# Texas State University-San Marcos
## Multicultural Curriculum Transformation Guide/Assessment Instrument

**Name of Class:** HIM 4390 Contemporary Leadership Principles for HIM  
**Instructor:** Sue Biedermann, MSHP, RHIA, Associate Professor  
**Department:** Health Information Management Program  
**Degree:** BSHIM  
**Degree Program Requirement:** YES

### 1. Course Description
An analysis of the expanded role of the Health Information Management professional in the healthcare environment and application of the principles involved. Topics to include strategic planning and forecasting, marketing, entrepreneurialism, leadership, motivation, consensus building, workforce diversity, change management, work redesign/reengineering, and project management.

### 2. Course Objectives
Added/Revised objectives:
1. assess the meaning of culture and identify own cultural experiences and groups  
2. improve and increase effective communication based on the principles of intercultural communication.  
3. recognize and address organization problems that can obstruct the full participation of many diverse employees in the HIM Dept.  
4. begin developing the leadership skills necessary to manage a diverse work force  
5. recognize and value the culture of the organization

### 3. Course Content
LEVEL TWO: _____ LEVEL THREE: ___X__ (Check one. Explain.)  
The course covers a specific section on multiculturalism as relates to workforce diversity. The multicultural perspective is also included throughout the other major topics of the course such as leadership, consensus building, strategic planning, project management and others. For each of these content areas will include components on the management implications, the culturally diverse work environment and influences and the role of the HIM professional.

### 4. Instructional Strategies
LEVEL TWO: __X___ LEVEL THREE: __X__ (Check one. Explain.)  
There is minimal lecture by the instructor. There is rather a great deal of discussion on information provided students singly and in groups. The course focus is on current issues in the HIM field with analysis of influences, personal experiences, best practices and the ethical and legal considerations.

### 5. Assessment of Student Knowledge
LEVEL TWO: _____ LEVEL THREE: __X__ (Check one. Explain.)  
Throughout the course students will be engaged in a variety of self-evaluation exercises, extensive amount of student sharing and discussion of issues with students being responsible for both individual and group work with student options for completing some of the assignments.

### 6. Classroom Interactions
LEVEL TWO: _____ LEVEL THREE: __X__ (Check one. Explain.)  
Group discussions and presentations, small group discussions, guest speakers, self evaluation exercises on a variety of topics and issues. Expectation of respectful consideration of the opinions of each class member with full participation of each expected as well.
### 7. Course Evaluation

Course evaluations will be compared from semester to semester and to previous years on items related to learning, enthusiasm, organization of the course, and assignments. Periodic formative evaluation feedback will be solicited specific to the goals added to the course.

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<th>Percentage of Multicultural Content:</th>
<th>40%</th>
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**Multicultural Classification:**
- **MC**= multicultural designation: classes with 60% of the content multicultural
- **MP**= multicultural perspective: classes using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics

Choose the multicultural classification that describes this class: **MP**

Does this class focus incorporate global diversity or U.S. diversity or a combination of both? Explain.

The primary focus is on U.S. diversity due to the work in HIM primarily being in the United States and the activities governed by laws and U.S. accreditation standards. However, the global perspective is inherent due to focus on the workforce itself which brings in the global diversity due to the individuals themselves representing the global nature of the workforce.
COURSE SYLLABUS

PROGRAM: Health Information Management

COURSE NUMBER: HIM 4390

COURSE NAME: Contemporary Leadership Principles for HIM

CATALOG DESCRIPTION: An analysis of the expanded role of the Health Information Management professional in the healthcare environment and application of the principles involved. Topics to include strategic planning and forecasting, marketing, entrepreneurialism, leadership, motivation, consensus building, workforce diversity, change management, work redesign/reengineering, and project management.

PURPOSE: The purpose of this course is to explore the organizational challenges and opportunities created by the changes and advancement of the health information management profession. The topics covered will include those mentioned in the Course Description but will also continue to evolve as the profession continues to change and the potential roles of the HIM professional continues to expand in scope. Each topic area covered will include components on 1) the management implications, 2) the culturally diverse work environment and influences and, 3) the role of the HIM professional.

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TEXTBOOK: No textbook required for course
Readings to be distributed, posted and/or assigned by instructors

METHOD OF EVALUATION: To be based on completion of readings, assignments, and projects and participation in discussion.

The final course grade will be determined as follows:
  - Discussion Question 5 questions @ 5 pts. each 25 pts.
  - Group Presentations on Leadership 20 pts.
  - Diversity assignment 20 pts.
  - Project Management assignment 25 pts.
  - Leading Assigned Discussion 5 pts.
  - Class Participation 5 pts.

Additional assignment information:

  Discussion Questions – Questions will be distributed in a timely manner. #1 and #4 will be posted in Blackboard for “discussions” to be held in the Discussion Board. Responses should demonstrate knowledge of the subject matter and when appropriate should be supported by real world experience. Discussion questions responses should be written in a professional manner (spelling and grammar are considered in evaluation of these responses). The
Length of responses may vary. As a general rule, responses should be no less than 300 words and no longer than 500 words.

#2, #3, & #5 discussions will be held in class. All students are to be prepared and are expected to contribute to the discussion. A written summary of the discussion is to be submitted by the next class meeting. The paper should include a summary of the class discussion, your specific thoughts and opinions on the topic presented. (No “I agree” or “this was interesting” but your individual, specific thoughts on the topic).

**Group Presentation on Leadership** – To be done in groups of 3-5 members. Each group is to identify an individual they consider to be a leader in the HIM profession and identify the aspects of diversity it is felt that this individual represents (age, gender, cultural/ethnic diversity, education, job, etc). Following approval in individual by the instructor (approval done so wide variety of individuals in leadership roles are included), the group members are to interview the individual and research additional information as needed. The group will make a 15-20 minute presentation to the class to include information about their “leader”, the aspects of diversity they represent, their “path to success”, challenges they have faced in reaching their achievements, and their recommendations for success.

**Diversity assignment** – Student can choose to do either option #1 or #2.

#1. research how a specific organization implemented a managing for diversity strategy or other diversity program strategy and write a 8-10 page paper. The paper should thoroughly discuss the issue that was addressed, the strategy implemented, the results of the implementation, and your own thoughts, conclusions and/or suggestions

#2. compile a list of news articles for two months to illustrate evidence regarding the status of efforts to value diversity. Write a 4-6 page assessment of where we are today in the terms of 1) still in the much, 2) just coming out of the ooze, 3) on the slippery slope, or 4) on the plateau where diversity is valued

**Project management** – Scenario to be provided. Items to be submitted will include 1) the identification of the key players with analysis of the perspective they represent, letter of recommendation, log of steps and other information as identified in the case scenario.

**Discussion leader** – individuals will be assigned to be discussion leaders for each of the Discussion Questions (students in class will be evenly divided to cover the 5 discussion questions). As discussion leaders, students are to meet prior to assigned day to develop at least 3 open-end questions related to the subject matter. These are in addition to the main discussion question distributed by the instructor. Discussion leaders should also monitor the flow of discussion and, as appropriate, interject prompting questions or comments based on the contributions of other students on the subject matter.

**Class participation** – Participation points will be given for full class participation to include attendance, participating in discussion questions and in-class group work, and appropriate participation in group projects.

**Course Objectives:** Upon successful completion of this course the student should be able to:

**Diversity:**
1. assess the meaning of culture and identify own cultural experiences and groups
2. improve and increase effective communication based on the principles of intercultural communication.
3. recognize and address organization problems that can obstruct the full participation of many diverse employees in the HIM Dept.
4. begin developing the leadership skills necessary to manage a diverse work force
5. recognize and value the culture of the organization
**Remainder of objectives to be re-written and identified by topic area.**

1. understand the professional definition of health information management
2. understand the functions within the HIM professional domain
3. recognize the impact that external forces have on the healthcare industry and health information specifically
4. recognize the role of government in healthcare services
5. identify significant trends in managerial models
6. explain the differences between managers and leaders
7. recognize the traits related to leadership effectiveness
8. understand that leadership style needs to adjust to various situations
9. understand the importance of a professional code of ethics and what the HIM Code of Ethics means
10. understand how the steps in an ethical decision-making process are used to resolve ethical issues
11. recognize some core health information ethical problems, including those related to the release of health information, fraud and abuse, coding, quality review, research ad decision support, computerized health information systems, the management of sensitive information, and the emerging roles of entrepreneur and advocate
12. identify the various functional components of an integrated delivery system
13. understand the importance of strategic information systems planning to healthcare organizations
14. identify the major issues associated with computerizing health data and information
15. identify the barriers/limitations associated with computerized health data and information
16. develop and appreciation of the impact of environmental and technological change on the evolution of the computer-based patient record
17. discuss the roles and responsibilities of information systems professionals, including chief information officers, analysts, programmers, and network and database administrators
18. identify the health information manager’s role in planning, selecting, and implementing healthcare information systems
19. describe the steps in effective problems solving and decision making
20. recognize the stages of organizational change
21. recognize ways of facilitating transition in order to minimize stress to people and production
22. identify potential areas for improvement in the health information services functions given data obtained through work measurement activities and appropriate benchmarks
23. articulate the benefits of teamwork I an organization and identify the steps in creating an effective team
24. select the appropriate conflict management technique to use in each specific conflict situation
25. anticipate the impact of current workforce trends on the organizations human resource management activities
26. understand how to respond to the needs of a culturally diverse workforce or the needs of employees with disabilities
27. identify alternative staffing trends and discuss their role in workforce retention
28. understand how a project differs from an organization’s daily operation
29. understand the responsibilities of a project manager
30. understand the steps in planning, organizing and implementing a project
31. define and describe strategic management as an essential approach to leading health information management services
32. explore the skills that strategic managers need to learn
33. distinguish strategic management from strategic planning
34. describe techniques for considering future HIM challenges and identifying strategic options
35. identify examples of strategic management as applied to HIM practiced
36. understand how HIM strategies fit into broader information strategies and the overall strategy of the organization
37. describe the quality and attributes of a strategic leader in health information management