Health Information Management

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Health Information Management is committed to assessing and awarding credit for students’ existing knowledge and skills that closely match the learning outcomes of one or more of our courses. Fair, valid, and flexible assessment methods can be applied to award credit for prior learning acquired through post-secondary education, workplace training, and informal learning.

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Advance Credit options at Saskatchewan Polytechnic

There are three ways to get advance credit for what you already know. You can combine them for credit in the same program, but not for the same course.

1. **Transfer credit** for courses taken from another college or university. See our online webpage for more information about transfer credit.

   Transfer credit is an option if...
   - One or two courses you took closely match one or two of our courses.
   - The school you attended is a recognized or authorized post-secondary institution.
   - You list the school and program on your Application for Admission form.
   - You provide an acceptable transcript before you start the program,
   - You submit a Transfer Credit Request form (no fee).

   For example, if you took a university chemistry course, you may get transfer credit for a similar chemistry course at Sask Polytech.

2. **Equivalency Credit** for one or more Sask Polytech courses you took before. You may have taken it from one of our campuses, at a regional college, or for dual credit in high school. See our webpage for more information about dual credit.

   Equivalency Credit is an option if...
   - The course is the same or equal to a course in your current program.
   - You passed the course within the last 5 years. Ask for an exception if you have been using the knowledge since taking the course.
   - You listed the course on your Application for Admission to a program.
   - You submit a Program Adjustment form (no fee) when registering for courses in your program. For a full-time, on-campus program, that is usually on the first day.

   For examples, if you took COMM 291 in our Youth Care Worker program, it is equivalent to BCOM 103 in our Office Administration program.

   If you took our DRFT 390 course while in high school, you may get credit for it in our CAD/CAM Engineering Technology program.

3. **PLAR credit** for proving what you know that matches one or more of our courses. It does not matter where you learned it (school, on the job, or on your own). First apply for all possible transfer and/or equivalency credit because PLAR is more work and cost.

   PLAR is an option if...
   - You cannot get transfer or equivalency credit for the same course(s).
   - What you already know matches one or more courses in your program.
   - You are willing and able to prove what you know.
   - Your program head approves a PLAR challenge.
   - You submit the PLAR Application form and pay the PLAR assessment fee.

   For example, if you learned computer skills at work, you may be approved for a PLAR challenge for one of our computer skills courses.
Introduction to PLAR

Before reading this guide, be sure you are familiar with the PLAR 8-step process and FAQs for Saskatchewan Polytechnic. You will need both general information about PLAR and specific information for this program to successfully navigate the PLAR process.

It is your responsibility to be fully informed before you contact a program’s designated PLAR consultant. Use the self-rating checklist below to check whether you understand the PLAR basics before you review details for this program. This is an example of self-rating checklists found in this guide to assess your level of knowledge for courses in this program.

Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic

Use this checklist to rate your knowledge for each of the following learning outcomes

<table>
<thead>
<tr>
<th>General PLAR Knowledge</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the common steps involved in a PLAR challenge</td>
<td></td>
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<tr>
<td>2. Describe the kinds of learning that can be assessed by PLAR</td>
<td></td>
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<td></td>
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<tr>
<td>3. Describe methods that are used to assess learning for PLAR</td>
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<td></td>
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<tr>
<td>4. Discuss the differences between PLAR and transfer credit</td>
<td></td>
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<tr>
<td>5. Identify potential benefits of doing a PLAR challenge</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Identify potential risks of doing a PLAR challenge</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Describe how to request disability accommodations for assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Identify strategies to improve success for PLAR challenges</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Identify who should consider PLAR</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10. Discuss who should be cautious about PLAR and why</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Describe common eligibility criteria for PLAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explain how PLAR fees are determined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Discuss factors that affect the time required for PLAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Identify sources to contact for more information about PLAR</td>
<td></td>
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</tr>
</tbody>
</table>

If you rated yourself as “learning” or “none” for any of the above learning outcomes, review the related information again in the PLAR 8-step process and FAQs for Saskatchewan Polytechnic.
What is in this guide?

This guide contains information, eligibility criteria, and self-rating tools to help you decide whether to consider a PLAR challenge for the Health Information Management program. It also provides specific contact information and directions to follow if you decide to proceed with PLAR.

There are two main sections in this guide:

**Section 1—Specific PLAR information for the Health Information Management program**
This section contains specific PLAR eligibility criteria, directions, and contact information for the Health Information Management program.

**Section 2—Tools for choosing courses to challenge with PLAR**
This section contains self-rating checklists, assessment methods, and recommended resources (if any) for each course in this program that is PLAR-ready. This section will help you identify courses to consider challenging for PLAR credit.

How to navigate this document

This document contains links to different sections and other documents. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

**Section 1—Specific PLAR information for this program**

This section contains the following detailed information about PLAR for the Health Information Management program:

(a) Courses available for PLAR in this program,
(b) Dates when PLAR assessment is available for this program,
(c) Eligibility criteria for this program’s PLAR challenge options,
(d) PLAR fees for this program,
(e) Directions to arrange a PLAR consultation for this program, and
(f) Contact information for this program’s PLAR consultant.
Courses available for PLAR in this program

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) may be available</th>
</tr>
</thead>
<tbody>
<tr>
<td>APHY 100</td>
<td>Anatomy and Physiology 1</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>APHY 200</td>
<td>Anatomy and Physiology 2</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>CLIN 101</td>
<td>Records Management and Professionalism</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>CLIN 102</td>
<td>Clinical – Coding 1</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>CLIN 236</td>
<td>Clinical – Coding 2</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>CLIN 237</td>
<td>Clinical – Coding 3</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>CLIN 288</td>
<td>Clinical – Coding 4</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>COMM 262</td>
<td>Workplace Communications</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>COMP 174</td>
<td>Introduction to Excel</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>COMP 175</td>
<td>Introduction to Excel 2</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>COMP 176</td>
<td>Introduction to Access 1</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>COMP 179</td>
<td>Introduction to PowerPoint</td>
<td>√*</td>
<td></td>
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<tr>
<td>COSC 262</td>
<td>Database Programming</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Writing</td>
<td>√*</td>
<td></td>
</tr>
<tr>
<td>HINF 160</td>
<td>Health Record Systems</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>HINF 161</td>
<td>Health Information Analysis 1</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>HINF 260</td>
<td>Epidemiology</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>HINF 261</td>
<td>Health Information Analysis 2</td>
<td>√</td>
<td></td>
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<tr>
<td>HINF 262</td>
<td>Health Care Law and Ethics</td>
<td>√</td>
<td></td>
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<tr>
<td>HINF 263</td>
<td>Human Resource Management in Health Care</td>
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# Health Information Management Diploma Program Profile

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
</tr>
</thead>
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<tr>
<td>HINF 264</td>
<td>Theories and Concepts of Program Management</td>
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<tr>
<td>HINF 265</td>
<td>Health Information Systems</td>
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<td>HINF 266</td>
<td>Health Standards and Informatics</td>
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<td>MED 161</td>
<td>Medical Terminology</td>
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<td>PATH 161</td>
<td>Pathophysiology 1</td>
<td>✔</td>
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<td>PATH 272</td>
<td>Pathophysiology 2</td>
<td>✔</td>
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<td>PATH 273</td>
<td>Pathophysiology 3</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>PRAC 165</td>
<td>Health Information Practicum 1</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>PRAC 262</td>
<td>Health Information Practicum 2</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>STAT 260</td>
<td>Statistics for Health Sciences</td>
<td>✔</td>
<td>*</td>
</tr>
<tr>
<td>CLIN 102/236/237/288</td>
<td>Block Challenge: Coding</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>HINF 260/262/PRAC 262</td>
<td>Block Challenge: Epidemiology and Analysis</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>HINF 263/264</td>
<td>Block Challenge: Human Resource Management in Health Care and Theories and Concepts of Program Management</td>
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*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 Program Head for Health Information Management program at: 1-866-467-4278.
Dates when PLAR Assessment is available for this program

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

PLAR challenge options and eligibility criteria

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 a minimum of one year work experience in the field of Health Information Management, and you 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.

Option B: Block Assessment
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.

If you have a minimum of one year work experience within the last 10 years in the field of Health Information Management, and have learned the skills and knowledge for more than one of the Health Information Management courses, you may apply for the following block assessments:

1. HINF 260 – Epidemiology/HINF 261 – Health Information Analysis 2/PRAC 262 – Health Information Practicum 2
3. CLIN 102 – Clinical Coding 1, CLIN 236 – Clinical Coding 2, CLIN 237 – Clinical Coding 3 and CLIN 288 – Clinical Coding 4

Fees for PLAR challenges

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. Fees therefore vary for different courses, levels of PLAR, and assessment methods.

For a listing of PLAR fees for this program, please check the online, searchable PLAR fee database. If the course(s) you are looking for is not listed, call or email the Learner Pathways office for more information (306-765-1652) or learnerpathways@saskpolytech.ca
Directions to arrange a PLAR consultation for this program

1. **Review:** Thoroughly review the PLAR process and FAQs on our website and then the content of this guide for the Health Information Management program. You need both general and specific information to successfully navigate the PLAR process.

2. **Self-rate:** Complete the self-rating checklists in the next section to estimate your level of mastery for the learning outcomes of each course.

3. **Print [or convert to electronic file]:** If PLAR for one or more courses appears to be a reasonable option for you, print [or convert to electronic file] the PLAR Application Form and completed self-rating checklists for those courses.

4. **Contact:** Call or email the PLAR consultant for this program.

5. **Prepare:** Ask the consultant what to bring with you or submit prior to a meeting. The following items are commonly requested:
   - A recent resume with dates and employers or organizations listed for any paid or volunteer work related to this program,
   - Copies of certificates or workshop descriptions from any previous training related to this program,
   - A printed PLAR Application Form with at least your personal information filled in, and
   - Completed, printed self-rating checklists for each course you may want to PLAR.

PLAR Consultant for this program

Please do not contact the PLAR consultant for this program until you have...

- thoroughly reviewed (a) general PLAR information online and (b) program-specific PLAR information in this guide and
- self-rated your competence level for the learning outcomes of each course you may want to PLAR (see the next section of this guide).

If PLAR appears to be a reasonable option for you, please contact the PLAR consultant for this program:

Tara Fournier, Program Head  
Health Information Management Program  
Saskatchewan Polytechnic, Regina Campus  
Phone: 306-775-7642  
Email: tara.fournier@saskpolytech.ca
Section 2—Self-rating checklists, assessment methods, and resources for courses in this program

This section of the guide contains tools and information for each PLAR-able course in this program to help you choose which courses you might successfully challenge with PLAR. Information provided for each course includes the following:

- A checklist of the learning outcomes for each course so you can estimate your level of mastery for that course.
- A brief or detailed description of the potential assessment methods that may be used for a PLAR challenge.
- A list of resources you may want to review prior to PLAR assessment or a reminder to ask the PLAR consultant for a list of recommended resources.

Steps to complete a self-rating checklist

1. Read through these three levels of competence listed for each course checklist.

| Competent: | I can work independently without supervision to apply the learning outcome. |
| Learning: | I am still learning this and need some direction or supervision to do it well. |
| None: | I have no knowledge or experience related to this outcome. |

2. Read through the following self-rating checklists of learning outcomes for each course you are interested in for a PLAR challenge.

3. Check off your estimated competence level for all of the learning outcomes for each course. Your self-rating will help you decide whether to proceed with a PLAR consultation.

4. To be successful in a PLAR assessment, your abilities should be at the competent level for the majority of learning outcomes. Some things to consider when rating 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 why you chose this level if asked by the program’s PLAR consultant.

5. Print and bring or (scan and email), the completed self-audit checklists to the program’s PLAR consultant (step 5 in the 8-step PLAR process).
Self-audit guide(s)

APHY 100 – Anatomy and Physiology 1

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
Prerequisite(s): none
Equivalent course(s): APHY 162, NURS 111

<table>
<thead>
<tr>
<th>APHY 100 – Anatomy and Physiology 1</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent: I can work independently without supervision to apply the learning outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am still learning this and need some direction or supervision to do it well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
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</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.
   - 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.
<table>
<thead>
<tr>
<th>APHY 100 – Anatomy and Physiology 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competent</strong>: I can work independently without supervision to apply the learning outcome.</td>
</tr>
<tr>
<td><strong>Learning</strong>: I am still learning this and need some direction or supervision to do it well.</td>
</tr>
<tr>
<td><strong>None</strong>: I have no knowledge or experience related to this outcome.</td>
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<thead>
<tr>
<th>6. Describe the structures and functions of the skeletal system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Describe the skin, including the epidermis and dermis</td>
</tr>
<tr>
<td>▪ Describe the structure and functions of the accessory organs of the skin</td>
</tr>
<tr>
<td>▪ Describe the functions of bones, including the location of the bones involved in the axial and appendicular divisions of the skeleton</td>
</tr>
<tr>
<td>▪ Discuss the descriptive features of bones</td>
</tr>
<tr>
<td>▪ Describe the bones of the skull</td>
</tr>
<tr>
<td>▪ Describe the bones of the vertebral column</td>
</tr>
<tr>
<td>▪ Describe the bones of the thoracic cage</td>
</tr>
<tr>
<td>▪ Describe the bones of the pectoral girdle</td>
</tr>
<tr>
<td>▪ Describe the bones of the upper limb</td>
</tr>
<tr>
<td>▪ Describe the bones of the pelvic girdle</td>
</tr>
<tr>
<td>▪ Describe the bones of the lower limb</td>
</tr>
<tr>
<td>▪ Describe microscopic bone structure</td>
</tr>
<tr>
<td>▪ Describe the typical features of a long bone</td>
</tr>
<tr>
<td>▪ Describe the classifications of articulations</td>
</tr>
<tr>
<td>▪ Describe bone development and bone growth</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>7. Describe the structures and functions of the muscular system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Describe the structure, locations, and functions of muscle tissues</td>
</tr>
<tr>
<td>▪ Describe skeletal muscle attachment and interrelated actions</td>
</tr>
<tr>
<td>▪ Describe skeletal muscle actions</td>
</tr>
<tr>
<td>▪ Describe the locations and functions of the muscles of facial expression and mastication</td>
</tr>
<tr>
<td>▪ Describe the locations and functions of the muscles involved in the movement of the head</td>
</tr>
<tr>
<td>▪ Describe the locations and functions of the muscles involved in the movement of the shoulder, elbow, wrist, and fingers</td>
</tr>
<tr>
<td>▪ Describe the locations and functions of the muscles involved in the movements of respiration and the vertebral column</td>
</tr>
<tr>
<td>▪ Describe the locations and functions of the muscles involved in movement of the hip, knee, and ankle</td>
</tr>
<tr>
<td>▪ Summarize muscle locations and functions</td>
</tr>
<tr>
<td>▪ Describe the structure of skeletal muscle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Describe the structures and functions of blood.</th>
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</thead>
<tbody>
<tr>
<td>▪ Describe the body’s fluid compartments</td>
</tr>
<tr>
<td>▪ Describe the characteristics and functions of blood</td>
</tr>
<tr>
<td>▪ Describe the major components of plasma</td>
</tr>
<tr>
<td>▪ Describe the characteristics and functions of the three types of blood cells</td>
</tr>
<tr>
<td>▪ Describe hemostasis</td>
</tr>
<tr>
<td>▪ Describe the ABO and Rh blood groups</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Describe the structures and functions of the cardiovascular system.</th>
</tr>
</thead>
</table>
**APHY 100 – Anatomy and Physiology 1**

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
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</tr>
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<tbody>
<tr>
<td>I can work independently without supervision to apply the learning outcome.</td>
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</tr>
</tbody>
</table>

- 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
- 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**

1. **Challenge exam**
   - Multiple choice format
   - 50% must be attained to successfully challenge this course
Resources


Saskatchewan Polytechnic. (2018). *APHY 100 – Anatomy and physiology 1 [Workbook]*. SK, Canada: Author
APHY 200 – Anatomy and Physiology 2

You will continue to study the anatomy and physiology of the human body, building on the information you learned in APHY 100 (Anatomy and Physiology 1). You will learn the structures and functions of the endocrine, urinary, nervous, digestive, sensory, and reproductive systems.

Credit unit(s): 4.0
Prerequisite(s): APHY 100 minimum grade of 50%
Equivalent course(s): ANAT 265, NURS 111, APHY 262

Competent: I can work independently without supervision to apply the learning outcome.
Learning: I am still learning this and need some direction or supervision to do it well.
None: I have no knowledge or experience related to this outcome.

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

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.
### APHY 200 – Anatomy and Physiology 2

| Competent: | I can work independently without supervision to apply the learning outcome. |
| Learning:  | I am still learning this and need some direction or supervision to do it well. |
| None:      | I have no knowledge or experience related to this outcome. |

- Describe the location, structure, and functions of the spinal cord.
- Describe the structure of the brain and circulation of cerebrospinal fluid.
- Describe the brainstem and reticular formation.
- Describe the diencephalon, including the location and functions of the thalamus, hypothalamus, and limbic system.
- Describe the external and internal structures of the cerebrum.
- Describe the functional areas of the cerebrum.
- Describe the structure, location, and functions of the cerebellum.

### 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.

- 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.
## APHY 200 – Anatomy and Physiology 2

| Competent: | I can work independently without supervision to apply the learning outcome. |
| Learning: | I am still learning this and need some direction or supervision to do it well. |
| None: | I have no knowledge or experience related to this outcome. |

- 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
- 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

### 1. Challenge exam

- Multiple choice format
- 50% must be attained to successfully challenge this course

## Resources


In this clinical experience, you will apply basic health information management principles to theory and the clinical setting. You will focus on basic health record procedures including chart assembly and chart review. You will also learn about electronic records management. You will apply professionalism, employability skills and various health information management duties while in the workplace setting.

**CLIN 101 – Records Management and Professionalism**

Credit unit(s): 4.0  
Prerequisite(s): HINF 160 (concurrent)  
Equivalent course(s): CLIN 101CE, CLIN 161

<table>
<thead>
<tr>
<th>CLIN 101 – Records Management and Professionalism</th>
<th>Competent</th>
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<tbody>
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1. **Apply the concepts of professionalism.**
   - Explain why professionalism is important in health care
   - Describe the characteristics and behaviors that demonstrate a healthcare professional’s commitment to his/her job
   - Discuss the importance of character, values, and personal traits of a health care professional
   - Describe the elements of teamwork and leadership skills in the workplace
   - 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
   - Review procedure for assembly of records
   - Assemble patient records

4. **Perform chart review.**
   - Review documentation requirements
   - Perform quantitative analysis

5. **Examine electronic records management.**
   - Introduction to the electronic health record
   - Demonstrate the use of the NEEHR Perfect System
   - Demonstrate the use of the EHR in performing quantitative analysis (QA)
**CLIN 101 – Records Management and Professionalism**

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6. Perform basic health information management tasks in the workplace setting.

- Perform HIM Department tasks
- Perform Non-Acute/Non-Traditional Department tasks
- Interview a Health Information Management Professional

**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.

1. **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. It shall include: Student’s full name, Saskatchewan Polytechnic ID#, date of submission and the course code that the student is applying for a PLAR assessment (See Appendix A)
   - 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

2. **Employer validation**

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting.
   - Employer validation checklist (validated by the employer) (See Appendix B)
   - Signed letter of validation on company letterhead
Resources


EHR Go – E-health Record Subscription.

CLIN 102 – Clinical Coding 1

Your clinical experience will focus on the introductory concepts behind 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 learn how to code basic neoplasm and infection cases. You will also learn about the Canadian Institute for Health Information.

Credit unit(s): 4.0
Prerequisite(s): CLIN 101 (concurrent), MED 161 (concurrent), APHY 100 (concurrent)
Equivalent Course(s): CLIN 102CE, CLIN 257

<table>
<thead>
<tr>
<th>CLIN 102 – Clinical Coding 1</th>
<th>Competent</th>
<th>Learning</th>
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<tbody>
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<td><strong>Learning</strong>: I am still learning this and need some direction or supervision to do it well.</td>
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<td><strong>None</strong>: I have no knowledge or experience related to this outcome.</td>
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</table>

1. Explore the background, basic statistics and coding resources within the Canadian Institute for Health Information (CIHI)
   - Describe the Canadian Institute for Health Information (CIHI)
   - Navigate the CIHI website
   - Describe CIHI resources related to coding and classification

2. Describe classification systems and coding
   - Describe classification systems
   - Discuss the relationship between source documents and code assignment
   - Identify the purposes of coding
   - Identify the navigational tools used in the ICD-10-CA / CCI software
   - Practice navigating through the ICD-10-CA / CCI software

3. Apply the ICD-10-CA classification system
   - Describe the ICD-10-CA classification system
   - Discuss the general principles of ICD-10-CA
   - Describe the structure and presentation of ICD-10-CA
   - Describe how to locate codes in ICD-10-CA
   - Discuss general coding guidelines related to ICD-10-CA
   - Practice coding using ICD-10-CA

4. Apply the CCI classification system
   - Describe the CCI classification system
   - Discuss the general principles of CCI
   - Describe the structure and presentation of CCI
   - Describe how to locate codes in CCI
   - Discuss intervention attributes
   - Discuss general coding guidelines related to CCI
   - Practicing coding using CCI
CLIN 102 – Clinical Coding 1

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

5. Apply the coding process

- Describe guidelines related to coding from a source document
- Describe CIHI diagnosis types
- Practice assigning diagnosis types to ICD-10-CA codes
- Describe other CIHI elements related to diagnosis typing
- Describe the coding process step-by-step
- Describe the skill of reflective journaling related to coding

6. Apply ICD-10-CA and CCI to neoplasm cases

- Identify neoplastic disorders
- Describe the rules and CIHI standards related to coding neoplastic disease
- Practice coding neoplasm cases

7. Apply ICD-10-CA and CCI to infection cases

- Identify infectious disorders
- Describe the rules and CIHI standards related to coding infectious disorders
- Practice coding infection cases

**PLAR Assessment Methods**

1. **Challenge exam**

- Multiple choice, true or false and short answer format
- There are 138 marks and candidates are allowed 4 hours to write the exam
- 50% must be attained to successfully challenge this course

**Resources**


**CLIN 236 – Clinical Coding 2**

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 including: skin, musculoskeletal, cardiovascular, blood and respiratory. You will examine orthopedic trauma cases. You will also learn how to abstract acute care cases.

**Credit unit(s):** 4.0  
**Equivalent course(s):** CLIN 236CE, CLIN 258  
**Prerequisite(s):** APHY 200 (concurrent), PATH 272 (concurrent) and CLIN 102

<table>
<thead>
<tr>
<th>CLIN 236 – Clinical Coding 2</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>
| **Competent:** I can work independently without supervision to apply the learning outcome.  
**Learning:** I am still learning this and need some direction or supervision to do it well.  
**None:** I have no knowledge or experience related to this outcome. | | | |

1. **Apply ICD-10-CA and CCI to Skin, Subcutaneous Tissue, and Breast Cases**
   - Identify skin, subcutaneous tissue, and breast disorders
   - Practice coding skin, subcutaneous tissue, and breast cases

2. **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

3. **Apply ICD-10-CA and CCI to Significant Orthopedic Trauma Cases**
   - Identify significant orthopedic trauma cases
   - Practice coding significant trauma (orthopedic only) cases

4. **Apply ICD-10-CA and CCI to Cardiovascular Cases**
   - Identify cardiac disorders
   - Practice coding cardiac cases
   - Identify vascular disorders
   - Practice coding vascular cases

5. **Apply ICD-10-CA and CCI to Blood, Hematopoietic, Leukemia, and Lymphoma Cases**
   - Identify blood and hematopoietic disorders
   - Practice coding blood and hematopoietic cases
   - Identify leukemia and lymphoma disorders
   - Practice coding leukemia and lymphoma cases

6. **Apply ICD-10-CA and CCI to Respiratory Cases**
   - Identify respiratory disorders
   - Practice coding respiratory cases
CLIN 236 – Clinical Coding 2

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</table>

7. Demonstrate How to Abstract Acute Care Visit Data

- Describe acute care abstracting using the CIHI Discharge Abstract

PLAR assessment methods

1. Challenge exam

- Multiple choice, true or false and short answer format
- There are 149 marks and candidates are allowed 4 hours to write the exam
- 50% must be attained to successfully challenge this course

Resources


CLIN 237 – Clinical Coding 3

Your clinical experience will build on the skills developed in CLIN 236 Clinical Coding 2. 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 ambulatory care data.

Credit unit(s): 7.0
Prerequisite(s): APHY 200 (concurrent), PATH 273 (concurrent) and CLIN 236 minimum grade of P
Equivalent course(s): CLIN 237CE, CLIN 258

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<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
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</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 disorders
   - Practice coding male reproductive cases

5. Apply ICD-10-CA and CCI to female reproductive cases.
   - Identify female reproduction disorders
   - 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

7. Apply ICD-10-CA and CCI to eye cases.
   - Identify eye disorders
   - Practice coding eye cases
### CLIN 237 – Clinical Coding 3

<table>
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</table>

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 cases

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

### PLAR assessment methods

1. **Challenge exam**
   - Multiple choice, true or false and short answer format
   - There are 149 marks and candidates are allowed 4 hours to write the exam
   - 50% must be attained to successfully challenge this course

### Resources


### CLIN 288 – Clinical Coding 4

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, sepsis, viral hepatitis, pregnancy/childbirth and newborn coding cases. You will 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)  
**Equivalent course(s):** CLIN 288CE

<table>
<thead>
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</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 While Establishing Data Quality Controls

- Select a data quality scenario
- Create a presentation
- Describe data quality controls
- Create data quality controls

#### 3. Utilize Coding Resources

- Access the CIHI eQuery database
- Download "Canadian Coding Standards"
- Describe the coding process and general coding standards for ICD-10-CA and CCI
- Practice coding diagnoses and interventions
- Describe electronic abstracting
- Use the Med2020 virtual coding tool
- Discuss DAD error messages
- Describe encoder and computer assisted coding

#### 4. Apply Diagnosis Typing, Prefixes and Clusters

- Identify each diagnosis type, prefix and cluster
- Describe coding standards for diagnosis types, prefixes and clusters
- Practice assigning and proofreading diagnosis types and codes

#### 5. Apply ICD-10-CA, CCI, Coding Standards While Abstracting Common Coding Cases
### CLIN 288 – Clinical Coding 4

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

- Identify neoplasm disorders and their coding standards
- Practice coding and abstracting neoplasm cases
- Identify cardiac disorders and their coding standards
- Practice coding and abstracting cardiac cases
- Identify nervous system disorders and their coding standards
- Describe coding standards for diagnosis types, prefixes and clusters
  
  Practice coding and abstracting cardiac cases

6. **Apply ICD-10-CA, CCI, Coding Standards While Abstracting HIV Infection Cases**

- Identify HIV infections and their pathophysiology
- Describe coding standards for HIV infections
- Practice coding and abstracting HIV infection cases

7. **Apply ICD-10-CA, CCI, Coding Standards While Abstracting Sepsis and Viral Hepatitis Cases**

- Identify Sepsis and viral hepatitis
- Describe coding standards for sepsis and viral hepatitis
- Practice coding and abstracting sepsis and viral hepatitis

8. **Apply ICD-10-CA, CCI, Coding Standards While Abstracting Diabetes Mellitus Cases**

- Identify the pathophysiology of diabetes mellitus
- Describe coding standards for diabetes mellitus
- Describe the acute, short term complications of diabetes mellitus (hypoglycemia, hyperglycemia and coma)
- Describe the long term complications of diabetes mellitus (microvascular and macrovascular) cases
- Practice coding and abstracting diabetes mellitus cases

9. **Apply ICD-10-CA, CCI, Coding Standards While Abstracting Other Reasons for Hospital Care Cases**

- Identify other reasons for hospital care
- Describe coding standards for other reasons for hospital care
- Practice coding and abstracting other reasons for hospital care cases

10. **Apply ICD-10-CA, CCI, Coding Standards While Abstracting Advanced Coding Cases**
### CLIN 288 – Clinical Coding 4

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- Identify poisoning and reactions and their coding standards
- Practice coding and abstracting poisoning and reaction cases
- Identify burn pathophysiology, disorders and their coding standards
- Practice coding and abstracting burn cases
- Identify significant trauma disorders and their coding standards
- Practice coding and abstracting significant trauma cases
- Identify post intervention conditions and their coding standards
- Practice coding and abstracting post intervention conditions

11. Apply ICD-10-CA, CCI, Coding Standards While Abstracting Pregnancy and Childbirth Cases

- Describe the stages of fetal development and pregnancy physiological changes
- Describe pregnancy, childbirth and their coding standards
- Describe pregnancy interventions and their coding standards
- Describe maternal disorders and other conditions of pregnancy and their coding standards
- Describe maternal care related to fetus, amniotic cavity and possible delivery problems and their coding standards
- Describe complications related to labour and delivery and their coding standards
- Describe complications related to the puerperium and their coding standards
- Describe abortive outcomes and their coding standards
- Practice coding and abs

12. Apply ICD-10-CA, CCI, Coding Standards While Abstracting Newborns Cases

- Identify newborn disorders
- Describe coding standards for newborn disorders
- Practice coding and abstracting newborn cases

### PLAR assessment methods

Candidates will be assessed on their presentation organization and visual aids used, knowledge of content and oral presentation skills. The candidate must achieve a passing grade of 50%.

1. **Evidence file**

   Include a personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. **Employer validation**

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).
3. **Challenge exam**

- Multiple choice, true or false and short answer format
- There are 173.5 marks and candidates are allowed 4 hours to write the exam
- 50% must be attained to successfully challenge this course

4. **Coding and Abstracting Practical Demonstration**

The coding and abstracting practical demonstration for CLIN 288 consists of coding and abstracting diagnoses and interventions using Saskatchewan Polytechnic charts and/or case studies with ICD-10-CA / CCI folio and CIHI’s coding standards. Abstracting clinical data following CIHI’s mandatory requirements for DAD and/or NACRS will be demonstrated using either 3M or Med2020 Winrecs electronic abstracting software or paper abstracting forms.

Candidates will be assessed on their ability to accurately code and abstract, select and sequence diagnoses and interventions as well as accurately assign diagnosis types, patient service and physician types.

The PLAR candidate is allowed 3 hours to complete the coding and abstracting of the selected SIAST charts and/or case studies. The candidate must achieve a passing grade of 50%.

5. **Data Analysis Practical Demonstration**

The data analysis practical demonstration for CLIN 288 will consist of data collation using provided health data from Saskatchewan Polytechnic’s 3M database. This demonstration will consist of 2 sections.

Section 1 – Listing Report: The candidate will perform data analysis and create 1 formatted chart and 2 formatted graphs from a listing report. Data analysis, chart and table creation will be demonstrated using pivot tables in Microsoft Excel.

Section 2 – Summary Report: The candidate will create 1 formatted chart. Chart creation will be demonstrated in Microsoft Excel.

Candidates will be assessed on their ability to create pivot tables, format tables and graphs to accurately reflect the data. The candidate must achieve a passing grade of 60%.

6. **Data Quality Presentation**

The data quality presentation for CLIN 288 will consist of an opportunity to create and deliver a presentation regarding the importance of data quality. The candidate will select the one of the three scenario’s that they you would like deliver a presentation on.

The candidate will prepare an 8-10 minutes PowerPoint presentation with speaker notes. This presentation will have to verbally presented to an audience specified by the assessor.
Resources


EHR Go – eHealth Record Subscription.


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
Prerequisite(s): none
Equivalent course(s): COMM 262CE

### Comm 262 – Workplace Communication

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the learning outcome.</td>
<td>I am still learning this and need some direction or supervision to do it well.</td>
<td>I have no knowledge or experience related to this outcome.</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
- 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.**
**COMM 262 – Workplace Communication**

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

- 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**

1. **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. It shall include: Student’s full name, Saskatchewan Polytechnic ID#, date of submission and the course code that the student is applying for a PLAR assessment
   - 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
   - Refer to Appendix A and Appendix B

2. **Challenge exam**
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

**Resources**


# COMP 174 – Introduction to Excel

You will study the basic features of Excel. You will learn to create workbooks, format spreadsheet elements, manipulate multiple worksheets, create simple charts and use simple formulas and functions.

**Credit Unit(s):** 1.0  
**Prerequisites(s):** none  
**Equivalent course(s):** COAP 117, COAP 138, COAP 197, COAP 344, COMP 120, COMP 174CE

## COMP 174 – Introduction to Excel

<table>
<thead>
<tr>
<th>Competent</th>
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<tbody>
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<td>I have no knowledge or experience related to this outcome.</td>
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</tbody>
</table>

### 1. Create and format a spreadsheet.

- Describe the function of a spreadsheet.
- Navigate in a spreadsheet.
- Enter data in a worksheet.
- Edit data in a worksheet.
- Perform simple calculations using constants.
- Perform simple calculations using cell referencing.
- Use various selection techniques.
- Apply and modify cell formats.
- Format worksheets using automated tools.
- Handling files (Create, Save, Close, Open).
- Print worksheets and workbooks.

### 2. Basic functions and productivity tools

- Use built-in functions to perform calculations.
- Use Autofill to copy.
- Copy and move cell contents in a worksheet.
- Use relative and absolute cell addressing.
- Customize the worksheet setup.

### 3. Work with multiple worksheets

- Navigate between worksheets.
- Manipulate worksheets.
- Manage and print selected worksheets.
- Consolidate data using 3-D references.

### 4. Create basic charts.

- Identify elements of a chart.
- Create a chart using the chart group.
- Modify and format objects in a chart.
- Print a chart.
PLAR assessment methods

1. Challenge exam
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

Resources

COMP 174 Course Pack (2018) or

COMP 174 (non-printable) PDF file (2018)
**COMP 175 – Introduction to Excel 2**

You will study the intermediate features of Excel. Using the skills and knowledge you acquired in COMP 174 (Introduction to Excel 1), you will learn to use more advanced spreadsheet functions, create and modify several chart types, and perform data manipulation.

**Credit Unit(s):** 1.0  
**Pre and Co Requisites:** COMP 172 or COMP 174  
**Equivalent course(s):** COAP 344, COAP 175CE, COMP 284

<table>
<thead>
<tr>
<th>COMP 175 – Introduction to Excel 2</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
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<tr>
<td><strong>None:</strong> I have no knowledge or experience related to this outcome.</td>
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</table>

1. Apply advanced formula construction.
   - Work with named ranges and labels.
   - Use advanced functions and formulas.
   - Display and print formulas.
   - Fix errors in formulas.

2. Work with charts.
   - Modify a chart.
   - Export Excel data and charts.

3. Perform data management.
   - Work with lists.
   - Automate tasks with macros.
   - Connect data and files with hyperlinks.
   - Analyze data with PivotTables.

**PLAR assessment methods**

1. **Challenge exam**
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

**Resources**

COMP 175 Course Pack (2018) or

COMP 175 (non-printable) PDF file (2018)
COMP 176 – Introduction to Access 1

You will study the basic features of Access. You will create simple tables, queries, forms and reports. You will also modify database elements such as fields and records.

Credit Unit(s): 1.0  
Prerequisite(s): none  
Equivalent course(s): CDBM 190, COAP 138, COAP 197, COAP 345, COMP 120, COMP 176CE, COMP 284

COMP 176 – Introduction to Access 1

Competent: I can work independently without supervision to apply the learning outcome.  
Learning: I am still learning this and need some direction or supervision to do it well.  
None: I have no knowledge or experience related to this outcome.

1. Create a database and tables.
   - Describe the function of a database.  
   - Start and exit Access.  
   - Open and close a database.  
   - Describe the Access interface.  
   - Open and close an object.  
   - Identify the components of a database.  
   - Navigating a table.  
   - Create a new database.  
   - Plan the database table structure.  
   - Create a table.  
   - Switch between design and datasheet view.  
   - Enter data into a table.  
   - Delete an object.

2. Edit table data and modify table structure.
   - Edit table data.  
   - Create a single table form.  
   - Apply data relationships.  
   - Create a multi-table form.  
   - Modify the table structure.

3. Create queries to select data from tables.
   - Create a Select query.  
   - Sort records using a query.  
   - Define query criteria using a specific value.  
   - Use query comparison operators.  
   - Use query logical operators.  
   - Use criteria in multiple fields.  
   - Create calculated fields.

4. Design reports to present information from a database.
   - Create a report using the Report button.  
   - Print a report.  
   - Create a report using the Report Wizard.  
   - Add subtotals to a report.  
   - Modify a report in Layout view.
PLAR assessment methods

1. Challenge exam
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

Resources

COMP 176 Course Pack 2018 or

COMP 176 (non-printable) PDF file 2018
COMP 179 – Introduction to PowerPoint

You will receive instruction and practice in creating, modifying and delivering a presentation using Microsoft PowerPoint. You will enhance the presentation by adding charts, tables, visual elements, multimedia, transition effects and animations. You will study how to present, distribute and customize presentations.

Credit Unit(s): 1.0
Prerequisites: none
Equivalent course(s): COAP 138, COMP 120, COMP 173, COMP 179CE

<table>
<thead>
<tr>
<th>COMP 179 – Introduction to PowerPoint</th>
<th>Competent</th>
<th>Learning</th>
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</tr>
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<td><strong>Competent</strong></td>
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<tr>
<td><strong>Learning</strong></td>
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</tbody>
</table>

1. Create a presentation.
   - Use file management to organize PowerPoint files.
   - Describe the function of a presentation manager.
   - Identify the elements of a presentation.
   - Use various methods to create a presentation.
   - Manage presentations.

2. Modify a presentation.
   - Format slide text.
   - Incorporate visual elements.
   - Enhance a presentation with multimedia.
   - Customize the slide show.

3. Use charts and tables in a presentation.
   - Add a table to a slide.
   - Modify the table layout.
   - Apply formatting to a table.
   - Add a chart to convey information visually.
   - Format a chart.
   - Modify chart data and elements.

4. Deliver a presentation.
   - Apply transition effects.
   - Apply animation effects.
   - Create a custom slide show.
   - Present a slide show.
   - Prepare presentation for distribution.
   - Print presentations, notes and handouts.
PLAR assessment methods

1. Challenge exam
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

Resources

COMP 179 Course Pack 2018 or

COMP 179 (non-printable) PDF file 2018
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 176
Equivalent course(s): COSC 262CE

### COSC 262 – Data Programming

<table>
<thead>
<tr>
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<tbody>
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</tr>
</tbody>
</table>

1. Design a single table Access database.
   - Create various types of fields in an Access database.
   - Create a health information table in Design View.
   - Import data into tables.

2. Design queries for a single table Access database.
   - Create select queries.
   - Calculate statistics for all records with Totals (Σ) queries.
   - Calculate statistics for groups with Totals (Σ) queries.
   - Calculate statistics using the Where command.
   - Create crosstab queries.
   - Create parameter queries.
   - Create calculated fields.
   - Create queries that modify data.

   - Describe the types of database relationships.
   - Create relationships between tables.
   - Create queries for multiple tables.
   - Create lookups to other tables.
   - Create forms and subforms.

   - Describe the types of query relationships.
   - Modify relationships between tables in a query.
   - Describe common pitfalls of working with query joins.

5. Create SPSS data and output files.
   - Create data files.
   - Create basic reports.
   - Save and modify output files.
   - Export SPSS output data into Microsoft Word.
**COSC 262 – Data Programming**

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

<table>
<thead>
<tr>
<th>6. Analyze variables using appropriate SPSS reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze basic data for one variable.</td>
</tr>
<tr>
<td>- Analyze one variable in relation to another.</td>
</tr>
<tr>
<td>- Analyze three variables in relation to each other.</td>
</tr>
<tr>
<td>- Viewing basic statistics in a chart</td>
</tr>
<tr>
<td>- Analyze external data.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Select cases in an SPSS dataset.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select cases based on a single numeric variable.</td>
</tr>
<tr>
<td>- Select cases based on multiple numeric variable.</td>
</tr>
<tr>
<td>- Select cases based on string variables.</td>
</tr>
<tr>
<td>- Select cases based on string and numeric variables.</td>
</tr>
<tr>
<td>- Create a file from selected data.</td>
</tr>
<tr>
<td>- Search for missing data.</td>
</tr>
<tr>
<td>- Search for invalid data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Develop refined datasets in SPSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create new variables using Recode Variables.</td>
</tr>
<tr>
<td>- Create new variables using Compute Variables.</td>
</tr>
<tr>
<td>- Append records using Add Cases.</td>
</tr>
<tr>
<td>- Add information to records using Add Variables.</td>
</tr>
<tr>
<td>- Aggregate data on a single field.</td>
</tr>
<tr>
<td>- Aggregate data on multiple fields.</td>
</tr>
</tbody>
</table>

**PLAR assessment methods**

1. **Challenge exam**

   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

2. **Assignments**

**Resources**

ENGL 101 – Critical Reading and Writing

You will develop basic skills in critical analysis, effective reading and composition by analyzing and evaluating materials from various disciplines. You will also refine your understanding and practice of the structures of composition by writing a report on a topic of your choice using APA-style format.

Credit Unit(s): 3.0
Prerequisite(s): none
Equivalent course(s): ENGL 100

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ENGL 101 – Critical Reading and Writing

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

1. Practice critical writing skills.
   - Diagnose your writing weaknesses.
   - Improve writing by reviewing rules of grammar, punctuation, capitalization, and numbers.
   - Identify and describe characteristics of an effective writing style.
   - Write three types of summaries: an abstract, an annotative bibliography, and a critical analysis.

2. Practice critical reading skills.
   - Practice reading for organization.
   - Develop critical reading and comprehension strategies.
   - Apply critical reading strategies to various research publications.

3. Create a report on a chosen topic by applying critical reading, writing, and research skills.
   - Create a thesis statement and an outline for a report on a chosen research topic.
   - Conduct research by selecting appropriate and valid sources.
   - Prepare a report using research and documentation skills according to APA-style format.

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**PLAR assessment methods**

Please inquire with program regarding the assessment methods for this course.

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**Resources**

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
Prerequisite(s): ENGL 101 (concurrent), COMP 179 (concurrent)
Equivalent course(s): HINF 160CE, HLRC 162

<table>
<thead>
<tr>
<th>HINF 160 – Health Record Systems</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Learning</strong>: I am still learning this and need some direction or supervision to do it well.</td>
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<tr>
<td><strong>None</strong>: I have no knowledge or experience related to this outcome.</td>
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</tbody>
</table>

1. Describe the Changing Role of the Health Information Management Professional
   - Describe the History of the Health Information Management Profession in Canada and Saskatchewan
   - Define Traditional Roles of Health Information Management Professionals
   - Define the Evolving Roles of Health Information Management Professionals
   - Describe the Canadian Health Information Management Association

2. Explain the Evolution of the Canadian Health Care System
   - Describe the Canadian Health Care System
   - Describe the Development of the Health Care Delivery Structures in the Province of Saskatchewan
   - Describe the Saskatchewan Health Care System
   - Identify the Financial Costs of Health Care Delivery in Canada

3. Describe the Health Care Environment
   - Identify Common Sites of Health Care Delivery in Saskatchewan
   - Describe the Typical Departments in an Acute Health Care Facility
   - Identify the Functions, Processes and Roles in a Health Information Management Department

4. Examine the Uses of the Health Record and Health Information
   - Examine 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
   - Identify the Dimensions of Data Quality

5. Examine the Role of the Health Information Management Professional in Privacy, Confidentiality, and Disclosure of Health Information
**HINF 160 – Health Record Systems**

**Competent**: I can work independently without supervision to apply the learning outcome.

**Learning**: I am still learning this and need some direction or supervision to do it well.

**None**: I have no knowledge or experience related to this outcome.

- Identify the Difference Between Confidentiality and Privacy
- Define the Health Information Management Professional’s Role in Maintaining Confidentiality
- Describe the Role of the Health Information Management Profession in Release of Information (ROI)
- Identify the Guidelines followed in Release of Information (ROI)

### 6. Examine the Contents and Structure of a Health Record

- Examine the Development of a Health Record During a Patient’s Hospitalization
- Discuss the Purpose and Content of Common Forms Contained in the Health Record
- Identify Various Methods of Arranging Information in a Health Record

### 7. 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

### 8. Examine the Procedures Involved In Quantitative Analysis (QA) for Document Deficiencies

- Describe the Difference Between Quantitative and Qualitative Analysis
- Identify the Responsibility of Health Care Providers and Health Information Management Professionals Regarding Record Completion.
- Identify Factors Which Influence the Development of a Procedure for Quantitative Analysis
- Describe the Requirements of the Saskatchewan Hospital Standards Regulations for Compiling and Maintaining Health Records
- Define Terms Found in the Hospital Standards Regulations
- Demonstrate Basic Steps in Performing Quantitative Analysis
- Identify Guidelines Followed in Quantitative Analysis of Documentation Contained in a Health Record
- Describe Methods of Processing Incomplete Health Records
- Describe the Concept of Electronic Authentication

### HINF 160 – Health Record Systems

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- Describe a Master Patient/Master Person Index
- Describe Systems Used for Identifying and Filing Health Records
- Apply Procedures for Filing Alphabetically
- Apply Procedures for Filing Charts Numerically
- Describe Common Records Management Issues
- Identify Various Types of Record Storage Equipment
- Explain the Difference Between Centralized and Decentralized Record Storage
- Describe the Methods of Chart Control/Tracking

#### 10. Discuss Methods for Storing and Retaining Health Records and Health Information

- Define Provincial Legal Retention Periods for Health Information
- Discuss Storage Alternatives for Health Information
- Describe an Electronic Health Record

#### 11. Identify the Structure and Governance of Medical Staff Within an Acute Care Facility

- Define the Term “Medical Staff”
- Describe the Categories of Medical Staff Membership
- Describe the Difference Between Medical Staff Bylaws and Medical Staff Rules and Regulations
- Discuss Common Medical Staff Committees, Membership and Functions

### PLAR Assessment Methods

1. **Challenge Exam**
   - Multiple choice, fill-in-blanks and short answer format
   - Candidates are allowed 2 hours to write the exam
   - 50% must be attained to successfully challenge this course

### 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): COMP 174, CLIN 236 (concurrent)  
Equivalent course(s): HINF 161CE

<table>
<thead>
<tr>
<th>HINF 161 – Health Information Analysis 1</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>
| **Competent:** I can work independently without supervision to apply the learning outcome.  
**Learning:** I am still learning this and need some direction or supervision to do it well.  
**None:** I have no knowledge or experience related to this outcome. |
| 1. Distinguish between various Canadian Institute of Health Information (CIHI) reports |
| • Explain registries, databases and groupers  
• Explain CIHI definitions  
• Discover CIHI reporting  
• Recognize CIHI report limitations |
| 2. Calculate health statistics |
| • Define statistical data types  
• Define common health care definitions  
• Calculate health care statistics  
• Use common health care statistics |
| 3. Compare quality processes |
| • Define quality processes  
• Define quality improvement terms, including continuous quality improvement (CQI) and total quality management (TQM)  
• Describe outcome management  
• Describe peer review  
• Describe quality circles  
• Describe risk management  
• Describe utilization review/management  
• Describe audits  
• Compare quality processes |
| 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  
• Design a review instrument  
• Review data collection requirements |
| 5. Examine survey methodology |
### HINF 161 – Health Information Analysis 1

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

6. Assemble data for presentation
   - Organize the data
   - Diagram the results
   - Demonstrate data presentation

7. Prepare an informal study and formal report
   - Identify the purpose of a report
   - Identify the components of informal and formal reports
   - Demonstrate an informal report format
   - Demonstrate a formal report format
   - Examine steps for follow-up report recommendations

### PLAR assessment methods

1. **Challenge exam**
   - Multiple choice, true and false, short answer and matching format
   - There are 148 marks and candidates are allowed 3 hours to write the exam
   - 50% must be attained to successfully challenge this course

### 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. You will learn the steps involved in writing a research paper and apply the steps to a specific disease model.

Credit unit(s): 4.0
Prerequisite(s): PRAC 165 minimum grade of P
Equivalent course(s): HINF 260CE

<table>
<thead>
<tr>
<th>HINF 260 – Epidemiology</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
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<tbody>
<tr>
<td><strong>Competent:</strong></td>
<td>I can work independently without supervision to apply the learning outcome.</td>
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<tr>
<td><strong>Learning:</strong></td>
<td>I am still learning this and need some direction or supervision to do it well.</td>
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<tr>
<td><strong>None:</strong></td>
<td>I have no knowledge or experience related to this outcome.</td>
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</table>

1. Explain 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 epidemiological statistics.
   - Define morbidity, mortality and natality terms.
   - Calculate morbidity, mortality and natality rates.
   - Identify leading causes of death in Canada for various age groups.

4. Analyze 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.

5. Describe the sources of health data.
   - Identify sources of health data and discuss the reliability of the data.
   - Examine the role of health and clinical indicators.
   - Identify the components of the health indicator framework developed by Statistics Canada and CIHI.
   - Examine the use of benchmarks and critical indicators.
### HINF 260 – Epidemiology

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</table>

6. Examine the changes in health field concepts.

   - Identify national and provincial health care reports.
   - Explain the elements of health field concept.
   - Explain the 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.

7. Prepare research.

   - Describe the steps in research.
   - Conduct a literature review.
   - Review a research paper.

### PLAR assessment methods

1. **Challenge Exam**

   - Multiple choice, true and false, short answer and matching format
   - There are 114 questions and candidates are allowed 2.5 hours to write the exam
   - 50% must be attained to successfully challenge this course

### Resources


*HINF 260 Course Manual* [Sask Polytech], 2018.
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
Equivalent course(s): HINF 261CE

<table>
<thead>
<tr>
<th>HINF 261 – Health Information Analysis 2</th>
<th>Competent</th>
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<td><strong>Competent:</strong> I can work independently without supervision to apply the learning outcome.</td>
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<tr>
<td><strong>Learning:</strong> I am still learning this and need some direction or supervision to do it well.</td>
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1. Interpret CIHI Data
   - Explain DAD grouping methodology
   - Explain NACRS grouping methodology
   - Explain other continuum of care grouping methodologies
   - Interpret data relating to case mix, resource intensity and complexity
   - Discuss activity based funding
   - Examine CIHI reporting tools

2. Distinguish Between Classifications, Nomenclatures, Clinical Vocabularies and Terminologies
   - Define classifications, nomenclatures, clinical vocabularies and terminologies
   - Discuss various nomenclatures, clinical vocabularies and terminologies
   - Discuss SNOMED CT
   - Discuss various classifications
   - Understand classification system implementation
   - Discuss the interface process and information exchange

3. Analyze Data
   - Define data analysis and the study process
   - Construct a needs assessment
   - Practice data retrieval
   - Analyze and interpret data
   - Examine data presentation
   - Define data evaluation and promotion

4. Use MIS Standards
   - Discuss MIS standards
   - Describe uses for MIS data
   - Discuss the collection of MIS data
   - Calculate MIS statistics
PLAR assessment methods

1. Challenge Exam
   - Multiple choice, true and false, short answer and matching format
   - There are 136 marks and candidates are allowed 3 hours to write the exam
   - 50% must be attained to successfully challenge this course

Resources


EHR Go – eHealth Record Subscription - $TBD


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): 4.0
Prerequisite(s): HINF 264 (concurrent)
Equivalent course(s): HINF 262CE

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<tr>
<th>HINF 262 – Health Care Law and Ethics</th>
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1. 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
   - Explain ethical terms
   - Discuss ethical situations that could arise for Health Information Management Professionals and other professionals

2. Describe the responsibilities and issues for Indigenous peoples and health law
   - Explain how colonization has impacted Indigenous Peoples
   - Discuss the health of Indigenous Peoples
   - Discuss current issues and possible solutions

3. Interpret the law that sets standards for health records and health information, as well as consequences to not meeting those standards
   - Identify Examples of Legislation Governing the Administration of Health Care Facilities
   - Explain Relationship Between Provincial Legislation and the Bylaws of an Institution
   - State the ten Fair Information Principles of the Canadian Standards Association (CSA) Model Code for the Protection of Personal Information
   - Identify the provincial acts that apply to health information
   - Identify the federal acts that apply to health information
   - Identify how standards for health information are determined in situations where specific legislation is not apparent
   - Identify the role of standing committees
   - Identify how information is communicated and how the information is used
   - Identify the consequences of incomplete and inadequate documentation of health information
   - State the criteria that must be fulfilled for a wrongful act of negligence
   - Describe the role of Accreditation Canada and its standards
### HINF 262 – Health Care Law and Ethics

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</table>

#### 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
- Explain the important components of the Limitations Act
- Describe the Various Methods of Record Storage
- Identify the Legislation Regarding the Admissibility of Photographic and Electronic Media in Saskatchewan
- Examine methods of health information disposal
- 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
- Identify Situations Where a Client Might Request Correction and Amendment to Health Information
- Construct policies, procedures and guidelines for handling requests for access

#### 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
- 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
- Outline the Components of a Privacy Impact Assessment
### HINF 262 – Health Care Law and Ethics

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

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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 Situations in Which Health Information May Be Used as Evidence
- Identify Situations in Which Health Information May Appear to Be Questionable
- Describe the Role of the Health Information Management Professional in Preparing to Present the Health Record as Evidence

8. Identify 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.
- Identify the Consequences of Inadequate Recording.
- Identify the Major Legal Issues Arising from Medical Orders.
- Identify Why Standing Orders is Discouraged from a Risk Management and Quality Care Perspective.
- 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

9. Identify the issues surrounding patient consent

- Apply Consent Concepts to New Situations.
- 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

10. Apply criteria for using health information in research

- Identify How Health Information is Used in Health Research
- Describe the Role of the Canadian Institutes of Health Research within the Tri-Council
- Describe the Research Ethics Approval Process

11. Identify issues associated with computerization, the Electronic Health Record, and record transmission and linkage
## HINF 262 – Health Care Law and Ethics

### Competent: I can work independently without supervision to apply the learning outcome.

### Learning: I am still learning this and need some direction or supervision to do it well.

### None: I have no knowledge or experience related to this outcome.

- 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

### 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

#### 1. Challenge Exam

- Multiple choice and short answer format
- There are 106 questions and candidates are allowed 3 hours to write the exam
- 50% must be attained to successfully challenge this course

### Resources


**Optional:**

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  
Prerequisite(s): none  
Equivalent course(s): HINF 263CE, HR 120

<table>
<thead>
<tr>
<th>HINF 263 – Health Resource Management in Health Care</th>
<th>Competent</th>
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<tbody>
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<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
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</table>

1. Describe the role of the manager.

- Discuss skills a manager requires.
- Discuss different management and leadership theories.
- Describe factors influencing human resource management.
- Discuss supply and demand situations.
- Explain managerial functions.

2. Discuss labour relations and relevant employment legislation.

- Discuss human rights codes and diversity in the workplace.
- Discuss the Saskatchewan Employment Act.
- Discuss the WCB Act.
- Discuss the OH&S Regulations.
- Discuss privacy legislation in the workplace.
- Discuss the role of the manager regarding labour relations.

3. Identify collaborative relationships.

- Describe communication flow within an organization.
- Organize an effective department.
- Explore decision making concepts.
- Discuss effective team building strategies.

4. Apply team initiatives and performance reviews.

- Utilize staffing component effectively.
- Explain staff motivation concepts.
- Describe positive morale.
- Discover time management skills.
- Recognize staff disciplinary actions.
- Demonstrate staff performance practices.

5. Evaluate staff development.

- Explore staff development cycle.
- Conduct employee selection and interviews.
- Discuss mentorship concepts.
Prior Learning Assessment and Recognition

HINF 263 – Health Resource Management in Health Care

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</table>


- Create resumes.
- Practice interview strategies.
- Discuss mentee concepts.

PLAR assessment methods

1. Challenge exam

- Multiple choice and short answer format
- There are 90 marks and candidates are allowed 2 hours to write the exam
- 50% must be attained to successfully challenge this course

Resources

Required:


*HINF 263 Course Manual* [Sask Polytech], 2018.

Optional:

**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 and introduce you to program management concepts.

**Credit unit(s):** 3.0  
**Prerequisite(s):** PRAC 165 minimum grade of P  
**Equivalent course(s):** HINF 264CE

| Competent: I can work independently without supervision to apply the learning outcome. |
| Learning: I am still learning this and need some direction or supervision to do it well. |
| None: I have no knowledge or experience related to this outcome. |

<table>
<thead>
<tr>
<th>1. Explain program management concepts.</th>
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<tr>
<td>• Describe program management</td>
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<tr>
<td>• Describe organizational culture and behavior</td>
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<tr>
<th>2. Evaluate policies and procedures.</th>
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<tr>
<td>• Define policy and procedure</td>
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<tr>
<td>• Design policies and procedures</td>
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<tr>
<td>• Plan policy and procedure implementation</td>
</tr>
<tr>
<td>• Evaluate policies and procedures</td>
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<tr>
<th>3. Conduct a needs assessment in health care.</th>
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<tbody>
<tr>
<td>• Describe a needs assessment</td>
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<tr>
<td>• Establish a needs assessment team</td>
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<tr>
<td>• Conduct an inventory review</td>
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<tr>
<td>• Design an assessment checklist</td>
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<tr>
<td>• Conduct a SWOT analysis</td>
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<tr>
<th>4. Examine project management.</th>
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<tbody>
<tr>
<td>• Describe project management</td>
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<tr>
<td>• Describe phases of project management</td>
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<tr>
<td>• Describe the characteristics of project management</td>
</tr>
<tr>
<td>• Use different project management tools</td>
</tr>
<tr>
<td>• Identify the goals of quality management</td>
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<tr>
<td>• Apply project management skills</td>
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<tr>
<th>5. Examine business planning and business analysis.</th>
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<tbody>
<tr>
<td>• Describe business planning</td>
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<tr>
<td>• Examine business planning techniques</td>
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<tr>
<td>• Describe business analysis</td>
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<p>| 6. Formulate a strategic plan. |</p>
<table>
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</table>

- 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

<table>
<thead>
<tr>
<th>7. Examine health information management systems (HIMS).</th>
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<tbody>
<tr>
<td>- Describe Health Information Management Systems (HIMS).</td>
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<tr>
<td>- Identify the purpose of a Health Information Management System (HIMS)</td>
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<tr>
<td>- Examine Health Information Management Systems (HIMS) software in practice.</td>
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</table>

**PLAR assessment methods**

1. **Challenge Exam**
   - Multiple choice, true and false, fill-in-blanks, and short answer format
   - There are 130 questions and candidates are allowed 2.5 hours to write the exam
   - 50% must be attained to successfully challenge this course

**Resources**

**Required:**


**Optional:**

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): 3.0
Prerequisite(s): COMP 175 (concurrent), COMP 176 (concurrent)
Equivalent course(s): HINF 265CE

1. Examine health data from various sources.
   - Discuss effective search strategies for health information.
   - Identify relevant online databases.
   - Categorize online databases and their uses.
   - Examine the functionality of online databases.

2. Describe the structure of an existing health information system.
   - Identify the key elements of a health information system.
   - List the reasons why a health information system may need to be created or modified.
   - Recognize the structures of specific health information systems.
   - Describe the Input-Output cycles of existing health information systems.
   - Recognize the structural elements that support each Input-Output cycle.

3. Analyze a health information system.
   - Categorize the objectives and challenges faced by a typical health information system.
   - Describe various strategies to identify challenges.
   - Analyze documents and forms.
   - Analyze the flow of data.
   - Develop a feasibility study.

4. Create a system design.
   - Develop the system specifications.
   - Determine all the output and processing requirements of a system.
   - Design the tables for a system.
   - Design the input for a system.
   - Create a data dictionary.
   - Design the security system.
   - Describe prototyping.

5. Create a system implementation plan.
HINF 265 – Health Information Systems

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

- Describe what site preparation is required in advance of installation.
- Describe what user training and preparation should be carried out prior to site implementation.
- Design various forms of system testing.
- Compare the various forms of system start up.
- Create a system evaluation plan.

6. Evaluate responses to a request for proposal.

- Create evaluation criteria for a Request for Proposal (RFP)
- Create an RFP document.
- Compare bids based on cost.
- Compare bids based on company capability.
- Create an evaluation system to compare bids based on company capability and cost.

**PLAR assessment methods**

Please inquire with program regarding the assessment methods for this course.

**Resources**

Saskatchewan Polytechnic: SK, Canada.
HINF 266 – Health Standards and 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)  
**Equivalent course(s):** HINF 266CE

### HINF 266 – Health Standards and Informatics

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1. Describe health informatics concepts, issues and trends.

- 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.
- Discuss interoperability.
- Describe the standards life cycle.
- Describe the importance of standards to HIM.

3. Discuss common standards development organizations.

- List standards development organizations.
- Describe the International Organization of Standardization (IS).
- Describe Canada Health Infoway.
- Describe the Canadian Standards Association (CSA).
- Describe the Standards Council of Canada (SCC).
- Describe the standards within the Canadian Institute for Health Information (CIHI) and World Health Organization (WHO).
- Describe the International Health Terminology Standards Development Organisation (IHTSDO).
- Describe Health Level Seven (HL7) and HL7 Canada.

4. Describe electronic health record information standards used across Canada.
Competent: I can work independently without supervision to apply the learning outcome.
Learning: I am still learning this and need some direction or supervision to do it well.
None: I have no knowledge or experience related to this outcome.

- Describe data message standards.
- Describe standards within Logical Observation Identifiers Names and Codes (LOINC).
- Describe standards within International Health Terminology Standards Development Organisation (IHTSDO).
- Describe standards within DICOM.
- Describe standards within pCLOCD.
- Describe provincial specific standards.

5. Examine internal and external standards and the adoption process.

- Identify internal and external standards.
- Examine how internal and external standards help develop a health information system.
- Examine validation of standards.
- Examine conformance of standards.
- Examine certification of standards.

PLAR assessment methods

1. Challenge Exam

- Multiple choice, true and false, and short answer format
- There are 85 marks and candidates are allowed 2 hours to write the exam
- 50% must be attained to successfully challenge this course

Resources

Required:


*HINF 266 Health Informatics Manual*. [Sask Polytech], 2018.

Optional:

**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):** 3.0  
**Prerequisite(s):** none  
**Equivalent course(s):** MED 160, MED 161CE, MTER 200

<table>
<thead>
<tr>
<th>MED 161 – Medical Terminology</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>
| Competent: I can work independently without supervision to apply the learning outcome.  
Learning: I am still learning this and need some direction or supervision to do it well.  
None: I have no knowledge or experience related to this outcome. |

1. **Apply the Principles Related to Basic Word Structure of Medical Language**
   - Define Word Parts
   - Divide Medical Terms into their Component Parts
   - Build Medical Terms Using Word Parts
   - Define Medical Terms and Abbreviations that Contain Common Combining forms, Prefixes and Suffixes
   - Spell Medical Terms that Contain Common Combining Forms, Prefixes and Suffixes
   - Apply the Rules for Pluralization of Medical Words
   - Apply the Rules for Pronunciation of Medical Words

2. **Use Medical Terms Related to Organization of the Body**
   - Identify the Body Systems and their Main Functions
   - Identify the Body Cavities and the Specific Organs Within Each of Them
   - Identify the Abdominopelvic Regions and Quadrants
   - Identify the Divisions of the Back (Spinal Column)
   - Identify Positional and Directional Terms Related to the Body
   - Identify the Planes of the Body
   - Identify Word Parts Related to the Organization of the Body
   - Define Medical Terms and Abbreviations Related to the Organization of the Body
   - Spell Medical Terms Related to the Organization of the Body
   - Pronounce Medical Terms Related to the Organization of the Body

3. **Use Medical Terms That Contain Diagnostic and Procedural Suffixes**
   - Identify Common Diagnostic and Procedural Suffixes Used in Medical Terms
   - Define Medical Terms and Abbreviations that Contain Common Diagnostic and Procedural Suffixes
   - Spell Medical Terms that Contain Common Diagnostic and Procedural Suffixes
   - Pronounce Medical Terms that Contain Common Diagnostic and Procedural Suffixes

4. **Use Medical Terms That Contain Prefixes**
### MED 161 – Medical Terminology

<table>
<thead>
<tr>
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<th>None</th>
</tr>
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<tbody>
<tr>
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<td>I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

- Identify Common Prefixes Used in Medical Terms
- Define Medical Terms and Abbreviations that Contain Common Prefixes
- Spell Medical Terms that Contain Common Prefixes
- Pronounce Medical Terms that Contain Common Prefixes

#### 5. Use Medical Terms Related to Medical Specialists, Allied Health Specialists and Case Reports

- Define Common Types of Medical Specialists
- Define Medical Terms andAbbreviations Related to Medical Specialists
- Spell Medical Terms Related to Medical Specialists
- Pronounce Medical Terms Related to Medical Specialists
- Define Common Types of Allied Health Specialists

#### 6. Use Medical Terms Related to Body Systems

- Define Medical Terms and Abbreviations Related to the Cardiovascular System
- Define Medical Terms and Abbreviations Related to the Digestive (Gastrointestinal) System
- Define Medical Terms and Abbreviations Related to the Endocrine System
- Define Medical Terms and Abbreviations Related to the Female Reproductive System
- Define Medical Terms and Abbreviations Related to the Lymphatic System
- Define Medical Terms and Abbreviations Related to the Male Reproductive System
- Define Medical Terms and Abbreviations Related to the Musculoskeletal System
- Define Medical Terms and Abbreviations Related to the Nervous System
- Define Medical Terms and Abbreviations Related to the Respiratory System
- Define Medical Terms and Abbreviations Related to the Skin and Sense Organs
- Define Medical Terms and Abbreviations Related to the Urinary System

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**PLAR assessment methods**

#### 1. Evidence File

Detailed resume and/or previous related course transcripts with course outline(s). These 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 details the workplace and/or place of learning where you attained experiential learning for medical terminology. The course outline needs to include the number of credits, hours and learning outcomes for each class (see Appendix A).
2. Challenge exam (Value = 90% towards PLAR assessment)

- Variety of question types
- There are 100 marks and candidates are allowed 2 hours to write the exam
- 50% must be attained to successfully challenge this course

3. Performance / Practical Demonstration (Value = 10% towards PLAR assessment)

Successful completion of the pronunciation test with a pass mark of 50%, This involves reading (aloud) a sample medical report which includes 20 common medical terms. Candidates will be assessed on their ability to recognize and correctly pronounce the identified medical terms.

**Resources**

**Required:**


**Recommended (Optional):**

Medical Dictionary (various)
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):** 2.0  
**Prerequisite(s):** MED 161, APHY 100 (concurrent)  
**Equivalent course(s):** PATH 161CE

<table>
<thead>
<tr>
<th>PATH 161 – Pathophysiology 1</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.</td>
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</tr>
</tbody>
</table>

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

2. Explain the science of pathophysiology.
   - Define and use key terms associated with the science of pathophysiology
   - Describe cellular adaptations and responses to stress
   - Describe cellular injury and death
   - Discuss clinical models related to the science of pathophysiology

3. Discuss the concepts of inflammation and tissue repair.
   - Review body defense mechanisms
   - Describe the pathophysiology of acute inflammation
   - Explain the concept of healing and tissue repair
   - Describe the pathophysiology of chronic inflammation
   - Discuss clinical models related to inflammation

4. Discuss the concept of altered immunity.
   - Review immune function
   - Explain the processes of altered immune function
   - Describe immune response manipulation
   - Discuss clinical models related to altered immunity

5. Describe the pathophysiology of infection.
PATH 161 – Pathophysiology 1

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<th>Competent</th>
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</thead>
</table>

- I can work independently without supervision to apply the learning outcome.
- I am still learning this and need some direction or supervision to do it well.
- I have no knowledge or experience related to this outcome.

- Describe microbes and pathogens
- Explain the concept of communicable disease
- Describe acute infection and associated complications
- Discuss clinical models related to infection

6. Discuss genetic and developmental disorders.

- Review genetic processes
- Describe inheritance of genetic disorders
- Describe developmental disorders
- Discuss management of genetic and developmental disorders
- Discuss clinical models related to genetic and developmental disorders

7. Describe the pathophysiology of neoplasms.

- Describe the impact of cancer on the cell
- Explain the impact of cancer on tissues, organs, and organ systems
- Discuss clinical models related to malignant neoplasms

8. Describe the concepts of altered fluid, electrolyte and acid-base balance.

- Describe the concept of electrolyte imbalance
- Describe the concept of fluid imbalance
- Discuss clinical models related to fluid and electrolyte imbalance
- Describe the concept of acid-base balance

**PLAR assessment methods**

1. Evidence File

Detailed resume and/or previous related course transcripts with course outline(s). These 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 details the workplace and/or place of learning where you attained experiential learning for pathophysiology. The course outline needs to include the number of credits, hours and learning outcomes for each class (see Appendix A).

2. Challenge exam (Value = 100% towards PLAR assessment)

- Variety of question types
- There are 65 marks and candidates are allowed 1.5 hours to write the exam
- 50% must be attained to successfully challenge this course
Resources

Required:


Recommended (Optional):


Medical Dictionary (various)
PATH 272 – Pathophysiology 2

Building on the skills you developed in PATH 161 - Pathophysiology 1, you will examine 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 50%, APHY 200 minimum grade of 50% (concurrent)
Equivalent course(s): PATH 272CE

<table>
<thead>
<tr>
<th>PATH 272 – Pathophysiology 2</th>
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<tbody>
<tr>
<td>Competent: I can work independently without supervision to apply the learning outcome.</td>
</tr>
<tr>
<td>Learning: I am still learning this and need some direction or supervision to do it well.</td>
</tr>
<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

1. Describe the Pathophysiology of Skin and Breast Disorders
   - Review orderly functioning 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 disorders of the skin
   - Describe the pathophysiology of benign and malignant neoplasms of the breast

2. Identify 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 disorders of muscle
   - Describe the pathophysiology of disorders of bone disorders
   - Describe the pathophysiology of trauma to the musculoskeletal system

3. Describe the Pathophysiology of Cardiovascular Disorders
   - Review normal structure and function of the cardiovascular system.
   - 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, myocardial infarction and cardiac arrest.
   - Describe the pathophysiology of common diseases and conditions of the cardiovascular system.
   - Describe the pathophysiology of valvular heart disease.
   - Describe the pathophysiology of arrhythmias and shock.
   - Describe the pathophysiology of vascular conditions.
   - Describe the pathophysiology of congenital cardiac defects.

4. Explain the Pathophysiology of Blood and Lymphatic Disorders
PATH 272 – Pathophysiology 2

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

- Review normal structure and function of the blood system.
- Identify common diagnostic tests for blood dyscrasias.
- Describe the pathophysiology of blood dyscrasias.
- Review normal structure and function of the lymphatic system.
- Describe the pathophysiology of lymphatic disorders.

5. Describe the Pathophysiology of Respiratory Disorders

- Review the orderly function of the respiratory system
- Describe common manifestations of respiratory system disorders
- Identify common diagnostic tests for respiratory system disorders
- Describe the pathophysiology of childhood respiratory diseases
- Describe the pathophysiology of chronic obstructive pulmonary disease
- Describe the pathophysiology of common diseases and conditions of the respiratory system.

**PLAR assessment methods**

1. Challenge exam

- Multiple choice, true and false, short answer and matching format
- There are 70 marks and candidates are allowed 2 hours to write the exam
- 50% must be attained to successfully challenge this course

**Resources**


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, APHY 200 (concurrent)  
**Equivalent course(s):** PATH 273CE

1. Describe the pathophysiology of digestive system disorders.
   - Define the terms “pharmacology” and “drug”
   - Describe the uses of drugs
   - Discuss Canadian legislation as it relates to drugs
   - Describe sources of drug information
   - Describe the types of pharmaceutical preparations available
   - Describe local and systemic effects of drugs on the body
   - Explain the stages of pharmacokinetics
   - Describe the types of drug interactions
   - Differentiate between drug misuse, abuse and adverse reactions
   - Describe lifespan considerations regarding the effects of drugs
   - Identify the major classifications of drugs, common therapeutic uses and examples

2. Describe the pathophysiology of urinary system disorders.
   - Define and use key terms associated with the science of pathophysiology
   - Describe cellular adaptations and responses to stress
   - Describe cellular injury and death
   - Discuss clinical models related to the science of pathophysiology

3. Explain the pathophysiology of reproductive system disorders.
   - Review body defense mechanisms
   - Describe the pathophysiology of acute inflammation
   - Explain the concept of healing and tissue repair
   - Describe the pathophysiology of chronic inflammation
   - Discuss clinical models related to inflammation

4. Describe the pathophysiology of neurological disorders.
   - Review immune function
   - Explain the processes of altered immune function
   - Describe immune response manipulation
   - Discuss clinical models related to altered immunity
5. Explain the pathophysiology of disorders related to the eye and ear.

- Describe microbes and pathogens
- Explain the concept of communicable disease
- Describe acute infection and associated complications
- Discuss clinical models related to infection

6. Describe the pathophysiology of endocrine disorders.

- Review genetic processes
- Describe inheritance of genetic disorders
- Describe developmental disorders
- Discuss management of genetic and developmental disorders
- Discuss clinical models related to genetic and developmental disorders

7. Identify the pathophysiology of psychiatric disorders.

- Describe the impact of cancer on the cell
- Explain the impact of cancer on tissues, organs, and organ systems
- Discuss clinical models related to malignant neoplasms

PLAR assessment methods

1. Challenge exam

- Multiple choice, true and false, short answer and matching format
- There are 80 marks and candidates are allowed 2 hours to write the exam
- 50% must be attained to successfully challenge this course

Resources

Required:


Recommended (Optional):

Medical Dictionary (various)
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): 11.0
Prerequisite(s): APHY 200, CLIN 237, HINF 161, PATH 273, COMM 262
Equivalent course(s): PRAC 165CE

PRAC 165 – Health Information Practicum 1

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

1. Conduct workplace actions in a professional manner.

- Arrives on time for work each day
- Notifies the preceptor of any absence, the reason and requests to make up the time
- The student maintains confidentiality of clients, practicum staff and Saskatchewan Polytechnic instructor information
- Dresses appropriately each day in professional office attire
- Takes initiative in seeking clarification or guidance
- Demonstrates accountability for own actions
- Seeks learning experience on own initiative
- Interacts with others in a courteous, professional, productive and helpful manner
- Complies with professional and institutional HIM practice
- Adheres to established practicum agency policies and procedures
- Adheres to policies and procedures of Saskatchewan Polytechnic
- Completes the Final Evaluation

2. Apply the Canadian Health Information Management Association code of ethics.

- Maintains standards of the CHIMA Code of Ethics
- Demonstrates 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
- Recognizes her/his source of authority and conscientiously discharges the duties and responsibilities entrusted
- Conducts 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
- Strives 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.
<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

### PRAC 165 – Health Information Practicum 1

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

- Completes a patient/client registration gathering required personal information
- Process patient visits
- Observes and/or assists in the OR booking process
- Observes the information flow on a nursing unit/home care visit/mental health visit
- Transcribes facility clinical documents

### 4. Integrate records management theory into the workplace.

- Completes chart assembly according to facility assembly order
- Analyzes documents for deficiencies (e.g., Q.A.)
- Utilizes systems of chart numbering, filing, and chart control
- Demonstrates filing ability, including observing policy for records retention and destruction
- Outlines methods for storing and retaining records
- Performs release of information in accordance to legislation and facility policies and procedures
- Designs forms to fit the function required

### 5. Code charts utilizing ICD-10-CA and CCI.

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

### 6. Abstract clinical and administrative data.

- Assigns the correct diagnosis type
- Assigns the correct patient service
- Assigns the correct physicians, physician type and physician service
- Accurately captures mandatory data elements as required
- Uses electronic abstracting and/or electronic data entry

### 7. Demonstrate the ability to retrieve, analyze and present health data.

- Demonstrates data collection methodology
- Uses classification systems to retrieve data, e.g., ICD-10-CA/CCI, ICD-9-CM, etc.
- Interprets various CIHI reports including RIW, CHAP, and CMG reports
- Compiles daily census health care statistics
- Compiles descriptive statistics
- Assembles data for presentation
- Prepares a peer review/audit/study/report
PLAR assessment methods

1. Evidence file

   Includes a cover page, personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. Employer validation

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).

Resources


*Health Information Practicum 1 Student Guide* (PRAC 165). [SaskPolytech], 2019.

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
Equivalent course(s): PRAC 262CE

1. Conduct workplace actions in a professional manner.
   - Prepares for practical experience by carrying out the appropriate research
   - Arrives on time for work each day
   - Notifies the preceptor of any absence, the reason and requests to make up the time
   - Maintains confidentiality of clients, practicum staff and Sask Polytech instructor information
   - Dresses appropriately in professional office attire
   - Takes initiative in seeking clarification or guidance
   - Demonstrates accountability for own actions
   - Seeks learning experience on own initiative
   - Interacts with others in a courteous, professional, productive and helpful manner
   - Complies with professional and institutional HIM practice
   - Adheres to established practicum agency policies and procedures
   - Adheres to policies and procedures of Sask Polytech
   - Completes a self-evaluation by using the “Evaluation of Learner’s Clinical Performance” form
   - Completes a presentation on HIM profession

2. Apply relevant privacy legislation within scope of practice.
   - Interprets the law as it applies to health records and health information
   - Identifies legislation that sets the standards for health information and consequences of not meeting these standards
   - Applies legislation that regulates the retention, storage and disposal of health information
   - Applies legislation to solve the issues relating to access to health information
   - Applies legislation to resolve concerns related to privacy, confidentiality, and security
   - Identifies how health information is used as evidence in legal proceedings
   - Applies recognized criteria for using health information in research
   - Identifies/analyzes issues associated with computerization, the electronic health record and record transmission and linkage
   - Identifies correct methods and procedures for documenting in the client record
### PRAC 262 – Health Information Practicum 2

| Competent: | I can work independently without supervision to apply the learning outcome. |
| Learning:  | I am still learning this and need some direction or supervision to do it well. |
| None:      | I have no knowledge or experience related to this outcome. |

#### 3. Practice the Canadian Health Information Management Association code of ethics.
- Maintains standards of the CHIMA Code of Ethics
- Demonstrates ethical standards of conduct for health information management professionals
- Protects individual rights to confidentiality, privacy, and security of personal health information; thereby acting as a client advocate
- Recognizes her/his source of authority and conscientiously discharges the duties and responsibilities entrusted
- Conducts 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
- Strives 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.
- Evaluates applicable policies and procedures
- Conducts a needs assessment in health information management
- Participates in strategic planning
- Participates in program development
- The student manages projects or manages their own portion of the project
- Creates a request for proposal for an HIS system
- Understands how to evaluate bids for software and hardware
- Identifies 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.
- Uses electronic abstracting and/or electronic data entry
- Uses classification systems for data retrieval, e.g. ICD-10-CA/CCI, ICD-9, ICD-9-CM, etc.
- Interprets various CIHI reports including RIW, CHAP, and CMG reports
- Demonstrates report writing skills
- Assembles data for presentation
- Designs benchmarks and critical indicators and/or can use benchmarks and critical indicators
- Performs research
- Maintains/utilizes Health Information Systems

#### 6. Participate in the collection, retrieval and analysis of data.
### PRAC 262 – Health Information Practicum 2

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates data collection methodology</td>
<td></td>
<td></td>
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<tr>
<td>Adheres to data quality processes</td>
<td></td>
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<tr>
<td>Examines survey methodology</td>
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<tr>
<td>Composes descriptive statistics</td>
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<tr>
<td>Designs report outcomes</td>
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<tr>
<td>Retrieves and presents data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares peer review/audit/study</td>
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</tbody>
</table>

7. Participate in epidemiological studies.

- Applies knowledge of terms and concepts related to epidemiology
- Analyzes the sequence of events involved in epidemiological study
- Interprets various epidemiological models
- Utilizes appropriate the sources of health data
- Calculates appropriate measures of morbidity and/or mortality
- Examines the relationship between lifestyle and health care

8. Apply statistical analysis techniques.

- Calculates Probabilities
- Calculates confidence intervals
- Conducts a hypothesis test for single samples
- Conducts a hypotheses test for two samples
- Analyzes non-parametric data
- Conducts linear regression analysis
- Utilizes statistical applications such as SPSS or equivalent appropriate statistical software

9. Modify databases and/or health information systems.

- Creates basic components of a database (tables, forms, queries, reports)
- Modifies a database
- Designs a multi-table Access database
- Designs Access queries based on multiple tables
- Designs SPSS file structures (or equivalent appropriate statistical software)
- Analyzes single variables using SPSS (or equivalent appropriate statistical software)
- Analyzes the relationship between multiple variables using SPSS (or equivalent appropriate statistical software)
- Designs a health information database using Access or SPSS (or equivalent appropriate statistical software)
- Designs system analysis techniques for analyzing data and goals of a system
- Applies network technology theory
- Evaluates user needs through a questionnaire
- Uses project management software to plan a project
- Designs and creates databases of different complexity
- Participates in software testing and evaluation
- Develops a new or modified system
PLAR assessment methods

1. Evidence file

Include a cover page, personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. Employer validation

Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).

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
Prerequisite(s): none
Equivalent course(s): STAT 190, STAT 260CE

<table>
<thead>
<tr>
<th>STAT 260 – Statistics for Health Sciences</th>
<th>Competent</th>
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<th>None</th>
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<tbody>
<tr>
<td>Competent: I can work independently without supervision to apply the learning outcome.</td>
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<tr>
<td>Learning: I am still learning this and need some direction or supervision to do it well.</td>
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</tr>
<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
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</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
   - Examine the effect of sample size on the error level

5. Conduct a hypothesis testing.
<table>
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- 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**

1. **Challenge exam**

   - 10 problem solving questions (four of these have multiple parts)
   - There are 70 marks and candidates are allowed 90 minutes to write the exam
   - Approved statistical calculator are allowed and formula sheet and tables are included in the exam
   - 50% must be attained to successfully challenge this course

**Resources**


Texas Instrument TI-30Xa calculator.
**CLIN 102/236/237/288 Block Challenge**

**Clinical Coding 1, 2, 3, 4**

This block challenge focuses primarily on coding and abstracting skills, including acute care and ambulatory care.

<table>
<thead>
<tr>
<th>CLIN 102/236/237/288 Block Challenge</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competent:</strong> I can work independently without supervision to apply the learning outcome.</td>
<td></td>
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<tr>
<td><strong>Learning:</strong> I am still learning this and need some direction or supervision to do it well.</td>
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</tr>
<tr>
<td><strong>None:</strong> I have no knowledge or experience related to this outcome.</td>
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</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 102/236/237/288 Block Challenge

<table>
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<td>I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

21. Demonstrate how to abstract ambulatory care visit data.

22. Design reports utilizing the 3M report writer.

23. Prepare a data quality presentation.

24. Utilize coding resources.

25. Assign diagnosis types to ICD-10-CA codes.


27. Apply ICD-10-CA, CCI and coding standards to common coding cases.

28. Apply ICD-10-CA, CCI and coding standards to HIV infection cases.

29. Apply ICD-10-CA, CCI and coding standards to infections, septicemia and viral hepatitis cases.

30. Apply ICD-10-CA, CCI and coding standards to diabetes mellitus (DM) cases.

31. Apply ICD-10-CA, CCI and coding standards to Other Reasons for Hospital Care cases.

32. Apply ICD-10-CA, CCI and coding standards to advanced coding cases.

33. Apply ICD-10-CA, CCI, coding standards and abstract pregnancy and childbirth cases.

34. Apply ICD-10-CA, CCI and coding standards to newborn and other neonate cases.

### PLAR assessment methods

1. **Evidence file**

   Include a cover page, personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. **Employer validation**

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).
3. Challenge exam

- Multiple choice, true and false, and short answer format
- There are 275.5 marks and candidates are allowed 6.5 hours to write the exam
- 50% must be attained to successfully challenge this course

4. Coding practical demonstration

The coding practical demonstration for CLIN 102/236/237/288 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 50%

Resources

Canadian Institute for Health Information [CIHI]. (2018). Canadian coding standards for version 2018 ICD-10-CA and CCI. (free download from CIHI website)


HINF 260/HINF 262/PRAC 262 Block Challenge

Epidemiology, Health Care Law & Ethics, Health Information Practicum 2

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 Block Challenge</th>
<th>Competent</th>
<th>Learning</th>
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</tr>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
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</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.
18. Identify the issues surrounding patient consent.
HINF 260/HINF 262/PRAC 262 Block Challenge

**Competent:** I can work independently without supervision to apply the learning outcome.

**Learning:** I am still learning this and need some direction or supervision to do it well.

**None:** I have no knowledge or experience related to this outcome.

<table>
<thead>
<tr>
<th></th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Participate in quality management and risk management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Conduct workplace actions in a professional manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Apply relevant privacy legislation within scope of practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Apply the Canadian Health Information Management Association code of ethics within your domain of practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Integrate leadership/management theory into the workplace.</td>
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<tr>
<td>24.</td>
<td>Participate in the development of the electronic health record.</td>
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<tr>
<td>25.</td>
<td>Participate in the collection, retrieval and analysis of data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Apply statistical analysis techniques.</td>
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<td></td>
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<tr>
<td>28.</td>
<td>Modify databases and/or health information systems.</td>
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</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 cover page, personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. **Employer validation**

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).

**Resources**


*HINF 260 Course Manual* [Sask Polytech], 2018.


**Optional:**

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.

<table>
<thead>
<tr>
<th>HINF 263/HINF 264 Block Challenge</th>
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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**

1. **Evidence file**

   Include a cover page, personal resume and any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (see Appendix A).

2. **Employer validation**

   Request your employer complete the employer performance validation and submit it prior to your assessment meeting (see Appendix B).

3. **Challenge exam**

   - Multiple choice, true and false, fill-in-blanks, and short answer format
   - There are 193 marks and candidates are allowed 4 hours to write the exam
   - 50% must be attained to successfully challenge this course
Resources


*HINF 264 Course Manual* [Sask Polytech], 2018.
Appendices
Jillian Simmons
3344 Main St.
North Battleford, Saskatchewan
Phone: (306)251-7878
Fax: (306) 251-8113
Email: jsimmons@sasktel.sk.ca

Purpose:
For submission to
the Health Information Management Program
Saskatchewan Polytechnic, Regina Campus
For PLAR in the area of
[Course Name]
Appendix B

Letter of validation from 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 Techniques on Radiography RDGR 268, and I have the 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

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?
Appendix D

**Health Information Management program resource list**

Go to the Saskatchewan Polytechnic Bookstore Link [http://saskpolytech.ca/student-services/academic/bookstores.aspx](http://saskpolytech.ca/student-services/academic/bookstores.aspx) to determine text books and learning manuals with current prices used in this course.

**Directions:**

- Go to Saskatchewan Polytechnic Bookstores
- Select *your* Campus
- Under “Textbooks” choose Buy Your Books
- Select Regina Campus Full Time Programs from pull down list
- Select HINF – Health Information Management

**Ordering Course Material:**

Once you are enrolled in the program and have a Saskatchewan Polytechnic Student ID#, you can order course materials online or by phoning the bookstore order processing centre. To order course material before you are enrolled, contact the Regina Campus Bookstore in Regina directly.

**Online:**

[http://bookstore.saskpolytech.ca/regina](http://bookstore.saskpolytech.ca/regina)

**Bookstore Order Processing Centre:**

1-866-569-8398 (1-866-5myTEXT)

**Regina Campus Bookstore:**

4500 Wascana Parkway, Regina
306-775-7755
Regina.Bookstore@saskpolytech.ca

(Call ahead to confirm bookstore hours and to ensure material is available.)
Appendix E

Book your test online

1. Book appointments well in advance.

2. Students who require the use of the Test Centres for their exams should book their appointments as soon as they have their exam schedules.
   - [http://www.saskpolytech.ca/testing](http://www.saskpolytech.ca/testing)

3. Test Takers who do not provide their instructors with a copy of their confirmation emails, risk having their appointment cancelled as their exam may not be available.

4. The booking system requires you enter the following information:
   - Instructor name and email
   - Name of class and course number
   - Name of your program
   - Date, time and length of your test
   - Type of test you are taking (mid-term, final, re-write, make-up) and if it is computer or paper-based.

5. It is your responsibility to read Information about Test Taking and the Academic Honesty requirements.
   - [http://saskpolytech.ca/student-services/academic/test-centres.aspx](http://saskpolytech.ca/student-services/academic/test-centres.aspx)
   - [http://saskpolytech.ca/student-services/academic/academic-honesty.aspx](http://saskpolytech.ca/student-services/academic/academic-honesty.aspx)

6. When you come for your appointment, please remember to bring your photo ID.
   Acceptable ID includes:
   - Current employment ID,
   - Driver's licence,
   - Military ID,
   - Passport,
   - Secure Certificate of Indian Status (Status Card)
   - Saskatchewan Polytechnic student ID card
   - Declaration of Refugee Status