
<td>PRAC 165</td>
<td>Health Information Practicum 1</td>
<td>88</td>
</tr>
<tr>
<td>PRAC 262</td>
<td>Health Information Practicum 2</td>
<td>91</td>
</tr>
<tr>
<td>PSYC 160</td>
<td>Psychology 1</td>
<td>96</td>
</tr>
<tr>
<td>STAT 260</td>
<td>Statistics for Health Sciences</td>
<td>98</td>
</tr>
<tr>
<td>CLIN 257/258/288</td>
<td>Block Challenge</td>
<td>101</td>
</tr>
<tr>
<td>HINF 260/HINF 262/PRAC 262 Block Challenge</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>HINF 263/HINF 264 Block Challenge</td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>110</td>
</tr>
<tr>
<td>Chart 1</td>
<td>110</td>
</tr>
<tr>
<td>Chart 2</td>
<td>113</td>
</tr>
<tr>
<td>Chart 3</td>
<td>115</td>
</tr>
<tr>
<td>CLIN 161</td>
<td>117</td>
</tr>
<tr>
<td>Appendix B</td>
<td>118</td>
</tr>
<tr>
<td>Appendix C</td>
<td>119</td>
</tr>
</tbody>
</table>
Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and information against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Health Information Management program recognizes prior learning in a number of ways.

We recognize:
- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge
If you have one or more years of successful experience in the Health Information Management field, and have learned the skills and knowledge for one or more of the Health Information Management courses, you may apply to be assessed for each applicable course.

Fees:
- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Health Information Management program at 1-866-467-4278.

Option B: Block assessment
As well as individual course challenges, some courses may be challenged a block. A block refers to an integrated challenge of 2 or more courses with content knowledge and skills that are cumulative in nature. Please refer to the individual courses for the learning outcomes. The following Block Assessments are available:

1. HINF 260 – Epidemiology/HINF 261 – Health Information Analysis 2/PRAC 262 – Health Information Practicum 2
3. CLIN 257 – Clinical Coding 1/CLIN 258 – Clinical Coding 2/CLLIN 288 – Clinical Coding 3

Eligibility criteria:
- Completed 1 or more years of recent (within the past 10 or so years) successful experience in the Health Information Management course field.
Fees:
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Health Information Management program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Health Information Management program?

Currently we have all Health Information Management diploma courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR ready?

<table>
<thead>
<tr>
<th>Health Information Management Program Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE CODE</strong></td>
</tr>
<tr>
<td>APHY 162</td>
</tr>
<tr>
<td>APHY 262</td>
</tr>
<tr>
<td>CLIN 161</td>
</tr>
<tr>
<td>CLIN 257</td>
</tr>
<tr>
<td>CLIN 258</td>
</tr>
<tr>
<td>CLIN 288</td>
</tr>
<tr>
<td>COMM 262</td>
</tr>
<tr>
<td>COMP 173</td>
</tr>
<tr>
<td>COMP 174</td>
</tr>
<tr>
<td>COMP 175</td>
</tr>
<tr>
<td>COMP 176</td>
</tr>
<tr>
<td>COSC 262</td>
</tr>
<tr>
<td>HINF 160</td>
</tr>
<tr>
<td>HINF 161</td>
</tr>
<tr>
<td>COURSE CODE</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>HINF 260</td>
</tr>
<tr>
<td>HINF 261</td>
</tr>
<tr>
<td>HINF 262</td>
</tr>
<tr>
<td>HINF 263</td>
</tr>
<tr>
<td>HINF 264</td>
</tr>
<tr>
<td>HINF 265</td>
</tr>
<tr>
<td>HINF 266</td>
</tr>
<tr>
<td>MED 161</td>
</tr>
<tr>
<td>PATH 161</td>
</tr>
<tr>
<td>PATH 272</td>
</tr>
<tr>
<td>PATH 273</td>
</tr>
<tr>
<td>PRAC 165</td>
</tr>
<tr>
<td>PRAC 262</td>
</tr>
<tr>
<td>PSYC 160</td>
</tr>
<tr>
<td>STAT 260</td>
</tr>
<tr>
<td>CLIN 257/258/288</td>
</tr>
<tr>
<td>HINF 260/261/PRAC 262</td>
</tr>
<tr>
<td>HINF 263/264</td>
</tr>
</tbody>
</table>

*Note*: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the PLAR homepage for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Health Information Management program at: 1-866-467-4278.
**Is PLAR available at any time of the year?**

PLAR challenges are currently being offered throughout the year but must be completed by the end of May of each year.

**Is it easier to challenge a course through PLAR or take the course?**

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

**Methods of assessing prior learning**

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- Product validation & assessment
- Challenge exam
- Standardized tests
- Performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews and oral exams
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

**If I live out of town, do I have to travel to a main campus to do PLAR?**

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.
What if I have a disability and need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: Saskatchewan Polytechnic – Counselling Service

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning

Transfer Credit
Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

The HIM program has articulation agreements with Athabasca University for the Health Care Administration degree, the University of Regina for the Health Studies degree and Ryerson University has a degree completion program.

Note: If you are a recent high school graduate, check the Saskatchewan Polytechnic Transfer Credit site for any articulated agreements that may apply for Computer Courses.

Equivalency Credit
Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for equivalency credit. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for equivalency credit, you may use these accredited courses as part of your evidence for your PLAR challenge.
Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
MooseJawCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
PrinceAlbert.Counselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
ReginaCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
SaskatoonCounselling@saskpolytech.ca
Prior Learning Assessment and Recognition Process

1. **Consult** with PLAR designated contact
   - call 1-866-467-4278 & speak with education counsellor
   - identify goals
   - discuss process & forms
   - identify courses for challenge

2. Complete **application** to PLAR
   - meet with program head/faculty
   - review the self-audit
   - determine eligibility
   - obtain approval for PLAR

3. Schedule PLAR **audit meeting**
   - consult with program faculty responsible for each PLAR
   - confirm assessment methods & procedures

4. Develop an **action plan**
   - follow an action plan
   - review your skills & knowledge
   - collect, create & compile evidence
   - obtain validations
   - meet timelines

5. Pay assessment **fees**

6. **Prepare** for prior learning assessment

7. **Challenge facilitated** by assessor

8. **Challenge evaluated** by assessor

9. **Results submitted** to Saskatchewan Polytechnic registration services

10. **Candidate notified** of results
    - Successful: see academic transcript
    - **Not successful**: letter sent
      - consult with program head
      - register for course
      - grade appeal process available
Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
   - It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current (within the past 10 years).

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.

Ensure that you provide full evidence to your Health Information Management faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- Resource lists
- Written descriptions and analysis
- Experience (activity) outlines
- Observations
- Workplace validations
- Work samples
- Photos of environments
- Videotapes
- Prop boxes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.
**How long will it take to prepare evidence for PLAR?**

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

**Steps to complete a self-audit**

1. Read through the levels of competence as listed below.

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate the learning outcome well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the learning outcome.</td>
</tr>
<tr>
<td>Functional</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

**Learning outcomes**

For each learning outcome listed, please self-evaluate your competency levels and record it in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.
Self-audit guide(s)

APHY 162 – Anatomy and Physiology
You will develop an understanding of the human body, its structures and how it functions to maintain homeostasis. You will acquire knowledge of the interactions of the body’s structures including cells, tissues, organs, and certain organ systems. You will learn the structures and functions of the integumentary, skeletal, muscular, cardiovascular, and respiratory systems.

Credit unit(s): 4.0
Equivalent course(s): NURS 111

<table>
<thead>
<tr>
<th>APHY 162 – Anatomy and Physiology 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the sciences of anatomy and physiology of the human body.
   - Describe the sciences of anatomy and physiology
   - Describe the anatomical position, directional terms, anatomical regions, and anatomical planes
   - Describe the location of the body cavities and the organs in each cavity
   - Describe the serous membranes
   - Describe homeostasis and homeostatic regulation

2. Describe the chemical levels of organization of the human body.
   - Describe the organizational levels of the body
   - Describe the inorganic and organic compounds of the body and their functions
   - Describe acids, bases and the concept of pH
   - Describe metabolism, cellular respiration, and the factors required for the maintenance of life

3. Describe the structures and functions of human cells.
   - Describe the structure and function of the cell membrane, cytoplasm, and organelles of the cell
   - Describe the structure and function of each cytoplasmic organelle
   - Describe transport mechanisms across cell membranes
   - Describe mitosis and meiosis

4. Describe the structures and functions of human tissues.
### APHY 162 – Anatomy and Physiology 1

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Describe the structure, locations, and functions of epithelial tissues
- Describe the structure, locations, and functions of connective tissues
- Describe the structure, locations, and functions of muscle tissue
- Describe the locations and functions of nervous tissue
- Describe the location and functions of body membranes

5. Describe the structures and functions of the integumentary system.
   - Describe the skin, including the epidermis and dermis
   - Describe the structure and functions of the accessory organs of the skin

6. Describe the structures and functions of the skeletal system.
   - Describe the functions of bones, including the location of the bones involved in the axial and appendicular divisions of the skeleton
   - Discuss the descriptive features of bones
   - Describe the bones of the skull
   - Describe the bones of the vertebral column
   - Describe the bones of the thoracic cage
   - Describe the bones of the pectoral girdle
   - Describe the bones of the upper limb
   - Describe the bones of the pelvic girdle
   - Describe the bones of the lower limb
   - Describe microscopic bone structure
   - Describe the typical features of a long bone
   - Describe the classifications of articulations
   - Describe bone development and bone growth

7. Describe the structures and functions of the muscular system.
   - Describe the structure, locations, and functions of muscle tissues
   - Describe skeletal muscle attachment and interrelated actions
### APHY 162 – Anatomy and Physiology 1

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Describe skeletal muscle actions
- Describe the locations and functions of the muscles of facial expression and mastication
- Describe the locations and functions of the muscles involved in the movement of the head
- Describe the locations and functions of the muscles involved in the movement of the shoulder, elbow, wrist, and fingers
- Describe the locations and functions of the muscles involved in the movements of respiration and the vertebral column
- Describe the locations and functions of the muscles involved in the movement of the hip, knee, and ankle
- Summarize muscle locations and functions
- Describe the structure of skeletal muscle

#### 8. Describe the structures and function of blood.

- Describe the body’s fluid compartments
- Describe the characteristics and functions of blood
- Describe the major components of plasma
- Describe the characteristics and functions of the three types of blood cells
- Describe hemostasis
- Describe the ABO and Rh blood groups

#### 9. Describe the structures and functions of the cardiovascular system.

- Describe the structure of the heart, including the great vessels that enter and exit the heart, and pathway of blood through the heart
- Describe the locations and functions of the cardiac conduction system
- Describe the cardiac cycle and heart sounds
- Describe the regulation of cardiac output
- Describe the circulation of blood according to the blood vessels
- Describe capillaries, the exchanges of substances across the capillary walls and the formation of tissue fluid
- Describe the major vessels of the pulmonary and systemic circuits
**APHY 162 – Anatomy and Physiology 1**

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Competent:</th>
<th>Functional:</th>
<th>Learning:</th>
<th>None:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Describe coronary circulation
- Describe the hepatic portal system
- Describe anastomoses and venous return
- Describe blood pressure and the factors that influence arterial pressure

10. Describe the structures and functions of the lymphatic system.

- Describe the lymphatic system and the lymphatic pathways
- Describe the formation, functions, and movement of lymph
- Describe lymph nodes and other lymphatic tissues
- Describe the nonspecific defenses
- Describe specific immunity, including the origin, functions, and activation of B cells and T cells
- Describe immunological memory and compare the different types of specific immunity

11. Describe the structures and functions of the respiratory system.

- Describe the functions of the respiratory system
- Describe the lining of the respiratory tract
- Describe the structure, locations, and functions of the organs of the upper respiratory system
- Describe the structure, locations, and functions of the organs of the lower respiratory system
- Describe the mechanics of breathing including inspiration, expiration and respiratory air volumes
- Describe the exchange of gases at the alveolar and cellular levels
- Describe respiratory gas transport
- Describe the control of breathing and the factors affecting breathing

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.
1. **Challenge exam**
   - Multiple choice format
   - 60% must be attained to successfully challenge this course

**Resources**


APHY 162 Workbook
APHY 262 – Anatomy and Physiology 2

You will continue to study the human body, building on the information you learned in APHY 162 (Anatomy and Physiology 1). You will study body systems involved with integration, control, absorption, excretion and reproduction. You will apply your theoretical knowledge in practical setting by performing dissections of specimens as part of the mandatory lab component.

Credit unit(s): 4.0
Equivalent course(s): ANAT 265, NURS 111
Prerequisite(s): APHY 162 minimum grade of 60%

APHY 262 – Anatomy and Physiology 2

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

1. Describe the structures and functions of endocrine glands.
   - Describe the endocrine system, hormone regulation, and differences between the method of control of the nervous and endocrine systems
   - Describe the functions and regulating mechanisms for the pituitary gland hormones
   - Describe the functions and regulating mechanisms for the thyroid gland hormones
   - Describe the functions and regulating mechanisms for the parathyroid gland hormone and describe calcium regulation
   - Describe the functions and regulating mechanisms for the pancreatic hormones and describe glucose regulation
   - Describe the functions and regulating mechanisms for the adrenal gland hormones
   - Describe the functions and regulating mechanisms for the gonadal hormones
   - Describe the pineal gland hormone and prostaglandins
   - Summarize the functions and regulating mechanisms of the endocrine glands

2. Describe the structures and functions of the urinary system.
   - Describe the locations of the urinary organs and functions of the urinary system
   - Describe the structure of the kidney, structure and functions of the nephron and circulation of the kidney
   - Describe the three stages of urine formation, hormone regulation of urine formation, and the characteristics of urine
   - Describe the structure and functions of the ureters, urinary bladder, urethra, and the process of micturition
### APHY 262 – Anatomy and Physiology 2

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Describe the structures and functions of nerve tissue.
- Describe the classifications and functions of the nervous system
- Describe the structure and functions of neurons and neuroglia
- Describe neural physiology
- Describe nerve pathways including reflexes

### 4. Describe the structures and functions of the central nervous system.
- Describe the cranial and spinal meninges
- Describe the ventricles and circulation of cerebrospinal fluid
- Describe the brain and the external and internal structures of the cerebrum
- Describe the functional areas of the cerebrum
- Describe the diencephalon, including the location and functions of the thalamus, hypothalamus, and limbic system
- Describe the brain stem and reticular formation
- Describe the structure, location, and functions of the cerebellum
- Describe the location, structure, and functions of the spinal cord
- Summarize the structures of the brain and spinal cord

### 5. Describe the structures and functions of the peripheral nervous system.
- Describe the structure and functions of the cranial nerves
- Describe the structure and functions of the spinal nerves, including the spinal plexuses
- Describe the structure and functions of the somatomotor and autonomic nervous systems
- Describe the structure and functions of the sympathetic nervous system
- Describe the structure and functions of the parasympathetic nervous system
- Summarize the differences between the sympathetic and parasympathetic nervous systems

### 6. Describe the structures and functions of the digestive system.
APHY 262 – Anatomy and Physiology 2

Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

- Describe the functions of the digestive system and the end products of digestion
- Describe the organs of the digestive system and the structural layers and movement of the alimentary canal
- Describe the mouth including the tongue, palate, teeth, and salivary glands
- Describe the structure and functions of the pharynx and esophagus
- Describe the structure and function of the stomach, including gastric juice, absorption, and motility
- Describe the structure and functions of the pancreas, liver, and gallbladder including the duct system
- Describe the structure and functions of the small intestine, including intestinal juice and absorption
- Describe the phases of digestion, including hormonal regulation
- Summarize the process of digestion, absorption, and nutrient utilization for carbohydrates, lipids, and proteins
- Describe the structure and functions of the large intestine

7. Describe the structures and functions of the general and special senses.

- Describe the senses, sensation, and the sensory mechanism
- Describe the sensory mechanism for taste and smell
- Describe the accessory organs of the eye
- Describe the layers of the eye
- Describe the internal structures of the eye and the sensory mechanism of vision
- Describe the structure and function of the ear and the sensory mechanism of hearing
- Describe the sense of equilibrium

8. Describe the structures and functions of the reproductive system.

- Describe the structure and functions of the testes
- Describe the structures and functions of the male secondary reproductive organs
- Describe spermatogenesis, sperm, and the influence of testosterone
APHY 262 – Anatomy and Physiology 2

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

- I am able to demonstrate it well enough to teach it to someone else.
- I can work independently to apply the outcome.
- I need some assistance in using the outcome.
- I am developing skills and knowledge for this area.
- I have no experience with the outcome.

- Describe the ovaries, the process of oogenesis and the influence of Estrogen and Progesterone
- Describe the structure and function of the female secondary reproductive organs
- Explain the phases of the female reproductive (menstrual) cycle

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam
   - Multiple choice format
   - 60% must be attained to successfully challenge this course

Resources


APHY 162 Workbook
CLIN 161 – Clinical – Foundations of Health Information Management

Your foundations clinical experience will take place in a health information management department. You will learn the concepts of coding and focus on basic health record procedures including chart assembly and quantitative analysis.

Credit unit(s): 4.0
Prerequisite(s): HINF 160 (concurrent)

<table>
<thead>
<tr>
<th>CLIN 161 - Clinical - Foundations of Health Information Management</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

1. Apply the concepts of professionalism in working with other people.
   - Explain why professionalism is important in health care
   - Describe the characteristics and behaviours that demonstrate a health care professional’s commitment to his/her job
   - Discuss the importance of character, values, morals, ethics, and other personal traits of a health care professional
   - Describe the elements of effective interpersonal relationships and teamwork
   - Describe the elements of cultural competence and working with others
   - Explain how personal image and skills affect professional reputation

2. Demonstrate employability skills.
   - Identify the three categories of employability skills
   - Describe fundamental skills
   - Describe personal management skills
   - Describe teamwork skills
   - Identify the relationship between employability skills and professionalism

3. Assemble patient records.
   - Identify form styles
   - Assemble patient records
   - Complete self-evaluation

4. Perform quantitative analysis.
   - Identify documentation requirements
**CLIN 161 - Clinical - Foundations of Health Information Management**

| Mastery: I am able to demonstrate it well enough to teach it to someone else. |
| Competent: I can work independently to apply the outcome. |
| Functional: I need some assistance in using the outcome. |
| Learning: I am developing skills and knowledge for this area. |
| None: I have no experience with the outcome. |

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Perform quantitative analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Complete self-evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify HIM department tasks, procedures and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Perform HIM department tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Complete self-evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify non-acute/non-traditional department tasks, procedures and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Perform non-acute/non-traditional department tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Complete self-evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Interview a Health Information Management professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Create a PowerPoint presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Explore the Canadian Institute for Health Information.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Navigate the CIHI website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Apply the concepts of the International Classification of Diseases (ICD) coding system and general coding guidelines.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the ICD-10-CA/CCI classification primer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the coding process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the CIHI Canadian Coding Standards for Version 2012 ICD-10-CA and CCI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the ICD-10-CA and CCI classification system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the information contained within the ICD-10-CA and CCI folio views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Navigate the ICD-10-CA and CCI Folio views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the ICD-10-CA coding structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding diagnoses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the conventions used in the alphabetical index</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the CCI coding structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the intervention definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLIN 161 - Clinical - Foundations of Health Information Management

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Describe the coding process
- Practice coding diagnoses and interventions

**PLAR assessment methods**

The following documents must be submitted to the Program Assessor before approval will be given to challenge this course through the PLAR process. Please ensure that your resume, employer validation checklist and questionnaire, job description, work sample and continuing education document(s) detail the workplace and/or place of learning where you attained experiential learning for coding. The course outline needs to include the number of credits, hours and learning outcomes for each class.

**Evidence File**

- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Cover page will include: Student’s full name, Saskatchewan Polytechnic ID#, date of submission and the course code that the student is PLARing
- Employer validation checklist (validated by the employer)
- Signed letter of validation on company letterhead
- A personal resume detailing the relevant work history of the candidate
- Work sample documents
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support the evidence file

**Resources**


Fletcher. ISBN: 978-0-97 34586-3-3
CLIN 257 – Clinical Coding 1
Your clinical experience will focus on coding with the International Statistical Classification of Diseases and Related Health Problems, 10th revision, Canada/Canadian Classification of Health Interventions (ICD-10-CA/CCI). You will study body systems such as skin, musculoskeletal, cardiovascular, blood and respiratory systems. You will also study neoplasm, infection and orthopaedic trauma cases.

Credit unit(s): 6.0
Prerequisite(s): APHY 262 minimum grade of 60 (concurrent), [PATH 272 minimum grade of 60 (concurrent or PATH 271 (concurrent)), CLIN 161 minimum grade of P

<table>
<thead>
<tr>
<th>CLIN 257 – Clinical Coding 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery:</td>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Assign diagnosis types to ICD-10-CA codes.
   - Identify each diagnosis type
   - Practice assigning diagnosis types
   - Describe reflective journaling
   - Use MED 2020 virtual coding tool
   - Describe electronic abstracting

2. Apply ICD-10-CA and CCI to neoplasm cases.
   - Identify neoplasm disorders
   - Practice coding neoplasm cases

3. Apply ICD-10-CA and CCI to infection cases.
   - Identify skin, subcutaneous tissue and breast disorders
   - Practice coding skin, subcutaneous tissue and breast cases

4. Apply ICD-10-CA and CCI to musculoskeletal and connective tissue cases.
   - Identify musculoskeletal and connective tissue disorders
   - Practice coding musculoskeletal and connective tissue cases

5. Apply ICD-10-CA and CCI to significant orthopedic trauma cases.
   - Identify significant orthopedic trauma cases
   - Practice coding significant orthopedic trauma cases
### CLIN 257 – Clinical Coding 1

| Mastery: | I am able to demonstrate it well enough to teach it to someone else. |
| Competent: | I can work independently to apply the outcome. |
| Functional: | I need some assistance in using the outcome. |
| Learning: | I am developing skills and knowledge for this area. |
| None: | I have no experience with the outcome. |

#### 6. Apply ICD-10-CA and CCI to cardiovascular cases.
- Identify cardiac disorders
- Practice coding cardiac cases
- Identify vascular disorders
- Practice coding vascular cases

#### 7. Apply ICD-10-CA and CCI to blood and hematopoietic cases, leukemia and lymphoma cases.
- Identify blood and hematopoietic disorders
- Practice coding blood and hematopoietic
- Identify leukemia and lymphoma
- Practice coding leukemia and lymphoma

#### 8. Apply ICD-10-CA and CCI to respiratory cases.
- Identify respiratory disorders
- Practice coding respiratory cases

- Identify each patient service
- Apply a patient service
- Identify physician/provider type, service and number
- Apply physician/provider type

---

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer Validation**
Request your employer complete the Employer Performance Validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of CLIN 257 PLAR Exam (multiple choice, true & false and short answer questions) with pass mark of 60%. Time allowed is 4 hours and there are 138 marks.

4. **Coding practical demonstration**
   The coding practical demonstration for CLIN 257 consists of coding diagnoses and interventions using Saskatchewan Polytechnic charts and/or case studies with ICD-10-CA/CCI folio and CIHI coding standards. The PLAR candidate is allowed 3 hours to complete the coding of the selected Saskatchewan Polytechnic charts and/or case studies. The candidate must achieve a passing grade of 60%.

**Resources**


CLIN 257 – *Clinical Coding 1* [Coursepack]. Regina, SK: Saskatchewan Polytechnic Regina Campus.
CLIN 258 – Clinical – Coding 2
Your clinical experience will build on the skills developed in Clinical Coding 1 (CLIN 257). You will focus on coding with the International Statistical Classification of Diseases and Related Health Problems, 10th revision, Canada/Canadian Classification of Health Interventions (ICD-10-CA/CCI). You will study body systems including: digestive, hepatobiliary, urinary, reproductive, nervous, special senses and endocrine systems. You will examine nutritional, metabolic, mental and behavioural disorder cases. You will also learn how to abstract data.

Credit unit(s): 7.0
Prerequisite(s): APHY 262 (concurrent), [PATH 273 (concurrent) or PATH 271 (concurrent)] CLIN 257

<table>
<thead>
<tr>
<th>CLIN 258 – Clinical – Coding 2</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Apply ICD-10-CA and CCI to digestive cases.
   - Identify digestive disorders
   - Practice coding digestive cases

2. Apply ICD-10-CA and CCI to hepatobiliary and pancreatic cases.
   - Identify hepatobiliary and pancreatic disorders
   - Practice coding hepatobiliary and pancreatic cases

3. Apply ICD-10-CA and CCI to kidney and urinary tract cases.
   - Identify kidney and urinary tract disorders
   - Practice coding kidney and urinary tract cases

4. Apply ICD-10-CA and CCI to male reproductive cases.
   - Identify male reproductive cases
   - Practice coding male reproductive cases

5. Apply ICD-10-CA and CCI to female reproductive cases.
   - Identify female reproductive cases
   - Practice coding female reproductive cases

6. Apply ICD-10-CA and CCI to nervous system cases.
   - Identify nervous system disorders
   - Practice coding nervous system cases
CLIN 258 – Clinical – Coding 2

Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Apply ICD-10-CA and CCI to eye cases.
   - Identify eye disorders
   - Practice coding eye cases

8. Apply ICD-10-CA and CCI to ear, nose, throat and mouth cases.
   - Identify ear, nose, throat and mouth disorders
   - Practice coding ear, nose, throat and mouth cases

9. Apply ICD-10-CA and CCI to endocrine, nutritional and metabolic cases.
   - Identify endocrine, nutritional and metabolic disorders
   - Practice coding endocrine, nutritional and metabolic cases

10. Apply ICD-10-CA and CCI to mental and behavioural disorder cases.
    - Identify mental and behavioural disorders
    - Practice coding mental and behavioural disorders

11. Demonstrate how to abstract acute care visit data.
    - Describe acute care abstracting

12. Demonstrate how to abstract ambulatory care visit data.
    - Describe the CIHI National Ambulatory care Reporting System (NACRS)
    - Practice coding ambulatory care cases (NACRS)

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer Validation**
Request your employer complete the Employer Performance Validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of CLIN 258 PLAR Exam (multiple choice, true & false and short answer questions) with pass mark of 60%. Time allowed is 4 hours and there are 149 marks.

4. **Coding Practical Demonstration**
   The coding practical demonstration for CLIN 257 consists of coding diagnoses and interventions using Saskatchewan Polytechnic charts and/or case studies with ICD-10-CA/CCI folio and CIHI coding standards. The PLAR candidate is allowed 3 hours to complete the coding of the selected Saskatchewan Polytechnic charts and/or case studies. The candidate must achieve a passing grade of 60%.

**Resources**


CLIN 258 – *Clinical Coding 2* [Coursepack]. Regina, SK: Saskatchewan Polytechnic Regina Campus.
CLIN 288 – Clinical – Coding 3
You will build on your skills in International Statistical Classification of Diseases and Related Health Problems, 10th revision, Canada/Canadian Classification of Health Interventions (ICD-10-CA/CCI) coding and abstracting. You will study human immunodeficiency virus (HIV), infections, septicaemia, pregnancy/childbirth and newborn coding cases. You will also study complex coding cases. Your studies will include a review of coding practices and guidelines, data quality issues, report writing and data presentation.

Credit unit(s): 10.0
Prerequisite(s): HINF 261 (concurrent)

<table>
<thead>
<tr>
<th>CLIN 288 – Clinical – Coding 3</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Design reports utilizing the 3M Report Writer.
   - Describe the 3M Report Writer
   - Practice report writing
   - Write a report

2. Prepare a data quality presentation.
   - Select a data quality scenario
   - Create a presentation

3. Utilize coding resources.
   - Navigate the CIHI website
   - Access eQuery database
   - Download "2009 Canadian Coding Standards"
   - Use MED2020 virtual coding tool
   - Describe electronic abstracting
   - Describe reflective journaling
   - Describe the ICD-10-CA and CCI classification systems
   - Describe the information contained within the ICD-10-CA and CCI folio views
   - Navigate the ICD-10-CA and CCI folio views

4. Assign diagnosis types to ICD-10-CA codes.
<table>
<thead>
<tr>
<th>CLIN 288 – Clinical – Coding 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Identify each diagnosis types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe coding standards for diagnosis types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice assigning and proofreading diagnosis codes and types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assign patient service and physician/provider type.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify each patient service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Apply a patient service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify physician/provider type, service and number</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Apply physician/provider type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apply ICD-10-CA, CCI and coding standards to common coding cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the coding process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the general coding standards for ICD-10-CA and CCI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding diagnoses and interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe neoplasm disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding neoplasm disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe cardiac disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding cardiac disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe vascular disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding vascular cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe blood and hematopoietic disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding blood and hematopoietic cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe respiratory disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding respiratory cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe nervous system disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Practice coding nervous system cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe mental and behavioural disorders and their coding standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLIN 288 – Clinical – Coding 3</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
</tr>
</tbody>
</table>

- Practice coding mental and behavioural disorders
- Describe significant trauma (orthopedics only) cases and their coding standards
- Practice coding significant trauma (orthopedics only) cases
- Describe digestive, musculoskeletal and genitourinary disorders and their coding standards
- Practice coding digestive, musculoskeletal and genitourinary disorders

7. Apply ICD-10-CA, CCI and coding standards to HIV infection cases.
   - Identify HIV infections
   - Describe coding standards for HIV infections
   - Practice coding HIV infection cases

8. Apply ICD-10-CA, CCI and coding standards to infections, septicemia and viral hepatitis cases.
   - Identify infections, septicemia and viral hepatitis
   - Describe coding standards for infections, septicemia and viral hepatitis cases
   - Practice coding infections, septicemia and viral hepatitis cases

9. Apply ICD-10-CA, CCI and coding standards to diabetes mellitus (DM) cases.
   - Identify the pathophysiology of diabetes mellitus
   - Describe coding standards for diabetes mellitus
   - Describe the acute, short term complications of DM (hypoglycemia, hyperglycemia and coma)
   - Describe the long term complications of DM (microvascular and macrovascular) cases
   - Practice coding DM cases

10. Apply ICD-10-CA, CCI and coding standards to other reasons for hospital care cases.
    - Identify other reasons for hospital care
    - Describe coding standards for other reasons for hospital care
    - Practice coding other reasons for hospital care cases
<table>
<thead>
<tr>
<th>CLIN 288 – Clinical – Coding 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Apply ICD-10-CA, CCI and coding standards to advanced coding cases.
- Describe injury, poisoning and toxic effects and their coding standards
- Practice coding injury, poisoning and toxic effects cases
- Describe burn disorders and their coding standards
- Practice coding burn disorders
- Describe significant trauma disorders and their coding standards
- Practice coding significant trauma disorders
- Describe post intervention conditions and their coding standards
- Practice coding post intervention conditions
- Practice coding advanced cases

12. Apply ICD-10-CA, CCI and coding standards to abstract pregnancy and childbirth cases.
- Describe pregnancy and childbirth
- Describe maternal disorders and other conditions of pregnancy
- Describe maternal care related to fetus, amniotic cavity and possible delivery problems
- Describe complications related to labour and delivery
- Describe complications related to the puerperium
- Describe pregnancy interventions
- Describe abortive outcomes
- Practice coding and abstracting pregnancy and childbirth

13. Apply ICD-10-CA, CCI and coding standards to newborn and other neonate cases.
- Identify newborn and neonate disorders
- Describe coding standards for newborn and neonate disorders
- Practice coding newborn and neonate cases
PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of CLIN 288 PLAR Exam (multiple choice, true & false and short answer questions) with pass mark of 60%. Time allowed is 2 hours and there are 85 marks.

4. **Coding practical demonstration**
   The coding practical demonstration for CLIN 288 consists of coding diagnoses and interventions using Saskatchewan Polytechnic charts and/or case studies with ICD-10-CA/CCI folio and CIHI coding standards. The PLAR candidate is allowed 3 hours to complete the coding of the selected Saskatchewan Polytechnic charts and/or case studies. The candidate must achieve a passing grade of 60%.

**Resources**


Saskatchewan Polytechnic. *CLIN 288 – Clinical Coding 3* [Coursepack]. Regina, SK: Saskatchewan Polytechnic.
COMM 262 – Workplace Communication
You will review effective writing skills and apply those skills to workplace documents: e-mails, memos, business letters, and reports. You will apply effective oral communication to individual presentations and meetings. You will examine interpersonal relationships in the workplace and demonstrate conflict resolution skills in individual and group settings.

Credit unit(s): 2.0

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Competent:</th>
<th>Functional:</th>
<th>Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrate effective written communication skills.
   - Evaluate your own written communication skills
   - Understand the four principles of workplace writing
   - Develop a positive and professional tone
   - Compose concise, effective sentences
   - Develop an effective writing style by using active voice, parallel structure, and clear modifiers
   - Edit for errors in grammar, punctuation, capitalization, usage, and spelling

2. Prepare various written documents for the workplace.
   - Format e-mails and memos in block style
   - Write a routine e-mail or memo using the direct pattern of organization
   - Format business letters in block style
   - Write a routine request or reply letter using the direct pattern of organization
   - Research and write an informal report on an HIM or communication topic

3. Demonstrate effective oral communication.
   - Organize an oral report
   - Prepare visual aids to accompany the report
   - Deliver the report to an audience using the principles of effective public speaking

4. Demonstrate effective interpersonal conflict resolution.
   - Describe confirming and disconfirming communication climates
### COMM 262 – Workplace Communication

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td>Competent</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Describe defensive communication
- Practice the assertive message format
- Practice non-defensive responses to criticism
- Describe conflict and personal conflict styles
- Describe how gender and culture influence conflict styles
- Practice win-win conflict resolution

5. Examine group communication and teamwork skills.
   - Describe the characteristics of teams
   - Discuss the stages of team development
   - Describe team member roles
   - Describe guidelines for conflict management
   - Demonstrate teamwork skills in a specified scenario

### PLAR assessment methods
If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Refer to Appendix C for further information.

And/Or

2. **Challenge exam**
   A combination of multiple choice, fill-in-blanks, and short answer questions with a 2 hour time limit; 60% is required.

### Resources

COSC 262 – Data Programming
You will learn the structure of program design, development, testing and documentation. You will learn to design single and multi-table databases using the Statistical Package for Social Sciences (SPSS) and Access. Your course content will include the fundamentals of algorithms and algorithm analysis.

Credit unit(s): 4.0
Prerequisite(s): COMP 175 minimum grade of 60%, COMP 176 minimum grade of 60% (concurrent)

<table>
<thead>
<tr>
<th>COSC 262 – Data Programming</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Design a single table Access database.
   - Describe the various types of fields in Access
   - Describe the various field properties
   - Create tables in Design View
   - Enter data into tables
   - Edit data in tables
   - Import data into tables

2. Design queries for a single table Access database.
   - Create select queries
   - Calculate statistics
   - Create crosstab queries
   - Create parameter queries
   - Create calculated fields
   - Use SQL statements
   - Create queries that modify data

   - Describe the types of database relationships
   - Define transaction and lookup tables
   - Create relationships
   - Modify relationships
### COSC 262 – Data Programming

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

**Competent:** I can work independently to apply the outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Create relationships using the lookup wizard
- Create one to many relationships between tables
- Create many to many relationships
- Create forms and subforms

4. Design Access queries based on multiple tables.
   - Create select queries
   - Calculate statistics
   - Use SQL statements

5. Design SPSS file structures.
   - Create SPSS files in variable view
   - Edit data
   - Import data
   - Merge SPSS files
   - Create filters
   - Design scripts that create and merge SOSS files

6. Analyze single variable using SPSS.
   - Recode data
   - Compute new variables
   - Analyze qualitative data
   - Analyze quantitative data
   - Analyze single variables using scripts

7. Analyze the relationship between multiple variables using SPSS.
   - Analyze data when both variables are qualitative
   - Analyze data when one variable is qualitative and one is quantitative
   - Analyze data when both variables are quantitative
   - Analyze multiple variables using scripts
PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file** (see Appendix B)

   Provide documentation to support meeting all of the learning outcomes. The documentation can be a combination of the following:
   - A resume highlighting skills and accomplishments that demonstrate how you have accomplished the stated learning outcomes.
   - An employer validation document (see the attached validation document).
   - Sample database files you have created.
   - Evidence of completion of private training courses, non-credit courses and workshops to support meeting of learning outcomes.
   - Copies of certification documents (certificates, transcripts, attendance records, etc.)
**HINF 160 – Health Record Systems**

You will explore the structure of the health care system and uses of health information. You will study federal and provincial legislation regarding health records and the ethical/legal considerations involved in the confidentiality of health information. You will examine basic health information management department procedures.

**Credit unit(s):** 4.0  
**Equivalent course(s):** HLRC 162

<table>
<thead>
<tr>
<th>HINF 160 – Health Record Systems</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Explain the evolution of the Canadian health care system.
   - Describe the Canadian health care system
   - Describe the Saskatchewan health care system
   - Describe the organizational structure of a health region in the province of Saskatchewan
   - Identify common sites of health care delivery in Saskatchewan
   - Describe the typical departments in an acute health care facility
   - Identify the financial costs of health care delivery in Canada

2. Examine the uses of the health record and health information.
   - Identify common uses of health information
   - Explain the difference between personal and impersonal uses of health information
   - Explain the difference between concurrent and retrospective uses of health information
   - Describe other uses for health information

3. Describe the role of the health information management professional in maintaining confidentiality of the health record and health information.
   - Identify the difference between confidentiality and privacy
   - Identify the health information management professional’s role in maintaining confidentiality
   - Describe the role of the health information management profession in release of information (ROI)

4. Examine the contents and structure of a health record.
   - Examine the development of a health record during a patient’s hospitalization
### HINF 160 – Health Record Systems

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Competent:</th>
<th>Functional:</th>
<th>Learning:</th>
<th>None:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Identify various methods of arranging information in a health record
- Discuss the purpose and content of common forms contained in a health record

5. Describe the principles involved in forms design.

- Identify basic guidelines used when designing forms
- Describe the advantages of well-designed forms
- Discuss the purpose and duties of a forms committee
- Explain the process of forms control

6. Demonstrate the procedures involved in quantitative analysis (QA) for document deficiencies.

- Describe the differences between qualitative and quantitative analysis
- Discuss the responsibility of health care providers and health information management professionals regarding record completion
- Describe the difference between concurrent and retrospective quantitative analysis
- Identify factors which influence the development of a procedure for quantitative analysis
- Demonstrate the basic steps in performing quantitative analysis
- Identify the basic types of deficiencies and/or errors on a health record
- Describe methods of processing incomplete health records
- Describe the concept of reduced quantitative analysis

7. Identify the purposes, content and uses of the master patient/person index/registry.

- Define a master patient/master person index/registry
- Explain the purposes of a master patient/master person index/registry
- Identify the basic information recorded in a master patient index/registry
- Describe the advantages and disadvantages of a manual patient index/registry
- Describe the advantages and disadvantages of a computerized patient index/registry

8. Apply methods for identifying, filing and controlling/tracking health records and health information.
<table>
<thead>
<tr>
<th>HINF 160 – Health Record Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Discuss methods for storing and retaining health records and health information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Define provincial legal retention periods for health information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Discuss storage alternatives for health information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe an electronic health record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Describe the documentation requirements that must be fulfilled under Saskatchewan legislation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the requirements of Saskatchewan Hospital Standards regulations for compiling and maintaining health records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Define terms found in the Hospital Standards Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Identify other legislation pertaining to health records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Identify the structure of a medical staff organization structure in a health care facility.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Define the term “medical staff”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the categories of medical staff membership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the difference between medical staff bylaws and medical staff rules and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Discuss common medical staff committees, membership and functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Describe the changing role of the health information management professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the Canadian Health Information Management Association</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Define traditional roles of health information management professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HINF 160 – Health Record Systems

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Define the evolving roles of health information management professionals

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file
   Your file must include a detailed resume and should include any relevant course transcripts.

2. Employer validation

3. Exam
   Successful completion of HINF 160 PLAR Exam (multiple choice and short answer questions) with pass mark of 60%. Time allowed is 2 hours and there are 95 marks.

Resources


HINF 161 – Health Information Analysis 1
You will learn how to retrieve, analyze and present data/information. You will also become familiar with the use and content of the basic Canadian Institute for Health Information (CIHI) reports, data presentation and graphic techniques.

Credit unit(s): 2.0  
Prerequisite(s): HINF 160 minimum grade of 60%

### HINF 161 – Health Information Analysis 1

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Interpret various Canadian Institute for Health Information (CIHI) reports.
   - Explain Canadian Institute for Health Information (CIHI)
   - Identify CIHI definitions
   - Review CIHI

2. Compare quality processes.
   - Define quality processes
   - Describe quality assurance
   - Describe peer review
   - Describe risk management
   - Describe utilization management
   - Describe quality circles
   - Describe continuous quality improvement (CQI) & total quality management (TQM)
   - Describe audits
   - Compare quality processes

3. Prepare peer review/audit/study.
   - Plan a peer review/audit/study
   - Design a review instrument
   - Identify three basic components of peer review/audit/study
   - Define standards, criteria & auditing
   - Define surveillance, monitoring & evaluation
<table>
<thead>
<tr>
<th>HINF 161 – Health Information Analysis 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

- Define problem solving and corrective action
- Report the results
- Distinguish between structure, process & outcome
- Discuss peer review/audit/study

4. Demonstrate data collection methodology.
- Identify information requirements for a quality process
- Identify data sources
- Describe the techniques for the collection of data
- Illustrate a sample data collection model
- Review data collection requirements

5. Examine survey methodology.
- Define customer
- Describe the methods for determining customer satisfaction
- Identify survey methods
- List cardinal rules for survey construction
- Review survey methodology

- Define statistics
- Define types of statistic data
- Review statistics

7. Compose descriptive statistics.
- Identify the components of a statistical report
- Calculate a sample size
- Locate data for retrieval
- Arrange a data set
- Create a frequency distribution
**HINF 161 – Health Information Analysis 1**

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Competent:</th>
<th>Functional:</th>
<th>Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Calculate quantitative measures
- Calculate health care statistics
- Use descriptive statistics

8. Assemble data for presentation.
- Describe the report
- Organize the data
- Describe the findings
- Diagram the results
- Demonstrate data presentation

- Identify the purpose of a report
- Describe the various components of a report
- Describe one possible format for a report
- Prepare observations, recommendations & suggestions
- Create a report outcome measurement

10. Perform research.
- Describe the steps in research
- Compose a hypothesis
- Conduct a literature review
- Complete a research paper

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Your file must include a detailed resume and should include any relevant course transcripts or data projects.
2. **Employer validation**

Your file must include a detailed resume and should include any relevant course transcripts or data projects.

3. **Exam**

Successful completion of HINF 161 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 3 hours and there are 148 marks.

---

**Resources**


HINF 260 – Epidemiology
Your studies will include the nature and scope of epidemiology (especially as these relate to health information systems). You will study the distribution of diseases in populations and factors that influence the occurrence of disease.

Credit unit(s): 3.0
Prerequisite(s): PRAC 165 minimum grade of 60%

<table>
<thead>
<tr>
<th>HINF 260 - Epidemiology</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the basic terminology and concepts related to epidemiology.
   - Discuss basic terminology related to epidemiology
   - Explain the natural history of disease
   - Identify various theories of disease causation
   - Describe various levels of prevention
   - Explain the importance of person, place and time in epidemiology
   - Describe epidemic, endemic and pandemic

2. Discuss the scope and application of epidemiology.
   - Delineate scope of epidemiology
   - Explain investigation of disease in populations
   - Describe use of epidemiology in investigation and prevention of communicable disease
   - Describe use of epidemiology in and prevention of environmental and occupational illness

3. Calculate the various measures of morbidity and mortality.
   - Recognize various morbidity and mortality rates
   - Identify leading causes of death in Canada for various age groups

4. Compose the sequence of events involved in epidemiological study.
   - Describe steps in epidemiological investigation
   - Differentiate between descriptive, analytical and experimental studies
   - Identify advantages and disadvantages of descriptive, analytical and experimental studies
   - Generate research reports using the Epi Info application program
<table>
<thead>
<tr>
<th>HINF 260 - Epidemiology</th>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

5. Explain various epidemiology models.
   - Explain relevant statistical concepts
   - Interpret graphs and tables showing various trends

6. Describe the sources of health data.
   - Identify sources of health data and discuss the reliability of this data
   - Examine the role of health and clinical indicators
   - Identify components of the health indicator framework developed by Statistics Canada and CIHI
   - Examine the use of benchmarks and critical indicators

7. Describe the relationship between lifestyle and health care.
   - Explain the elements of the health field concept
   - Explain impact of non-medical determinants of health and human biology on health and disease
   - Identify vulnerable groups in Canadian populations in terms of determinants of health, health status and consequences
   - Describe current approaches to disease prevention and health promotion in relation to non-communicable disease and injury

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of HINF 260 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 2.5 hours and there are 120 marks.
Resources

HINF 261 – Health Information Analysis 2
Building on the skills you developed in Health Information Analysis 1 (HINF 161), your studies will focus on the research, design and methodology of health information analysis and utilization. You will also review various health information sources and documentation. You will be introduced to report writing, nomenclatures, various classification systems and Management Information Systems (MIS) standards.

Credit unit(s): 2.0
Prerequisite(s): PRAC 165 minimum grade of P

<table>
<thead>
<tr>
<th>HINF 261 – Health Information Analysis 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Interpret various CIHI reports including RIW, CHAP and CMG.
   - Identify the various CIHI reports and their use
   - Demonstrate the use of CIHI reports
   - Recognize the CIHI report limitations

2. Describe various nomenclatures and classification systems.
   - Define "systemized nomenclature" and "classification systems"
   - Discuss various classification systems and nomenclatures
   - Describe the uses of these nomenclatures and classification systems
   - Understand classification systems implementation

3. Explain electronic abstracting.
   - Describe abstracting
   - Explain the use of abstracted data
   - Discuss additional information that may be added to an abstract in a variety of settings

4. Demonstrate report writing skills.
   - Discuss report writing
   - Describe different report writing software
   - Describe the data requirements in formatting a report
   - Describe the report requirements and parameters
   - Describe appropriate report formatting
HINF 261 – Health Information Analysis 2

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Use the report writer

5. Interpret MIS guidelines.

- Discuss MIS guidelines
- Describe the uses for MIS data
- Discuss the collection of MIS data
- Interpret MIS guidelines

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of HINF 261 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 3 hours and there are 114 marks.

**Resources**


**HINF 262 – Health Care Law and Ethics**
You will become familiar with health law (especially as it pertains to health information) and the issues associated with the privacy, confidentiality and security of health information. You will identify appropriate ethical conduct in pursuing your professional role and gain an overview of legislation relating to health care and health information. You will examine how health information is used in legal proceedings and in research. You will be able to design policies related to privacy, confidentiality, security and participate in risk management activities.

**Credit unit(s):** 3.0  
**Prerequisite(s):** HINF 264 minimum grade of 60% (concurrent)

<table>
<thead>
<tr>
<th>HINF 262 – Health Care Law and Ethics</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Interpret the law as it applies to health records and health information.**
   - Identify examples of legislation governing the administration of health care facilities
   - Explain relationship between provincial legislation and the bylaws of an institution
   - Differentiate between general bylaws and medical staff bylaws
   - Explain the role of the medical advisory committee
   - Explain how medical staff privileges are granted and how staff may be suspended or dismissed
   - Explain the role of the administration in providing quality care
   - Describe the role of Accreditation Canada in determining the quality of health care provided
   - Identify the role of standing committees

2. **Demonstrate ethical standards of conduct for health information management professionals.**
   - Discuss licensure for health care professionals
   - Identify the role and responsibilities of professional bodies for self-regulated professions
   - Identify the role of the Canadian College of Health Information Management
   - Apply the CHIMA Code of Ethics
   - Discuss ethical situations that could arise for health information management professionals
   - Explain ethical terms and ethical situations

3. **Identify legislation that sets the standards for health information and consequences of not meeting these standards.**
<table>
<thead>
<tr>
<th>HINF 262 – Health Care Law and Ethics</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

- Identify all sources and various formats for recording and communicating health information
- Identify the various ways in which health information is used
- Identify the consequences of incomplete and inadequate documentation of health information
- Identify the provincial acts that apply to health information
- Identify the federal acts that apply to health information
- State criteria that must be fulfilled for a wrongful act of negligence
- Identify how standards for health information are determined in situations where specific legislation is not apparent

4. Apply legislation that regulates the retention, storage and disposal of health information.

- Identify the legislation that specifies how long health information must be retained in Saskatchewan
- State what the limitation period is in Saskatchewan
- Explain the discovery rule
- Describe the various methods of record storage
- Identify the legislation regarding the admissibility of photographic and electronic media in Saskatchewan
- Describe the acceptable methods of disposing of health information
- Identify the components of a facility’s policy on record retention, storage and disposal
- Apply knowledge of record retention, storage and disposal

5. Create policies and procedures relating to access to health information.

- Identify who has access to health information and under what conditions
- Identify the ownership rights pertaining to the health record
- Provide examples of sensitive information
- Identify the issues relating to access in a home care situation
- Identify circumstances in which access to health records may be authorized without the consent of the patient
- Identify the concerns which might arise in permitting patient access to psychiatric records
HINF 262 – Health Care Law and Ethics

Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

- Identify situations where a client might request correction and amendment to health information
- Identify the considerations that should be taken into account in developing policies, procedures and guidelines for handling requests for access in providing quality care

6. Illustrate the issues related to privacy, confidentiality and security.

- Define confidentiality, privacy and security
- Identify the causes of concern about privacy in health care facilities and community based care
- Identify situations where confidentiality may be breached
- Describe the actions that may be taken by professional regulatory bodies to discipline professionals who violate principles of privacy and confidentiality
- State the ten fair information principles of the Canadian Standards Association (CSA) Model Code for the Protection of Personal Information
- Identify situations where health care professionals may be required to release confidential information
- Identify various mechanisms to protect privacy and confidentiality
- Identify the steps in developing policies and procedures for protecting confidentiality and privacy
- Identify the steps in developing policies and procedures for disclosing information to third parties
- Identify situations where a privacy impact assessment is warranted
- Identify the components of a privacy impact assessment

7. Explain how health information is used as evidence in legal proceedings.

- Describe the effect of the Ares v. Venner Exception on the admissibility of the hospital record as evidence
- Identify the criteria that must be fulfilled for microfilmed records to be as acceptable as the original
- Identify situations in which health information may be used as evidence
- Identify situations in which health information may appear to be questionable
- Explain why health information is not privileged information
**HINF 262 – Health Care Law and Ethics**

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Identify criteria used to evaluate and determine if information is privileged
- Describe the role of the health information management professional in preparing to present the health record as evidence

8. **Apply criteria for using health information in research.**

- Identify how health information is used in health research
- State the importance of the Tri-Council Policy Statement
- Describe the role of the Canadian Institutes of Health Research
- Demonstrate the research ethics approval process
- Demonstrate the research funding process

9. **Identify the criteria for using health information in health research.**

- Describe the electronic health record
- Identify the advantages and disadvantages associated with the electronic health record (EHR)
- Describe how the computerization of health information has the potential to compromise confidentiality and privacy
- Identify potential safeguards and security measures
- Identify the relationship between substandard practices and negligence in computerized health information and information linkage
- Identify the policies and procedures that should be in place to deal with the disclosure of computerized information
- Identify the issues involved in the admissibility of computerized health information as evidence
- Identify the concerns related to consent, privacy, confidentiality, admissibility and negligence with the fax transmission of data
- Identify the role of the health information management professional in educating others about privacy, confidentiality and security in a computerized environment
- Describe the impact of HIPA on the collection of health data

10. **Identify correct methods and procedures for documenting in the client record.**

- Identify the best practices for documenting in the client record
- Identify the methods used to convey treatment orders
### HINF 262 – Health Care Law and Ethics

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

**Competent:** I can work independently to apply the outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

- Identify the consequences of inadequate recording
- Identify the major legal issues arising from medical orders
- Identify why standing orders are discouraged from a risk management and quality care perspective
- State why agencies should have policies and procedures in place for challenging orders
- Identify situations in which defamation suits could arise from information recorded in the health record
- Identify the elements you would include in an education program for health care professionals on the principles of documentation

11. **Identify the issues surrounding patient consent.**

- Define voluntary informed consent and identify situations where consent is not required
- Identify the concerns related to documenting client consent
- Describe the difficulties associated with the patient information sheet
- Identify the steps in developing a system for documenting consent

12. **Participate in quality management and risk management.**

- Identify the components and goal of quality management
- State the role of documentation in quality management activities
- Identify the concerns regarding incident reports
- Identify the purpose and steps in a risk management program
- Identify the sources of information about risks in facilities and in the community
- State how the threat and risk assessment can provide the basis for policies and procedures to safeguard information
- Identify the components of a threat risk assessment

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.
1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of HINF 262 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 3 hours and there are 106 marks.

**Resources**


HINF 263 – Human Resource Management in Health Care
Your studies will focus on management theories, maintaining collaborative relationships, managing and evaluating staff performance and development, human rights and labour standards.

Credit unit(s): 2.0
Equivalent course(s): HR 120

HINF 263 – Human Resource Management in Health Care

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the role of the manager.
   - Discuss skills a manager requires
   - Discuss different management theories
   - Describe factors influencing human resource management
   - Discuss supply and demand situations
   - Describe the role of a manager
   - Explain managerial functions
   - Discuss the role of the manager regarding labour relations

2. Discuss human rights and labour standards.
   - Discuss the Saskatchewan Human Rights Code
   - Discuss the Saskatchewan Labour Standards Act
   - Discuss the WCB Act
   - Discuss the OH&S Act

3. Plan collaborative relationships with departments.
   - Describe types of communication
   - Design an organization chart
   - Describe communication flow within an organization
   - Demonstrate effective communication skills
   - Formulate decisions
   - Establish an effective team
   - Resolve conflicts
4. Conduct staff initiatives and performance reviews.
   - Utilize staffing component effectively
   - Motivate staff
   - Create positive staff morale
   - Promote time management skills
   - Implement staff disciplinary actions
   - Describe staff performance review practices
   - Rate staff performance
   - Conduct staff performance reviews and interviews

5. Evaluate staff development.
   - Describe staff development
   - Design a staff development program
   - Implement a staff development program
   - Evaluate a staff development program

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of HINF 263 PLAR Exam (multiple choice and short answer questions) with pass mark of 60%. Time allowed is 2 hours and there are 90 marks.
Resources


HINF 264 – Theories and Concepts of Program Management
You will gain an understanding of health information systems, project management, policies and procedures and needs assessment. Your studies will prepare you for business and strategic planning.

Credit unit(s): 2.0
Prerequisite(s): PRAC 165 minimum grade of 60%

<table>
<thead>
<tr>
<th>HINF 264 – Theories and Concepts of Program Management</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

1. Evaluate policies and procedures.
   - Define policies and procedures
   - Design policies and procedures
   - Plan policy and procedure implementation
   - Evaluate policies and procedures

2. Conduct a needs assessment in health care.
   - Describe a needs assessment
   - Establish a needs assessment team
   - Conduct an inventory review
   - Design an assessment checklist
   - Conduct a SWOT analysis

3. Examine project management.
   - Describe project management
   - Describe phases of project management
   - Describe characteristics of project management
   - Use different project management tools
   - Identify the goals of quality management
   - Apply project management skills

4. Examine health information management systems (HIMS).
   - Describe health information management systems (HIMS)
   - Identify the purpose of a health information management system (HIMS)
HINF 264 – Theories and Concepts of Program Management

| Mastery: | I am able to demonstrate it well enough to teach it to someone else. |
| Competent: | I can work independently to apply the outcome. |
| Functional: | I need some assistance in using the outcome. |
| Learning: | I am developing skills and knowledge for this area. |
| None: | I have no experience with the outcome. |

- Examine health information management system (HIMS) software in practice

5. Describe business planning.
   - Describe business planning
   - Identify steps in writing a business plan

6. Formulate a strategic plan.
   - Describe strategic planning
   - List benefits of strategic planning
   - List the skills needed for strategic planning
   - Identify when strategic planning is appropriate
   - Compose a mission, vision and value statement
   - Design a strategic plan

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

3. **Challenge exam**
   Successful completion of HINF 264 PLAR Exam (multiple choice, true/false, fill in the blanks and short answer questions) with pass mark of 60%. Time allowed is 2.5 hours and there are 130 marks.
**Resources**


HINF 265 – Health Information Systems
Your studies will prepare you to manage and evaluate changes in computer technology and information systems. You will acquire the skills to participate in analyzing and planning for system changes that affect health information files.

Credit unit(s): 4.0
Equivalent course(s):
Prerequisite(s): COMP 175 minimum grade of 60% (concurrent), COMP 176 minimum grade of 60% (concurrent)

<table>
<thead>
<tr>
<th>HINF 265 – Health Information Systems</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Collect data from various sources.
   - Collect data from the Health Canada web site
   - Collect data from the Statistics Canada web site
   - Collect data from the Sask Health web site
   - Collect data from the Regina Qu’Appelle Health Region site
   - Create search criteria to search for data from academic health sites
   - Collect data from selected health-related listservs and newsgroups

2. Create a health information website.
   - Create a website using a variety of headers, paragraphs and lists
   - Add health information data to the web page
   - Add health-related clipart and images to the web page
   - Format the web page using various fonts, colours, alignments, etc.
   - Create links to various health-related websites
   - Create a multiple page website with links between the pages

3. Apply the information systems life cycle in a health records setting.
   - Define a health information system
   - Describe the structure of a specific health information system
   - Describe the input output cycle
   - List the components of systems analysis and design
   - Describe the components of the information systems life cycle
### HINF 265 – Health Information Systems

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Identify how the HIS problems can be detected.
   - Describe the steps involved in a preliminary investigation
   - Describe the various strategies to identify problems
   - Explain what a feasibility study is
   - Describe the challenges to systems planning

5. Analyze a health information system.
   - Create questionnaires
   - Administer questionnaires
   - Interview users
   - Analyze interview data and questionnaire data
   - Analyze documents and forms
   - Create a data flow diagram
   - Create a data dictionary
   - Create an entity-relationship diagram
   - Create an analysis document

6. Create a system design.
   - Design the input for a system
   - Design the output for a system
   - Design the files and database for a system
   - Design the processing steps
   - Design the security system
   - Develop the performance goals for a system
   - Describe prototyping

7. Create a system implementation plan.
   - Describe what site preparation is required in advance of installation
### HINF 265 – Health Information Systems

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe what user training and preparation should be carried out prior to site implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Describe the various forms of system testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compare the various forms of system startup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluate a system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Create a request for proposal.**

- Develop system specifications
- Create evaluation criteria
- Create an RFP document
- Compare bids made in response to an RFP

9. **Develop a project management plan.**

- Formulate project activities
- Estimate time and costs for activities
- Sequence activities
- Determine critical activities
- Use a project tool such as a Gantt chart to plan a project

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

Provide documentation to support meeting of course learning outcomes. This documentation can be a combination of the following:

1. **Personal resume**
   A personal resume highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes through, but not limited to:
   - Self-assessment of strengths and weaknesses
   - Personal and employment goals
   - Training goals
   - Letters from employers, colleagues, clients or students
- Evaluation reports
- Awards, grants or scholarships
- Job descriptions
- Related employment

2. **Employer validation documents**
   See attached employer validation document.

3. **Samples**
   Samples of projects you have worked on.

4. **Documentation**
   Provide documentation as evidence of completion of private training courses, non-credit courses and workshops to support meeting all of the learning outcomes:
   - Copies of certification documents (certificates, transcripts, attendance records, etc.)
   - Detailed course outline stating the learning outcomes of the course
   - Teacher/instructor evaluations
HINF 266 – Health Informatics
Your studies will involve learning about health informatics and how eHealth impacts the health information management professional. You will study common health informatics standards, including Health Level Seven (HL7).

Credit unit(s): 2.0
Prerequisite(s): HINF 261 (concurrent), HINF 264 (concurrent)

HINF 266 – Health Informatics

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

1. Describe health informatics.
   - Describe the fundamental concepts in health informatics
   - Describe the evolution of healthcare informatics
   - Identify data mining and knowledge discovery
   - Identify challenges and opportunities in health informatics

2. Discuss development standards and how they relate to health information management.
   - Describe the four common categories of standards
   - Identify the need for standards
   - Describe the standards life cycle

3. Discuss common standards development organizations.
   - List standards development organizations
   - Describe the International Organization for Standardization (ISO)
   - Describe Canada Health Infoway
   - Describe Canada’s Health Informatics Association, COACH
   - Describe the Canadian Standards Association (CSA)
   - Describe the Standards Council of Canada (SCC)
   - Describe the standards within the Canadian Institute for Health Information (CIHI)
   - Describe the International Health Terminology Standards Development Organization (IHTSDO)

4. Describe electronic health record information standards used across Canada.
   - Describe data messaging standards
### HINF 266 – Health Informatics

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate it well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Describe standards within Logical Observation Identifiers Names and Codes (LOINC)
- Describe standards within International Health Terminology Standards Development Organization (IHTSDO)
- Describe provincial specific standards

5. **Distinguish between internal and external standards and development for a health information system.**

- Identify internal standards
- Identify external standards
- Examine how internal and external standards help develop a health information system

6. **Examine the validation of standards, conformance and certification.**

- Examine validation of standards
- Examine conformance of standards
- Examine certification of standards

7. **Describe Health Level Seven (HL7) and HL7 Canada.**

- Describe HL7
- Describe HL7 in Canada
- Explain how HL7 is used in health information management

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
3. **Challenge exam**

Successful completion of HINF 266 PLAR Exam (multiple choice, true & false and short answer questions) with pass mark of 60%. Time allowed is 2 hours and there are 85 marks.

**Resources**


**MED 161 – Medical Terminology**

Your studies will focus on medical language and its use in practical situations. You will be introduced to the structure and function of medical language and the medical terms relating to body systems.

**Credit unit(s):** 2.0  
**Equivalent course(s):** MED 160, MTER 200

<table>
<thead>
<tr>
<th>MED 161 – Medical Terminology</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

1. Apply the principles related to basic word structure of medical language.
   - Define medical terminology
   - Describe the origin of medical language
   - Analyze the component parts of a medical term to determine its meaning
   - Explain the common rules for proper medical term formation, pronunciation and spelling

2. Use medical terms related to body systems and anatomic terms of reference.
   - Identify anatomic terms common to the body systems
   - Describe the anatomic position, body planes and directional terms
   - Define positional terms and terms related to body movement
   - List the main body cavities
   - Name the anatomic and clinical divisions of the abdomen

3. Use medical terms and abbreviations commonly found in health care records.
   - Define the basic terms and abbreviations used in documenting a history and physical, and a progress note
   - Recognize common hospital records
   - Identify common abbreviations and symbols related to medical facilities and patient care
   - List common units of measure and their related abbreviations
   - Identify drug forms, routes of medication administration, and their related abbreviations and symbols
   - Identify a drug prescription and explain the differences between chemical, generic and trade (brand) names of drugs
   - Define common prescription abbreviations and symbols
MED 161 – Medical Terminology

Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

- Recognize medical abbreviations and symbols that are deemed to be error prone
- Record military dates and times

4. Use common symptomatic and diagnostic medical terms.
- Identify common symptomatic and diagnostic suffixes
- Define common symptomatic and diagnostic terms based on term structure analysis
- List common terms related to a disease

5. Use common medical terms related to diagnostic tests and procedures.
- Identify common suffixes related to diagnostic tests and procedures
- Define common terms related to diagnostic tests and procedures using term structure analysis
- Recognize the types of diagnostic imaging modalities
- Identify common clinical laboratory tests

6. Use common operative and therapeutic medical terms.
- Identify common operative or surgical suffixes
- Define common operative terms using term structure analysis
- Define common therapeutic terms using term structure analysis
- Identify common drug classifications

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. Challenge exam
   Successful completion of MED 161 PLAR Exam (multiple choice, true & false, short answer questions and matching) AND pronunciation exam with pass mark of 60%. Time allowed is 2 hours and there are 100 marks. The pronunciation exam includes 20 terms.
Resources


Medical Dictionary (one of these is suggested):

**PATH 161 – Pathophysiology 1**
You will be introduced to various disease processes that can affect normal body structure and function. You will study the diagnostic investigations and treatments associated with each disease process. You will also study the effects of drugs and nutrition on the human body.

**Credit unit(s):** 3.0  
**Prerequisite(s):** MED 161 minimum grade of 60%, APHY 162 (concurrent)

<table>
<thead>
<tr>
<th>PATH 161 – Pathophysiology 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the effects of drugs on the body.
   - Define the terms “pharmacology” and “drug”
   - Describe the uses of drugs
   - Describe the types of pharmaceutical preparations available
   - Discuss Canadian legislation as it relates to drugs
   - Describe sources of drug information
   - Describe local and systemic effects of drugs on the body in relation to their route of administration
   - Explain the stages of pharmacokinetics
   - Describe the type of drug interactions
   - Differentiate between drug misuse, abuse and adverse reactions
   - Describe the effects of drugs on the elderly
   - Describe the effects of pain on the body
   - Identify the major classifications of drugs, common therapeutic uses and examples

2. Describe the science of pathophysiology.
   - Use terminology associated with pathophysiology
   - Describe common cellular adaptations
   - Describe the common causes of cell damage and necrosis
   - Explain the role of pathophysiology in the diagnosis and treatment of disease

3. Describe the pathophysiology of inflammation and healing.
   - Describe inflammation and its possible causes
<table>
<thead>
<tr>
<th>PATH 161 – Pathophysiology 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Describe the pathophysiology of acute and chronic inflammation
- Discuss the modes of treatment for inflammation
- Explain the healing process and factors which affect it
- Describe the pathophysiology of burns

4. Describe the pathophysiology of infection.
   - Identify various types of micro-organisms and examples of each
   - Describe the principles of infection
   - Describe the development and course of infection
   - Describe the pathophysiology of influenza

5. Describe the pathophysiology of immunity and abnormal responses.
   - Review the normal immune system and its components
   - Explain the methods of acquiring immunity
   - Discuss tissue transplant rejection and how it is treated
   - Describe the mechanism and clinical effects of each type of hypersensitivity reactions
   - Discuss the mechanisms of autoimmune disorders
   - Describe the pathophysiology of systemic lupus erythematosus (SLE)
   - Explain the causes and effects of immunodeficiency
   - Describe the pathophysiology of acquired immunodeficiency syndrome (AIDS)

6. Describe the pathophysiology of neoplasms.
   - Distinguish between benign and malignant tumors, their characteristics and terminology
   - Describe the local and systemic effects of cancer
   - Describe common diagnostic tests for cancer
   - Discuss the spread of malignant tumors
   - Explain the staging and grading of malignancy
   - Discuss carcinogenesis, risk factors, host defences and possible preventive measures
### PATH 161 – Pathophysiology 1

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

- Discuss treatment measures for cancer

7. **Describe the pathophysiology of fluid, electrolyte and acid-base imbalances.**

- Review the concepts of fluid balances
- Describe the causes and effects of fluid excess (edema)
- Describe the causes and effects of fluid deficit
- Explain the causes and effects of sodium imbalance
- Explain the causes and effects of potassium imbalance
- Explain the causes and effects of calcium imbalance
- Explain the causes and effects of other electrolyte imbalances including magnesium, phosphate and chloride
- Review the concepts of acid-base balance
- Explain the causes and effects of acidosis and alkalosis

8. **Describe the pathophysiology of congenital and genetic disorders.**

- Review the process of genetic control
- Differentiate between the terms congenital, genetic, chromosomal, developmental and multifactorial defects
- Describe the inheritance patterns of single-gene, chromosomal and multifactorial disorders
- Explain the common causes of developmental disorders and their relationship to fetal development
- Describe the benefits and risks of genetic screening programs and prenatal diagnostic testing
- Discuss the purposes of genetic engineering and current concerns
- Describe the genetic defect in a child born with Down syndrome and the effects on the child

9. **Describe the relationship between pregnancy and disease.**

- Describe the stages of fetal development
- Describe the physiological changes during pregnancy and their implications
- Explain potential complications of pregnancy
10. Describe the relationship between aging, immobility and diseases.

- Review the process of aging
- Describe the physiological changes of aging and their implications
- Discuss other significant factors associated with aging
- Describe the effects of immobility on the body

11. Describe the effects of stress and environmental hazards on disease.

- Describe the stress response
- Explain how the stress response is related to disease
- Identify positive coping strategies for dealing with stress
- Identify hazardous chemical, physical and biological agents in the environment and their relationship to disease
- Describe the genetic defect in a child born with Down syndrome and the effects on the child

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Challenge exam**
   Successful completion of PATH 161 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 2 hours and there are 80 marks.

**Resources**


PATH 272 – Pathophysiology 2
Building on the skills you developed in Pathophysiology 1 (PATH 161), you will study disease processes and the effects they have on the skin, breast, musculoskeletal, cardiovascular, blood, lymphatic and respiratory body systems.

Credit unit(s): 3.0
Prerequisite(s): PATH 161 minimum grade of 60%, APHY 262 (concurrent)

1. Describe the pathophysiology of skin and breast disorders.
   - Review normal structure and function of the integumentary system
   - Describe common skin lesions and manifestations of skin disorders
   - Identify common diagnostic tests for skin disorders
   - Identify common treatment measures for skin disorders
   - Describe the pathophysiology for inflammatory disorders of the skin
   - Describe the pathophysiology for infectious disorders of the skin
   - Describe the pathophysiology of benign and malignant neoplasms of the skin
   - Describe the pathophysiology of benign and malignant neoplasms of the breast

2. Describe the pathophysiology of musculoskeletal system disorders.
   - Review normal structure and function of the musculoskeletal system
   - Identify common manifestations of musculoskeletal disorders
   - Identify common diagnostic tests for musculoskeletal disorders
   - Identify common treatment measures for musculoskeletal disorders
   - Describe the pathophysiology of trauma to the musculoskeletal system
   - Describe the pathophysiology of bone disorders
   - Describe the pathophysiology of disorders of muscles, tendons and ligaments
   - Describe the pathophysiology of joint disorders

3. Describe the pathophysiology of cardiovascular disorders.
   - Review normal structure and function of the cardiovascular system
## PATH 272 — Pathophysiology 2

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

**Competent:** I can work independently to apply the outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Identify common manifestations of cardiovascular system disorders
- Identify common diagnostic tests for cardiovascular system disorders
- Identify common treatment measures for cardiovascular system disorders
- Describe the pathophysiology of coronary artery disease, myocardial ischemia and myocardial infarction
- Describe the pathophysiology of cardiac arrhythmias
- Describe the pathophysiology of congestive heart failure
- Describe the pathophysiology of congenital heart defects
- Describe the pathophysiology of inflammation and infection in the heart
- Describe the pathophysiology of vascular disorders
- Describe the pathophysiology of shock

### 4. Describe the pathophysiology of blood and lymphatic disorders.

- Review normal structure and function of the blood and lymphatic systems
- Describe the pathophysiology of blood dyscrasias
- Describe the pathophysiology of lymphatic disorders

### 5. Describe the pathophysiology of respiratory system disorders.

- Review normal structure and function of the respiratory system
- Describe common manifestations of respiratory system disorders
- Identify common diagnostic tests for respiratory system disorders
- Identify common treatment measures for respiratory system disorders
- Describe the pathophysiology of infectious diseases of the upper and lower respiratory tract
- Describe the pathophysiology of obstructive diseases
- Describe the pathophysiology of chronic obstructive pulmonary disease
- Describe the pathophysiology of restrictive lung disorders
- Describe the pathophysiology of pulmonary vascular disorders
PATH 272 – Pathophysiology 2

Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

- Describe the pathophysiology of pulmonary expansion disorders

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Challenge exam**
   
   Successful completion of PATH 272 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 2 hours and there are 70 marks.

### Resources


PATH 273 – Pathophysiology 3
Building on the skills you developed in Pathophysiology 1 (PATH 161) and Pathophysiology 2 (PATH 272), you will continue to learn disease processes and the effects they have on the digestive, urinary, reproductive and endocrine body systems. You will also examine disorders of the eye and ear, neurological and psychiatric disorders.

Credit unit(s): 3.0
Prerequisite(s): PATH 272 minimum grade of 60% or (PATH 270, PATH 271), APHY 262 minimum grade of 60% (concurrent)

1. Describe the pathophysiology of digestive system disorders.
   - Review normal structure and function of the digestive system
   - Describe common manifestations of digestive system disorders
   - Identify common diagnostic tests for digestive system disorders
   - Identify common treatment measures for digestive system disorders
   - Describe the pathophysiology of upper gastrointestinal tract disorders
   - Describe the pathophysiology for disorders of the liver and pancreas
   - Describe the pathophysiology of lower gastrointestinal tract disorders

2. Describe the pathophysiology of urinary system disorders.
   - Review normal structure and function of the urinary system
   - Describe common manifestations of urinary system disorders
   - Identify common diagnostic tests for urinary system disorders
   - Identify common treatment measures for urinary system disorders
   - Describe the pathophysiology of urinary tract infections and inflammatory disorders
   - Describe the pathophysiology of urinary tract obstructions
   - Describe the pathophysiology of vascular disorders of the kidney
   - Describe the pathophysiology of congenital disorders of the kidney
   - Describe the pathophysiology of acute and chronic renal failure

3. Describe the pathophysiology of reproductive systems disorders.
   - Review normal structure and function of the male reproductive system
<table>
<thead>
<tr>
<th>PATH 273 – Pathophysiology 3</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery:</td>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe common manifestations of male reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common diagnostic tests for male reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common treatment measures for male reproductive disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of male reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Review the normal structure and function of the female reproductive system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe common manifestations of female reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common diagnostic tests for female reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common treatment measures for female reproductive system disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of female reproductive systems disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of sexually transmitted diseases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of head and spinal cord injuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of congenital neurological disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of seizure disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of chronic degenerative neurologic disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of spinal cord disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describe the pathophysiology of neurological disorders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Review normal structure and function of the nervous system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe general effects of neurologic dysfunction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common diagnostic tests for neurological disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify common treatment measures for neurological disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of brain tumors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of vascular disorders of the brain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of infectious diseases of the nervous system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe the pathophysiology of head and spinal cord injuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PATH 273 – Pathophysiology 3

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

**Competent:** I can work independently to apply the outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

- Describe the pathophysiology of congenital neurological disorders
- Describe the pathophysiology of seizure disorders
- Describe the pathophysiology of chronic degenerative neurologic disorders
- Describe the pathophysiology of spinal cord disorders
- Describe the pathophysiology of common disorders of the ear

5. Describe the pathophysiology of disorders related to the eye and ear.

- Review normal structure and function of the eye
- Describe the pathophysiology of common disorders of the eye
- Review normal structure and function of the ear
- Describe the pathophysiology of common disorders of the ear

6. Describe the pathophysiology of endocrine disorders.

- Review normal structure and function of the endocrine system and hormone secretion
- Describe general aspects of altered endocrine function
- Identify common diagnostic tests for endocrine disorders
- Identify common treatment measures for endocrine disorders
- Describe the pathophysiology of diabetes mellitus
- Describe the pathophysiology of parathyroid gland disorders
- Describe the pathophysiology of pituitary gland disorders
- Describe the pathophysiology of thyroid gland disorders
- Describe the pathophysiology of adrenal gland disorders

7. Describe the pathophysiology of psychiatric disorders.

- Define mental disorders and psychiatry
- Describe the basic characteristics of mood disorders
- Describe the basic characteristics of schizophrenia and other psychotic disorders
- Describe the basic characteristics of anxiety disorders
PATH 273 – Pathophysiology 3

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

- Describe the basic characteristics of somatoform disorders
- Describe the basic characteristics of eating disorders
- Describe the basic characteristics of personality disorders
- Describe the basic characteristics of psychiatric disorders due to medical conditions and substances
- Describe the basic characteristics of substance-related disorders
- Describe therapeutic measures used in the treatment of psychiatric disorders

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Challenge exam**
   - Successful completion of PATH 273 PLAR Exam (multiple choice, true & false, short answer questions and matching) with pass mark of 60%. Time allowed is 2 hours and there are 80 marks.

Resources


PRAC 165 – Health Information Practicum 1
You will apply your previously learned theory and experience in health information management while working in a health care agency. Your practicum will focus on coding. You will have an opportunity to practice abstracting and presenting data.

Credit unit(s): 13.0
Prerequisite(s): APHY 262, (CLIN 258 or CLIN 259), HINF 161, (PATH 273 or PATH 271), COMP 173, COMP 174, COMM 262

PRAC 165 – Health Information Practicum 1
Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

1. Conduct workplace actions in a professional manner.
   - Arrive on time for work each day
   - Notify the preceptor of any absence, the reason and requests to make up the time
   - Maintain confidentiality of clients, practicum staff and Saskatchewan Polytechnic instructor information
   - Dress appropriately each day in professional office attire
   - Take initiative in seeking clarification or guidance
   - Demonstrate accountability for own actions
   - Seek learning experience on own initiative
   - Interact with others in a courteous, professional, productive and helpful manner
   - Comply with professional and institutional HIM practice
   - Adhere to established practicum agency policies and procedures
   - Adhere to policies and procedures of Saskatchewan Polytechnic
   - Complete the final evaluation

2. Apply the Canadian Health Information Management Association code of ethics within your domain of practice.
   - Maintain standards of the CHIMA Code of Ethics
   - Demonstrate ethical standards of conduct for health information management professionals
   - Protect individual rights to confidentiality, privacy, and security of personal health information, thereby acting as a client advocate
   - Recognize her/his source of authority and conscientiously discharge the duties and responsibilities entrusted
### PRAC 165 – Health Information Practicum 1

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Conduct her/himself in the practice of the profession so as to bring honour and dignity to her/himself, the health information management profession and the college
- Strive to improve her/his professional knowledge and competence through continued self-improvement and application of current advancements in the conduct of health information management practices

3. Observe the flow of patient information from entry to exit in a health care setting.

- Complete a patient/client registration gathering required personal information
- Process patient visits
- Observe and/or assist in the OR booking process
- Observe the information flow on a nursing unit/home care visit/mental health visit

4. Integrate records management theory into the workplace.

- Complete chart assembly according to facility assembly order
- Analyze documents for deficiencies (e.g. Q.A.)
- Utilize systems of chart numbering, filing and chart control
- Outline methods for storing and retaining records
- Perform release of information in accordance with legislation and facility policies and procedures
- Design forms to fit the function required

5. Code charts utilizing ICD-10-CA and CCI in the hospital setting.

- Apply their knowledge of anatomy, physiology, pathophysiology and medical terminology to the coding process
- Perform coding using Folio views or 3M encoder
- Assign the appropriate ICD-10-CA & CCI codes to assigned charts

6. Abstract data in the hospital setting.

- Assign the correct diagnosis types
- Assign the correct patient service
- Assign the correct physicians, physician type and physician service
PRAC 165 – Health Information Practicum 1

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Accurately capture mandatory data elements as required
- Use electronic abstracting and/or electronic data entry

7. Demonstrate the ability to retrieve, analyze and present health data.
   - Demonstrate data collection methodology
   - Use classification systems to retrieve data, e.g. ICD-10-CA/CCI, ICD-9-CM, etc.
   - Interpret various CIHI reports including RIW, CHAP, and CMG reports
   - Compile daily census health care statistics
   - Compile descriptive statistics
   - Assemble data for presentation
   - Prepare a peer review/audit/study/report

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Includes a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.

**Resources**

PRAC 262 – Health Information Practicum 2
Your practical experience will help you acquire experience working in the health information field. You will develop your professional skills by promoting both the health information profession and program.

Credit unit(s): 19.0
Prerequisite(s): CLIN 288, HINF 266, COSC 262, HINF 260, HINF 262, HINF 263, HINF 264, HINF 265, STAT 260, PSYC 160

<table>
<thead>
<tr>
<th>PRAC 262 – Health Information Practicum 2</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Conduct workplace actions in a professional manner.
   - Arrive on time for work each day
   - Notify the preceptor of any absence, the reason and requests to make up the time
   - Maintain confidentiality of clients, practicum staff and Saskatchewan Polytechnic instructor information
   - Dress appropriately each day in professional office attire
   - Take initiative in seeking clarification or guidance
   - Demonstrate accountability for own actions
   - Seek learning experience on own initiative
   - Interact with others in a courteous, professional, productive and helpful manner
   - Comply with professional and institutional HIM practice
   - Adhere to established practicum agency policies and procedures
   - Adhere to policies and procedures of Saskatchewan Polytechnic
   - Complete the final evaluation

2. Apply relevant privacy legislation within scope of practice.
   - Interpret the law as it applies to health records and health information
   - Identify legislation that sets the standards for health information and consequences of not meeting these standards
   - Apply legislation that regulates the retention, storage and disposal of health information
   - Apply legislation to solve the issues relating to access to health information
   - Apply legislation to resolve concerns related to privacy, confidentiality and security
PRAC 262 – Health Information Practicum 2

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
</table>

- **Identify how health information is used as evidence in legal proceedings**
- **Apply recognized criteria for using health information in research**
- **Identify/analyze issues associated with computerization, the electronic health record and record transmission and linkage**
- **Identify correct methods and procedures for documenting in the client record**

3. **Apply the Canadian Health Information Management Association code of ethics within your domain of practice.**

- **Maintain standards of the CHIMA Code of Ethics**
- **Demonstrate ethical standards of conduct for health information management professionals**
- **Protect individual rights to confidentiality, privacy and security of personal health information, thereby acting as a client advocate**
- **Recognize her/his source of authority and conscientiously discharge the duties and responsibilities entrusted**
- **Conduct her/himself in the practice of the profession so as to bring honour and dignity to her/himself, the health information management profession and the college**
- **Strive to improve her/his professional knowledge and competence through continued self-improvement and application of current advancements in the conduct of health information management practices**

4. **Integrate leadership/management theory into the workplace.**

- **Evaluate applicable policies and procedures**
- **Conduct a needs assessment in health information management**
- **Participate in strategic planning**
- **Manage projects or manage the student’s own portion of the project**
- **Create a request for proposal for an HIS system**
- **Understand how to evaluate bids for software and hardware**
- **Identify the goals of quality management and the steps involved in risk management and threat and risk assessment (e.g. privacy impact assessments)**

5. **Participate in the development of the electronic health record.**

- **Use electronic abstracting and/or electronic data entry**
### PRAC 262 – Health Information Practicum 2

<table>
<thead>
<tr>
<th>Mastery: I am able to demonstrate it well enough to teach it to someone else.</th>
<th>Competent: I can work independently to apply the outcome.</th>
<th>Functional: I need some assistance in using the outcome.</th>
<th>Learning: I am developing skills and knowledge for this area.</th>
<th>None: I have no experience with the outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use classification systems for data retrieval, e.g. ICD-10-CA/CCI, ICD-9, ICD-9-CM, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret various CIHI reports including RIW, CHAP and CMG reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate report writing skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assemble data for presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design benchmarks and critical indicators and/or can use benchmarks and critical indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain/utilize health information systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 6. Participate in the collection, retrieval and analysis of data.
- Demonstrate data collection methodology
- Adhere to data quality processes
- Examine survey methodology
- Compose descriptive statistics
- Design report outcomes
- Retrieve and present data
- Prepare peer review/audit/study

#### 7. Participate in epidemiological studies.
- Apply knowledge of terms and concepts related to epidemiology
- Analyze the sequence of events involved in epidemiological study
- Interpret various epidemiological models
- Utilize appropriate sources of health data
- Calculate appropriate measures of morbidity and/or mortality
- Examine the relationship between lifestyle and health care

#### 8. Apply statistical analysis techniques.
- Calculate probabilities
- Calculate confidence intervals
<table>
<thead>
<tr>
<th>PRAC 262 – Health Information Practicum 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Conduct a hypothesis test for single samples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Conduct a hypothesis test for two samples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analyze non-parametric data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Conduct linear regression analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Utilize statistical applications such as SPSS or equivalent appropriate statistical software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Modify databases and/or health information systems.

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Create basic components of a database (tables, forms, queries, reports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Modify a database</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design a multi-table Access database</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design Access queries based on multiple tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design SPSS file structures (or equivalent appropriate statistical software)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analyze single variables using SPSS (or equivalent appropriate statistical software)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analyze the relationship between multiple variables using SPSS (or equivalent appropriate statistical software)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design a health information database using Access or SPSS (or equivalent appropriate statistical software)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design system analysis techniques for analyzing data and goals of a system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Apply network technology theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Evaluate user needs through a questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Use project management software to plan a project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Design and create databases of different complexity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Participate in software testing and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Develop a new or modified system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   - Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
Associated Studies
PSYC 160 – Psychology 1
Your studies will include the theories and concepts that form the foundation of psychology as a science. You will explore the study of human behaviour by examining concepts including: perception, sensation, learning, memory, intelligence, motivation, emotion, states of consciousness, personality, and the relationship between health and stress.

Credit unit(s): 2.0

<table>
<thead>
<tr>
<th>PSYC 160 – Psychology 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Describe psychology as a science.
   - Describe the science of psychology, its research methods and ethical standards
   - Describe the evolution of psychology

2. Describe the processes of sensation and perception.
   - Describe the concept of sensation
   - Describe the major sense organs and the ways by which they register information
   - Describe the basic processes of perception
   - Describe extraordinary perceptions and additional influences on perception

3. Explain the states of consciousness.
   - Describe states of consciousness
   - Explain sleep disturbance and sleep disorders
   - Describe altered states of consciousness

4. Examine the concept of learning in psychology.
   - Describe classical conditioning
   - Describe operant conditioning
   - Describe cognitive learning

5. Describe the concept of memory.
   - Describe memory
   - Explain remembering and forgetting
6. Describe the concept of intelligence.
   - Describe intelligence according to its underlying factors, the major tests of intelligence and the formula for IQ
   - Differentiate between the extremes in intellectual functioning and the degree to which intelligence is influenced by both heredity and environment

7. Explain motivation and emotion.
   - Describe motivation and its role in behaviour
   - Describe emotion and its role in behaviour

8. Describe personality theories and assessment.
   - Describe the concept of personality
   - Describe the psychoanalytic theory of personality
   - Summarize and compare the major aspects of trait, learning, humanistic theories of personality, and the contributions of behavioural genetics.
   - Describe the assessment of personality

   - Describe the concept of stress and how best to cope with it
   - Describe the psychological factors that can affect health-related problems

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Exam
   Successful completion of PSYC 160 PLAR Exam (90 multiple choice questions) with a minimum grade of 60%. The time allotted to write is 2 hours.

**Resources**

STAT 260 – Statistics for Health Sciences
You will learn statistical methods of analysis and inference including descriptive measures, frequency distributions, probability, confidence intervals, hypothesis testing, analysis of variance, and correlation and regression techniques. The emphasis in this course is on statistical applications, with problems chosen from the health sciences field.

Credit unit(s): 4.0
Equivalent course(s): STAT 190

<table>
<thead>
<tr>
<th>STAT 260 – Statistics for Health Sciences</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Calculate descriptive statistics.
   - Define fundamental statistical terms
   - Describe data using tables and graphical methods
   - Calculate and interpret measures of central tendency
   - Calculate and interpret measures of variation
   - Calculate and interpret measures of position

2. Calculate probabilities.
   - Define basic concepts of probability and probability laws
   - Calculate and interpret probabilities of compound events
   - Calculate and interpret probabilities of conditional events
   - Calculate and interpret probabilities of independent events

3. Examine probability distributions.
   - Describe random variables and random sampling
   - Calculate and interpret probabilities for discrete random variables
   - Calculate and interpret probabilities for continuous variables
   - Calculate probabilities for sampling distributions

4. Calculate confidence intervals.
   - Introduce confidence intervals (CIs)
   - Calculate and interpret CI for population mean
   - Calculate and interpret CI for population proportion
STAT 260 – Statistics for Health Sciences

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

**Competent:** I can work independently to apply the outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

- Examine the effect of sample size on the error level

5. **Conduct a hypothesis testing.**

- Describe the elements of a hypothesis test
- Conduct a hypothesis test about population mean
- Calculate and interpret the p-value for a hypothesis test
- Conduct hypothesis test about population proportion
- Conduct hypothesis test for two population means
- Conduct hypothesis test for two population proportions
- Conduct one-way analysis of variance (ANOVA) test to compare several means

6. **Use non-parametric data in hypothesis testing.**

- Conduct a chi-square test of hypothesis about a multinomial distribution
- Conduct a chi-square hypothesis test about a contingency table

7. **Conduct linear regression analysis.**

- Introduce linear regression
- Calculate the linear regression equation based on samples of two variables
- Calculate the correlation coefficient
- Estimate values using a straight-line model

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Challenge exam**

   70 marks in total, time allowed 90 minutes.
   10 problem solving questions. Four of these questions have multiple parts.
   Students are allowed to use an approved statistical calculator.
   A formula sheet and tables are included in the exam.
**Resources**


Texas Instrument TI-30-XA calculator
CLIN 257/258/288 Block Challenge
Clinical Coding 1, 2, 3
This block challenge focuses primarily on coding and abstracting skills, including acute care and ambulatory care.

<table>
<thead>
<tr>
<th>CLIN 257/258/288 Block Challenge</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery:</td>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None:</td>
<td>I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Assign diagnosis types to ICD-10-CA codes.
2. Apply ICD-10-CA and CCI to neoplasm cases.
3. Apply ICD-10-CA and CCI to infection cases.
4. Apply ICD-10-CA and CCI to musculoskeletal and connective tissue cases.
5. Apply ICD-10-CA and CCI to significant orthopaedic trauma cases.
6. Apply ICD-10-CA and CCI to cardiovascular cases.
7. Apply ICD-10-CA and CCI to blood and hematopoietic cases, leukemia and lymphoma cases.
8. Apply ICD-10-CA and CCI to respiratory cases.
10. Apply ICD-10-CA and CCI to digestive cases.
11. Apply ICD-10-CA and CCI to hepatobiliary and pancreatic cases.
12. Apply ICD-10-CA and CCI to kidney and urinary tract cases.
13. Apply ICD-10-CA and CCI to male reproductive cases.
14. Apply ICD-10-CA and CCI to female reproductive cases.
15. Apply ICD-10-CA and CCI to nervous system cases.
16. Apply ICD-10-CA and CCI to eye cases.
17. Apply ICD-10-CA and CCI to ear, nose, throat and mouth cases.
18. Apply ICD-10-CA and CCI to endocrine, nutritional and metabolic cases.
19. Apply ICD-10-CA and CCI to mental and behavioural disorder cases.
20. Demonstrate how to abstract acute care visit data.
### CLIN 257/258/288 Block Challenge

| Mastery: | I am able to demonstrate it well enough to teach it to someone else. |
| Competent: | I can work independently to apply the outcome. |
| Functional: | I need some assistance in using the outcome. |
| Learning: | I am developing skills and knowledge for this area. |
| None: | I have no experience with the outcome. |

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Demonstrate how to abstract ambulatory care visit data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Design reports utilizing the 3M report writer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Prepare a data quality presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Utilize coding resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Assign diagnosis types to ICD-10-CA codes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Apply ICD-10-CA, CCI and coding standards to common coding cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Apply ICD-10-CA, CCI and coding standards to HIV infection cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Apply ICD-10-CA, CCI and coding standards to infections, septicemia and viral hepatitis cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Apply ICD-10-CA, CCI and coding standards to diabetes mellitus (DM) cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Apply ICD-10-CA, CCI and coding standards to Other Reasons for Hospital Care cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Apply ICD-10-CA, CCI and coding standards to advanced coding cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Apply ICD-10-CA, CCI, coding standards and abstract pregnancy and childbirth cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Apply ICD-10-CA, CCI and coding standards to newborn and other neonate cases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   
   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   
   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
3. **Challenge exam**  
Successful completion of CLIN 257/258/288 PLAR Exam (multiple choice, true & false and short answer questions) with pass mark of 60%. Time allowed is 6.5 hours and there are 275.5 marks.

4. **Coding practical demonstration**  
The coding practical demonstration for CLIN 257 consists of coding diagnoses and interventions using Saskatchewan Polytechnic charts and/or case studies with ICD-10-CA/CCI folio and CIHI coding standards. The PLAR candidate is allowed 3 hours to complete the coding of the selected Saskatchewan Polytechnic charts and/or case studies. The candidate must achieve a passing grade of 60%

**Resources**


Saskatchewan Polytechnic. *CLIN 257 – Clinical Coding 1* [Coursepack]. Regina,SK: Saskatchewan Polytechnic Regina Campus.

Saskatchewan Polytechnic. *CLIN 258 – Clinical Coding 2* [Coursepack]. Regina,SK: Saskatchewan Polytechnic Regina Campus.

Saskatchewan Polytechnic. *CLIN 288 – Clinical Coding 3* [Coursepack]. Regina,SK: Saskatchewan Polytechnic Regina Campus.
Your block challenge will include the topics of Epidemiology, Health Care Law and Ethics and Health Information Practicum 2, with a focus on research.

<table>
<thead>
<tr>
<th>HINF 260/HINF 262/PRAC 262</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the basic terminology and concepts related to epidemiology.
2. Discuss the scope and application of epidemiology.
3. Calculate the various measures of morbidity and mortality.
4. Compose the sequence of events involved in epidemiological study.
5. Explain various epidemiology models.
6. Describe the sources of health data.
7. Describe the relationship between lifestyle and health care.
8. Interpret the law as it applies to health records and health information.
9. Demonstrate ethical standards of conduct for health information management professionals.
10. Identify legislation that sets the standards for health information and consequences of not meeting these standards.
11. Apply legislation that regulates the retention, storage, and disposal of health information.
12. Create policies and procedures relating to access to health information.
13. Illustrate the issues related to privacy, confidentiality, and security.
14. Explain how health information is used as evidence in legal proceedings.
15. Apply criteria for using health information in research.
16. Identify the criteria for using health information in health research.
17. Identify correct methods and procedures for documenting in the client record.
### HINF 260/HINF 262/PRAC 262

| Mastery: I am able to demonstrate it well enough to teach it to someone else. |
| Competent: I can work independently to apply the outcome. |
| Functional: I need some assistance in using the outcome. |
| Learning: I am developing skills and knowledge for this area. |
| None: I have no experience with the outcome. |

| 18. Identify the issues surrounding patient consent. |  |
| 19. Participate in quality management and risk management. |  |
| 20. Conduct workplace actions in a professional manner. |  |
| 21. Apply relevant privacy legislation within scope of practice. |  |
| 22. Apply the Canadian Health Information Management Association code of ethics within your domain of practice. |  |
| 23. Integrate leadership/management theory into the workplace. |  |
| 24. Participate in the development of the electronic health record. |  |
| 25. Participate in the collection, retrieval and analysis of data. |  |
| 27. Apply statistical analysis techniques. |  |
| 28. Modify databases and/or health information systems. |  |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   - Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
Resources


**HINF 263/HINF 264 Block Challenge**

**Human Resource Management in Health Care/Theories and Concepts of Program Management**

This block challenge will include concepts from both classes: Human Resource Management in Health Care and Theories and Concepts of Program Management.

---

**HINF 263 & HINF 264**

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to demonstrate it well enough to teach it to someone else.</td>
<td>I can work independently to apply the outcome.</td>
<td>I need some assistance in using the outcome.</td>
<td>I am developing skills and knowledge for this area.</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Describe the role of the manager.

2. Discuss human rights and labour standards.

3. Plan collaborative relationships with departments.

4. Conduct staff initiatives and performance reviews.

5. Evaluate staff development.

6. Evaluate policies and procedures.

7. Conduct a needs assessment in health care.

8. Examine project management.

9. Examine health information management systems (HIMS).

10. Describe business planning.

11. Formulate a strategic plan.

---

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops.

2. **Employer validation**
   - Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
3. **Challenge exam**

Successful completion of HINF 261 PLAR Exam (multiple choice, true/false, fill in the blanks and short answer questions) with pass mark of 60%. Time allowed is 4 hours and there are 193 marks.

**Resources**


Health Information Management

Appendices
Appendix A

Evidence File Information

The three charts in this appendix explain and list examples of work related activities that you could supply as samples of information in an evidence file. If you are challenging more than one course and they have common samples of evidence, you need only submit the sample once. It is important that you submit only evidence that demonstrates knowledge of the course content. You may refer to the course learning outcomes in the self-audits to assist you.

Work samples may not list your name as the author/creator. If your name is not listed on the sample please have your work supervisor authenticate the sample. Verification of evidence should be completed on official letterhead of the organization and should indicate the name, title and area of employment of the professional verifying the sample.

Chart 1: HINF 260/261/262

<table>
<thead>
<tr>
<th>HINF 260</th>
<th>HINF 261</th>
<th>Block 260/262</th>
<th>HINF 262</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiological studies completed.</td>
<td>Database created.</td>
<td>Epidemiological studies completed.</td>
<td>Policies and/or procedures written relating to any of the areas covered in this course’s outcomes.</td>
</tr>
<tr>
<td>Accreditation reports completed.</td>
<td>Data presentations given (paper or video if available).</td>
<td>Accreditation reports completed.</td>
<td>Forms developed relating to any of the areas covered in the course’s outcomes.</td>
</tr>
<tr>
<td>Documentation of participation on committees or working groups for EPR, health indicator development, Epidemiology studies.</td>
<td>Benchmark and/or critical indicators created.</td>
<td>Documentation of participation on committees or working groups for EPR, health indicator development, Epidemiology studies.</td>
<td>Risk management processes completed.</td>
</tr>
<tr>
<td>Reports utilizing statistical concepts and/or measures of morbidity and mortality.</td>
<td>Critical incident audits.</td>
<td>Reports utilizing statistical concepts and/or measures of morbidity and mortality.</td>
<td>Educational sessions attended– Law, Ethics, Record retention, storage, disposal, computers, Quality Management, Risk Management.</td>
</tr>
<tr>
<td>HINF 260</td>
<td>HINF 261</td>
<td>Block 260/262</td>
<td>HINF 262</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Tables and/or graphs completed.</td>
<td>Coding and abstracting audits performed.</td>
<td>Tables and/or graphs completed.</td>
<td>Involvement in committees for EPR.</td>
</tr>
<tr>
<td>Photos or videos of skill demonstration.</td>
<td>Samples of reports generated from system or manually created from data obtained from database and/or paper charts.</td>
<td>Photos or videos of skill demonstration.</td>
<td>Photos or videos of skill demonstration.</td>
</tr>
<tr>
<td>Any publication for which you are credited.</td>
<td>Photos or videos of skill demonstration.</td>
<td>Any publication for which you are credited.</td>
<td>Any publication for which you are credited.</td>
</tr>
<tr>
<td>Certificates of education/training programs.</td>
<td>Any publication for which you are credited.</td>
<td>Database created.</td>
<td>Certificates of education/training programs.</td>
</tr>
<tr>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td>Data presentations given (paper or video if available).</td>
<td>Certificates of Attendance from workshops and training sessions.</td>
</tr>
<tr>
<td>Confirmation of workshops/sessions facilitated</td>
<td>Certificates of education/training programs.</td>
<td>Educational sessions attended– CIHI workshops. CIHI reports.</td>
<td>Any work samples covering confidentiality and ethical concerns.</td>
</tr>
<tr>
<td>Statistical concepts or relationships to lifestyles in their completion.</td>
<td>Confirmation of workshops/sessions facilitated.</td>
<td>Benchmark and/or critical indicators created.</td>
<td>Critical incident audits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coding and abstracting audits performed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Samples of reports generated from system or manually created from data obtained from database and/or paper charts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Photos or videos of skill demonstration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Any publication for which you are credited.</td>
</tr>
<tr>
<td>HINF 260</td>
<td>HINF 261</td>
<td>Block 260/262</td>
<td>HINF 262</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirmation of workshops/sessions facilitated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirmation of workshops/sessions facilitated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td></td>
</tr>
<tr>
<td><strong>HINF 263</strong></td>
<td><strong>HINF 264</strong></td>
<td><strong>HINF 263/264</strong></td>
<td><strong>HINF 265</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Organization charts.</td>
<td>Research studies or statistical reports.</td>
<td>Organization charts.</td>
<td>A personal resume highlighting skills and accomplishments that demonstrate how you have accomplished the stated learning outcomes.</td>
</tr>
<tr>
<td>Staff development programs.</td>
<td>Quality Assurance processes completed.</td>
<td>Staff development programs.</td>
<td>Self-assessment of strengths and weaknesses.</td>
</tr>
<tr>
<td>Educational sessions attended – motivation, legislation, communication, time management.</td>
<td>A confirmation of involvement of the candidate in the implementation of an HIMS.</td>
<td>Educational sessions attended – motivation, legislation, communication, time management.</td>
<td>Training goals.</td>
</tr>
<tr>
<td>Staff evaluation forms.</td>
<td>Projects plans or documentation of completed projects.</td>
<td>Staff evaluation forms.</td>
<td>Evaluation reports.</td>
</tr>
<tr>
<td>Team development forms.</td>
<td>Program development plans.</td>
<td>Team development forms.</td>
<td>Job descriptions.</td>
</tr>
<tr>
<td>Photos or videos of skill demonstration.</td>
<td>A needs assessment.</td>
<td>Research studies or statistical reports.</td>
<td>Related employment.</td>
</tr>
<tr>
<td>Any publication for which you are credited.</td>
<td>A Strategic Plan.</td>
<td>Quality Assurance processes completed.</td>
<td>An employer validation document (see Appendix C).</td>
</tr>
<tr>
<td>Certificates of education/training programs.</td>
<td>Photos or videos of skill demonstration.</td>
<td>A confirmation of involvement of the candidate in the implementation of an HIMS.</td>
<td>Samples of projects you have worked on.</td>
</tr>
<tr>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td>Any publication for which you are credited.</td>
<td>Policies and procedures.</td>
<td>Provide documentation as evidence of completion of private training courses, non-credit courses and workshops.</td>
</tr>
<tr>
<td>HINF 263</td>
<td>HINF 264</td>
<td>HINF 263/264</td>
<td>HINF 265</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>Confirmation of workshops and training sessions facilitated.</td>
<td>Confirmation of workshops/training sessions facilitated.</td>
<td>Projects plans or documentation of completed projects.</td>
<td>to support meeting all of learning outcomes: 1. Copies of certification documents (certificates, transcripts, attendance records, etc. 2. Detailed course outline stating the learning outcomes of the course. 3. Teacher/instructor evaluations.</td>
</tr>
<tr>
<td>Certificates of education/training programs.</td>
<td>Business plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td>Program development plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photos or videos of skill demonstration.</td>
<td>Any publication for which you are credited.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Attendance from workshops and training sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of education/training programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmation of workshops/training sessions facilitated.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chart 3: CLIN 288, COSC 262, PRAC 262, HINF 265/COSC 262

<table>
<thead>
<tr>
<th>CLIN 288</th>
<th>COSC 262</th>
<th>PRAC 262</th>
<th>HINF 265/COSC 262</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample abstracts completed.</td>
<td>A personal resume highlighting skills and accomplishments that demonstrate how you have accomplished the stated learning outcomes.</td>
<td>Must have at least one year experience in a health records environment.</td>
<td>A personal resume highlighting skills and accomplishments that demonstrate how you have accomplished the stated learning outcomes.</td>
</tr>
<tr>
<td>Error reports received back from CIHI.</td>
<td>Personal and employment goals.</td>
<td>Completed employer validation checklist (Appendix B).</td>
<td>Personal and employment goals.</td>
</tr>
<tr>
<td>Reports produced from your data input to the HIM system with proof of verification of the data within the report.</td>
<td>Training goals.</td>
<td>Any work sample that demonstrates knowledge and skills identified in the course’s learning outcomes.</td>
<td>Training goals.</td>
</tr>
<tr>
<td>Presentations prepared for health care data demonstrating analytical techniques used for this preparation.</td>
<td>Letters from employers, colleagues, clients or students.</td>
<td></td>
<td>Letters from employers, colleagues, clients or students.</td>
</tr>
<tr>
<td>Photos or videos of skill demonstration.</td>
<td>Evaluation reports.</td>
<td></td>
<td>Evaluation reports.</td>
</tr>
<tr>
<td>Any publication for which you are credited.</td>
<td>Awards, grants or scholarships.</td>
<td></td>
<td>Awards, grants or scholarships.</td>
</tr>
<tr>
<td>Certificates of attendance from workshops and training sessions.</td>
<td>Sample database files you have created.</td>
<td></td>
<td>Related employment.</td>
</tr>
<tr>
<td>Confirmation of workshops/training sessions facilitated.</td>
<td>Provide documentation as evidence of completion of private training courses, non-</td>
<td></td>
<td>An employer validation document (see Appendix C).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLIN 288</td>
<td>COSC 262</td>
<td>PRAC 262</td>
<td>HINF 265/COSC 262</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>credit courses and workshops to support meeting all of learning outcomes: 1. Copies of certification documents (certificates, transcripts, attendance records, etc. 2. Detailed course outline stating the learning outcomes of the course. 3. Teacher/instructor evaluations.</td>
<td></td>
<td></td>
<td>Samples of projects you have worked on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide documentation as evidence of completion of private training courses, non-credit courses and workshops to support meeting all of learning outcomes: 1. Copies of certification documents (certificates, transcripts, attendance records, etc. 2. Detailed course outline stating the learning outcomes of the course. 3. Teacher/instructor evaluations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sample database files you have created.</td>
</tr>
</tbody>
</table>
CLIN 161 – Suggested Work Samples for Evidence File

If possible, supply samples of your work related activities or confirmation of completed course(s) that relate to experience in or knowledge of the areas of the profession of health information management, the health information management department (especially in the areas of assembly and QA), the admitting/registration department (all areas) or the CIHI organization. This information could be provided by submitting samples of any of the following:

1. Sample of assembly rules and/or list.
2. Sample assembly chart.
3. Sample of policy and/or procedure related to QA process or a control sheet for the process or sample of deficiency slip.
4. Sample of your master patient index/registry information collected.
5. Sample of policy and/or procedure related to admission/registration.
6. Sample of documentation of health information management profession.
7. Sample of documentation prepared for CIHI guidelines, rules and regulations.
8. Photos or videos of skill demonstration (be cautious around confidentiality and privacy rules).
9. Any publication for which you are credited.
10. Certificates of education/training programs.
11. Certificates of attendance from workshops and training sessions.
12. Confirmation of workshops/training sessions facilitated.

Work samples may not list your name as the author/creator. If your name is not listed on the sample please have your work supervisor authenticate the sample. Verification of evidence should be completed on official letterhead of the organization and should indicate the name, title and area of employment of the professional verifying the sample. See sample validation form in Appendix B.
Appendix B

Letter of Validation from Employer

You may be required to submit a letter of validation from your employer.

Each letter must be printed on the employer’s letterhead and contain the following information:

1. Personal contact information
   - Name and job title of validator
   - Employer name
   - Telephone
   - Fax
   - Email

2. Validation statement, for example:

   I have actually seen Jane Doe complete the learning outcomes that I have signed for on the competency sheet for the (insert class code and name here), and I have confidence that he/she is competent to perform those tasks in a manner that demonstrates the required knowledge, needed critical thinking, and sound judgment.

3. Specific information required for each course.

4. General comments regarding the candidate’s performance (optional).

5. Employer signature and date.
Appendix C – Final Checklist

Final Checklist

Important:
Once you have organized and compiled your evidence file according to each health information management category you wish to gain recognition for through the PLAR process, you may want to have a knowledgeable colleague check it and provide objective feedback. After you have made any revisions or modifications, it is important that you are able to effectively present the evidence file and to discuss it with the assessor. Once again you may wish to employ a trusted colleague to listen to your presentation.

☐ Have I included the best samples of my skills and knowledge?

☐ Have I included any confidential material or included any names? If I have, have I received written permission and have I take precautions to protect identities?

☐ Have I checked my grammar and spelling with a word processor or had another person edit for mistakes?

☐ Have I made sure that each piece of evidence is well explained?

☐ Have I included verification of work samples where needed?

☐ Have I had a trusted and knowledgeable colleague read through my portfolio to give me constructive feedback?