



This course supports the assessment for Healthcare Statistics and Research. This course supports the assessments for BFT1. The course covers 4 competencies and represents 3 competency units.

Introduction

Overview

Healthcare organizations use statistical data to support decision-making and for strategic planning. Health informatics and information management (HIIM) professionals use information systems for gathering, analyzing, and presenting data in response to administrative and clinical needs.

Each day HIIM professionals perform their job duties managing data and information in the health record. The information found in the health record has great potential for:

- primary or secondary research,
- financial planning,
- legal purposes,
- quality improvement initiatives, and
- clinical decisions.

This course will prepare you to think about how to gather data, create information, and present it professionally. There is significant need in the field of health informatics for clinically based applicable research to broaden the professional body of knowledge.

Successful completion of the performance assessment will allow you to complete this course. The assessment consists of two tasks, each of which will be an essay discussion. These essays will focus on the gathering analyzing and presentation of data used to make both administrative and clinical decisions in healthcare.

The material for this course is housed in a separate learning environment called Soomo.

The Soomo learning environment also contains links at the activity level to the following additional learning resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Koch, G. (2008). *Basic allied health statistics and analysis* (3rd ed.). Clifton Park, NY: Delmar, Cengage Learning. ISBN: 9781428320895.
- LaTour, K., Maki, S., & Oachs, P. (Eds.). (2013). *Health information management: Concepts, principles, and practice* (4th ed.). Chicago, IL: AHIMA. ISBN-13: 9781584263593



- McCuen, C., Sayles, N. B., and Schnering, P. (2008). *Case studies for health information management*. Clifton Park, NY: Delmar, Cengage Learning. ISBN-13: 978 1 418055462.
- Schnering, P. (2014). *Professional review guide for the RHIA and RHIT examinations*. Cengage. ISBN 9781305325111

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to use features such as downloading your e-texts for offline use and purchase a print-on-demand option, if available.

- [VitalSource Navigational Video](#)
- [Print-On-Demand Option](#)

SkillSoft and Books24x7

You will access SkillSoft items at the activity level within the Soomo learning environment. For more information on accessing SkillSoft items, please see: ["Accessing SkillSoft Learning Resources"](#) page.

Pearson StatCrunch

Enroll for access to this statistical software package through the Learning Resources tab.

Competencies

This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 732.3.1: Health Informatics and Research Design**
The graduate applies a specific research methodology to solve an organizational problem or add to the body of knowledge in health information management.
- **Competency 732.3.2: Biomedical and Research Support**
The graduate supports ethical biomedical research in a healthcare organization by applying federal guidelines and adhering to organizational standards that protect human subjects.
- **Competency 732.3.3: Informatics Evaluation and Outcomes and Effectiveness Research**
The graduate applies outcomes and effectiveness research strategies in a healthcare organization to impact patient care, organizational processes, and clinical outcomes.
- **Competency 732.3.4: Health Informatics and the Research Process**
The graduate applies the components of the research process for the purpose of developing an effective research project and to add to the professional body of knowledge in health informatics.

Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts,



mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Course Content

[Launch Course](#)

Final Assessment Tips

To access TaskStream, click the "Assessment" tab and navigate to TaskStream.

The instructions in TaskStream will include any necessary scenarios for each of the tasks.

You will find the instructions and Rubrics (bottom left) for each of the two tasks in the Assessments Tab for TaskStream.

These instructions will include any necessary instructions for each of the tasks along with other documents for reference if they are needed.

Each task is to be completed as a professional paper with APA styled in-text citations and the matching APA styled bibliography.

These tasks will vary in length but must contain sufficient discussion of the various components shown in the rubric for each task.

Mentor Tips

Early contact with course instructors will make the successful completion of the tasks easier.

Reviewing the reading materials and activities in the Somo learning environment before starting any of the tasks is important.

A thorough understanding of each of the task rubrics is crucial.