Winter 2018

Course: HI230 Principles of Health Information II

Credit: 4 Quarter Hours
Method of Delivery: Night Flex (NF)

Course Description: This course explores quality management, performance improvement, information systems, evolving technology, organization, and supervision of health information functions.
Prerequisite: MAT140

Text(s) & Manual(s): Health Information Management Technology: An Applied Approach, Fifth Edition
ISBN: 978-1-58426-517-7
Author(s): Nanette Sayles & Leslie Gordon
Publisher: AHIMA Press

Materials needed for this course:
  Additional Supplies: None
  Hardware/Software and Equipment: None

Topics:
1. Clinical Quality Performance Improvement and Management
2. Healthcare Delivery Systems
3. Ethical Issues in Health Information Management
4. Legal Issues in Health Information
5. Fundamentals of Electronic Information Systems
6. Introduction to Electronic Health Information Systems
7. Electronic Health Records
8. Information Security
9. Principles of Organization and Work Planning
10. Envisioning the Future of the Health Information Management Profession

Learning Objectives: Upon completion of this course, the student will be able to:
1. Utilize health information to support strategic planning decisions.
2. Analyze data to identify trends.
3. Discuss cost-saving, efficient means of achieving work goals.
4. Examine the importance of healthcare policy-making as it relates to the healthcare delivery system.
5. Apply management techniques as they apply to healthcare.

AHIMA Entry-Level Competencies (2014)

Associate Competencies	Baccalaureate Competencies	Assessment Items
I.D.2. Apply graphical tools for data presentations.		Week 3 - Chapter 13 Application Exercises
III.B.1. Explain the process used in the selection and implementation of health information management systems.		Week 1 - Review the Certified Health IT Product List (https://www.healthit.gov/policy-researchers-implementers/certified-health-it-product-list-chpl) and company websites for the EHR products you have heard of in the local workforce.
III.B.2. Utilize health information to support enterprise wide decision support for strategic planning.		Week 2 - Chapter 12 - There are many users of electronically exchanged information including hospitals, consumers, and communities. How are these users of the health information essential to changing from a fragmented provider-centric healthcare system to a patient-centered one?
III.C.1. Explain analytics and decision support.		Week 2 - Search the Internet for a hospital that makes use of one of the analytics tools, including data visualization, dashboard, data capture, or data mining. Explain the type of data involved and the purpose of the tool with regards to analytics. Identify the type of analytics performed via the tool. Why is data mining a key piece of analytics?
III.C.2. Apply report generation technologies to facilitate decision-making.		Week 2 - Chapter 12 Real World Case 12.2
III.D.1. Utilize basic descriptive, institutional, and healthcare statistics.		Weeks 3 & 4 - Chapter 13 & 14 Quiz

III.D.2. Analyze data to identify trends.		Week 3 - Chapter 13 Real World Cases
III.E.1. Explain common research methodologies and why they are used in healthcare.		Week 3 - Chapter 13 - Find scholarly peer-reviewed articles about research on an HIM-related topic. Provide a summary of the article that includes the type of study (quantitative/qualitative), type of data collection, and type of data analysis.
III.F.1. Explain usability and accessibility of health information by patients, including current trends and future challenges.		Week 2 - Watch the video "Surae Lucie's Patient Portal Story" (https://www.youtube.com/watch?v=23rbI1PFkLA). Identify the functionalities offered by the portal and whether any of the features are ones the National Learning Consortium recommends to encourage patient involvement. Describe your findings in a one-page paper along with an explanation of the connection between consumer information access and navigation tools and healthcare information.
III.G.1. Explain current trends and future challenges in health information exchange.		Week 2 - Chapter 12 Discussion 3 –Why is patient-generated health data an important issue for advancing patient engagement? What is an example of patient-generated health data? Describe a possible outcome, good or bad, of incorporating patient-generated health data into the EHR.
V.A.2. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification.		Week 8 - Chapter 18 Application Exercise 2
V.C.1. Identify potential abuse or fraudulent trends through data analysis.		Week 6 - Chapter 16 Application Exercise 3; Also, Review the OIG Work Plan for the current year and discuss two initiatives in the plan, identifying activities that could potentially be fraudulent.
VI.C.2. Identify cost-saving and efficient means of achieving		Week 8 - Chapter 18 - Your quality improvement organization (QIO) has alerted your hospital that you are under a focused review for overutilization

work processes and goals.		of healthcare services for your Medicare population. - What steps should you take to assess your situation? - What structures and processes within the organization should be examined? - If a problem is confirmed, what steps would you take to correct the situation? - How would you ensure that the situation is corrected on an ongoing basis?
VI.C.3. Utilize data for facility-wide outcomes reporting for quality management and performance improvement.		Week 8 - Chapter 18 Real World Case 18.1
VI.D.1. Report staffing levels and productivity standards for health information functions.		Week 10 - Chapter 20 Application Exercises 3 & 4
VI.E.1. Explain the methodology of training and development.		Week 10 - Chapter 20 - You are the Manager of HIM for an acute care facility. One of your responsibilities is to ensure new employees are appropriately and thoroughly oriented when they start working in your department. Outline the elements that you would include in your orientation activities. Include both institutional and departmental elements.
VI.F.2.Understand the importance of healthcare policy-making as it relates to the healthcare delivery system.		Week 9 - Chapter 19 –Research operational plans for healthcare organizations and develop a plan for an HIM department. Visit the CMS website for operational plans at https://innovation.cms.gov and search for operational plans.

VI.G.3. Explain budget variances.		Week 9 - Chapter 19 Real World Case 19.2
VI.H.3. Assess how cultural issues affect health, healthcare quality, cost, and HIM.		Week 11 - Chapter 21 - Create a self-assessment tool that addresses diversity, cultural competence, assumptions, biases, and stereotypes.
VI.H.4. Create programs and policies that support a culture of diversity.		Week 11 - Chapter 21 - Create a document that could be used for diversity awareness training that addresses age, race, sexual orientation, education, work experience, geographic location, and disability. Include references to regulations such as the Americans with Disabilities Act and Equal Employment Opportunity Commission.
	III.E.1. Apply principles of research and clinical literature evaluation to improve outcomes.	Week 3 - Chapter 13 Find scholarly peer-reviewed articles about research on an HIM-related topic. Provide a summary of the article that includes that type of study (quantitative/qualitative), type of data collection, and type of data analysis.
	IV.A.3. Apply principles of healthcare finance for revenue management.	Week 9 - Chapter 19 Assignments and quiz
	V.B.3. Identify severity of illness and its impact on healthcare payment systems.	Week 5 - Chapter 15 - Go to www.ahd.com and click on FREE Search. Submit a search for a city near you in order to obtain information about local hospitals. Click on FREE PROF next to each hospital listed. Discuss factors that may have impacted the CMI for each specialty and the total CMI.
	VI.C.2. Construct performance management measures.	Week 10 - Chapter 20 Application Exercises 3 & 4

	VI.D.5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance.	Week 8 - Chapter 18 Real World Case 18-1
	VI.G.2. Perform cost-benefit analysis for resource planning and allocation.	Week 9 - Chapter 19 Application Exercise 2
	VI.H.2. Evaluate the culture of a department.	Week 11 - Chapter 21 -Develop a tool that can be used to evaluate the culture of a department and identify needs for cultural competence training.
	VI.H.3. Assess how cultural issues affect health, healthcare quality, cost, and HIM.	Week 11 - Chapter 21 - Create a self-assessment tool that addresses diversity, cultural competence, assumptions, biases, and stereotypes.
	VI.H.4. Create programs and policies that support a culture of diversity.	Week 11 - Chapter 21 - Create a document that could be used for diversity awareness training that addresses age, race, sexual orientation, education, work experience, geographic location, and disability. Include references to regulations such as the Americans with Disabilities Act and Equal Employment Opportunity Commission.

Midstate Grading scale:

90 - 100   A
80 - 89   B
70 - 79   C
60 - 69   D
 0 - 59   F

Academic Integrity:

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties

such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

Plagiarism:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

Instructor: Cindy Heskett, RHIT   **Room/phone:** 236/309-692-4092
Midstate email: cshekett@midstate.edu   **Office Hour(s):** Posted on website

Policies and Procedures:
1. This course is being administered as flex learning. The schedule will state what day and time the classroom component will be, as it would be with a regular classroom course, while eLearning is available at all times. It you plan to attend in the classroom please let the instructor know at least one day prior to the date of the classroom meeting time so that an adequate number of classroom materials can be printed.

   Flex courses are taught both on-campus and through eLearning. Flex courses offer personalized learning where students can choose each week whether they want to attend on-campus, via eLearning, or both.
   • On-campus = If a student attends an on-campus course, he or she will be counted as present.
   • eLearning = To be considered in attendance for an eLearning course, the student must participate each week by submitting substantial, gradable work.

2. All work is to be submitted on time unless unusual circumstances occur. If you miss class, you are expected to use your course outline to determine what you missed. You will have seven days to make arrangements to make up the missed work without penalty. The grade will drop 10% for each week you delay in completing material following the seven day grace period. Late work will NOT be accepted without prior approval from the instructor. This includes homework and quizzes.
3. If you attend the classroom component, you are expected to be on time. If you must arrive late, or leave early during class, please let the instructor know ahead of time and enter and leave the classroom quietly to avoid disturbing others.

4. Academic dishonesty is never tolerated and will be referred to the Dean.
5. If you are in the classroom, cell phone ringers must be silenced and absolutely no texting or taking calls will be allowed during class.
6. The final exam must be completed. Failure to do so will result in failure of the course.
7. In order to maintain equal work in both online and classroom components of this course, all students, both classroom and eLearning, must complete weekly reflections.
8. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research papers, but also discussion forum postings. Discussion postings must be in your own words and references must be cited.
9. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

Participation Requirements:
1. If you are attending the course via eLearning, discussion responses must be posted by Sunday night at the end of the week. In order to receive full credit for online discussion, you must also respond to at least one other student in a meaningful manner with either a value-added comment or an insightful question about the posting of your classmate. Students attending in the classroom must come prepared to discuss the assigned question and must actively participate in discussion in the classroom in order to receive full credit.
2. Attendance is expected, not suggested. Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

Examination Information: A pretest is administered during Week 1 for assessment purposes only and is not included in the final grade. There will be a total of 11 quizzes over the course of Weeks 1-11 and a Final Examination in Week 12. The final exam is comprehensive in nature.

Methods of evaluating student performance:
All assignments, quizzes, discussions, summaries, and the final examination must be completed. If all required elements are not done, the student will not pass this course. A course average grade of C or better is required to be considered passing for this course.

Discussions	25%
Weekly Reflections	20%
Assignments	25%
Quizzes & Final Exam	30%
Total	100%

Instructor's Grading Scale:

DISCUSSION QUESTION GRADING GUIDELINES	
Initial posting • Answers the minimal requirements of the question without supporting evidence = 10 point • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points	30 points
Response to posting of a classmate • Posting the minimal requirements without supporting evidence = 10 points • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points	30 points
Correct spelling and grammar in postings for the week • No spelling errors = 20 points • One or two spelling errors = 10 points • More than two spelling errors = 0 points	20 points
Correct grammar in postings for the week • No grammar errors = 20 points • One or two grammar errors = 10 points More than two spelling errors = 0 points	20 points
Total points per weekly discussion	100 points

WRITING ASSIGNMENT GRADING GUIDELINES			
	-20	**-10**	**-0**
Introduction	Does not state objectives clearly	States objectives clearly, plus includes thesis statement	Also includes necessary info for reader's understanding of topic
Paragraph Development	Paragraphs are not well developed, not using minimum number of sentences nor complex sentences	Paragraphs are somewhat developed, using simple sentences, and with the minimum number of sentences	Paragraphs are fully developed, using multiple, complex and compound sentences
Content	Does not cover content appropriately	Major areas of content are included, but lacking sufficient detail	All pertinent content is covered
Mechanics	More than 3 errors	Between 1-3 errors	No errors
Spelling	More than 3 misspelled words	Between 1-3 misspelled words	No misspelled words

Weekly Reflection: Each student must submit a 2 – 3 paragraph report to the Weekly Reflection drop box each week. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material.   Also share information regarding any information that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Sunday, Day 7 of this week.

WEEKLY REFLECTION GRADING GUIDELINES	
• Two complete paragraphs with supporting evidence = 40 points • One paragraph with supporting evidence or two minimal paragraphs without supporting evidence = 20 points • Answers the minimal requirements of the question without supporting evidence = 10 points • No posting = no points	40 points
Correct spelling in postings for the week • No spelling errors = 30 points • 1 misspelled word = 20 points • 2-3 misspelled words = 10 point • More than 3 misspelled words = 0 points	30 points
Correct grammar in postings for the week • No grammar/mechanical errors = 30 points • 1 grammar/mechanical error = 20 points • 2-3 grammar/mechanical errors = 10 points • More than 3 misspelled words = 0 points	30 points
Total points per weekly discussion	100 points

Week 1
1. **Read** Chapter 11.
2. **Discussion:** What health IT systems directly and indirectly impact HIM coding and how?
3. **Assignments:**
   • Complete Real World Cases 11.1 and 11.2 in the online workbook.
   • Complete Application Exercises 1, 2, and 3 in the online workbook.
   • Review the Certified Health IT Product List (https://www.healthit.gov/policy-researchers-implementers/certified-health-it-product-list-chpl) and company websites for the EHR products you have heard of in the local workforce.
   • Complete the Chapter 11 Review Quiz in the online workbook.
4. Complete the Chapter 11 Quiz.
5. Complete the weekly reflection.

Week 2
1. **Read** Chapter 12.
2. **Discussion:** What does it mean to aggregate data? What would be some sources of data for aggregation? How does the interpretation and evaluation of aggregated data support the strategic uses of healthcare information?
3. **Assignments:**
   • Complete Real World Cases 12.1 and 12.2 in the online workbook.
   • Complete Application Exercises 1, 2, and 3 in the online workbook.

- There are many users of electronically exchanged information including hospitals, consumers, and communities. How are these users of the health information essential to changing from a fragmented provider-centric healthcare system to a patient-centered one?
- Why is patient-generated health data an important issue for advancing patient engagement? What is an example of patient-generated health data? Describe a possible outcome, good or bad, of incorporating patient-generated health data into the EHR.
- Search the Internet for a hospital that makes use of one of the analytics tools, including data visualization, dashboard, data capture, or data mining. Explain the type of data involved and the purpose of the tool with regards to analytics. Identify the type of analytics performed via the tool. Why is data mining a key piece of analytics?
- Watch the video "Surae Lucie's Patient Portal Story" (https://www.youtube.com/watch?v=23rbI1PFkLA). Identify the functionalities offered by the portal and whether any of the features are ones the National Learning Consortium recommends to encourage patient involvement. Describe your findings in a one-page paper along with an explanation of the connection between consumer information access and navigation tools and healthcare information.
- Complete the Chapter 12 Review Quiz in the online workbook.
4. Complete the Chapter 12 Quiz.
5. Complete the weekly reflection.

Week 3
1. **Read** Chapter 13.
2. **Discussion:** Search for an article that includes some statistical reporting in the article, such as tables, graphs, averages, rates, and percentages related to healthcare and describe what you found. Be sure to include the URL to the article in your post.
3. **Assignments:**
- Complete Real World Cases 13.1 and 13.2 in the online workbook.
- Complete Application Exercises 1, 2, and 3 in the online workbook.
- Find scholarly peer-reviewed articles about research on an HIM-related topic. Provide a summary of the article that includes the type of study (quantitative/qualitative), type of data collection, and type of data analysis.
- Complete the Chapter 13 Review Quiz in the online workbook.
4. Complete the Chapter 13 Quiz.
5. Complete the weekly reflection.

Week 4
1. **Read** Chapter 14.
2. **Discussion:** Perform an Internet search for national or state healthcare statistics and discuss your findings. For example, you may find information on the CDC website or review diseases or causes of death for a variety of groups.
3. **Assignments:**
   - Complete Real World Cases 14.1 and 14.2 in the online workbook.
   - Complete Application Exercises 1 and 2 in the online workbook.
   - Complete the Chapter 14 Review Quiz in the online workbook.
4. Complete the Chapter 14 Quiz.
5. Complete the weekly reflection.

Week 5
1. **Read** Chapter 15.
2. **Discussion:** Explore the Medicare Learning Network (MLN) on the CMS website. Discuss the resources that you find.
3. **Assignments:**
   - Complete Real World Cases 15.1 and 15.2 in the online workbook.
   - Complete Application Exercises 1, 2, 3, and 4 in the online workbook.
   - Go to www.ahd.com and click on FREE Search. Submit a search for a city near you in order to obtain information about local hospitals. Click on FREE PROF next to each hospital listed. Discuss factors that may have impacted the CMI for each specialty and the total CMI.
   - Complete the Chapter 15 Review Quiz in the online workbook.
4. Complete the Chapter 15 Quiz.
5. Complete the weekly reflection.

Week 6
1. **Read** Chapter 16.
2. **Discussion:** Discuss strategies that can be used to combat fraud and abuse in coding.
3. **Assignments:**
   - Complete Real World Cases 16.1 and 16.2 in the online workbook.
   - Complete Application Exercises 1, 2, 3, and 4 in the online workbook.
   - Review the OIG Work Plan for the current year and discuss two initiatives in the plan. Identify activities that could potentially be fraudulent.
   - Complete the Chapter 16 Review Quiz in the online workbook.
4. Complete the Chapter 16 Quiz.
5. Complete the weekly reflection.

Week 7
1. **Read** Chapter 17.
2. **Discussion:** Why is leadership important for an HIM professional with an associate degree?
3. **Assignments:**
   - Complete Real World Cases 17.1 and 17.2 in the online workbook.
   - Complete-lets Application Exercises 1 and 2 in the online workbook.
   - Complete the Chapter 17 Review Quiz in the online workbook.
4. Complete the Chapter 17 Quiz.
5. Complete the weekly reflection.

Week 8
1. **Read** Chapter 18.
2. **Discussion:** You have just been given a promotion to a recently created job in your facility called the Clinical Quality Manager. Your job is to analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. What steps would you take in the first months of your new job?
3. **Assignments:**
   - Complete Real World Cases 18.1and 18.2 in the online workbook.
   - Complete Application Exercises 2 and 5 in the online workbook.
   - Your quality improvement organization (QIO) has alerted your hospital that you are under a focused review for overutilization of healthcare services for your Medicare population.
     - What steps should you take to assess your situation?
     - What structures and processes within the organization should be examined?
     - If a problem is confirmed, what steps would you take to correct the situation?
     - How would you ensure that the situation is corrected on an ongoing basis?
   - Complete the Chapter 18 Review Quiz in the online workbook.
4. Complete the Chapter 18 Quiz.
5. Complete the weekly reflection.

Week 9
1. **Read** Chapter 19.
2. **Discussion:** Discuss the differences between strategic and operational planning. Provide examples of tasks which are strategic in nature.   Provide examples of tasks which are operational in nature.
3. **Assignments:**
   - Complete Real World Cases 19.1 and 19.2 in the online workbook.
   - Complete Application Exercises 1, 2, and 3 in the online workbook.

- Research operational plans for healthcare organizations and develop a plan for an HIM department. Visit the CMS website for operational plans at https://innovation.cms.gov and search for operational plans.
- Complete the Chapter 19 Review Quiz in the online workbook.
4. Complete the Chapter 19 Quiz.
5. Complete the weekly reflection.

Week 10
1. **Read** Chapter 20.
2. **Discussion:** Research alternative work schedule options (such as flextime) and discuss your findings.
3. Assignments:
- Complete Real World Cases 20.1 and 20.2 in the online workbook.
- Complete Application Exercises 3 and 4 in the online workbook.
- You are the Manager of HIM for an acute care facility. One of your responsibilities is to ensure new employees are appropriately and thoroughly oriented when they start working in your department. Outline the elements that you would include in your orientation activities. Include both institutional and departmental elements.
- Complete the Chapter 20 Review Quiz in the online workbook.
4. Complete the Chapter 20 Quiz.
5. Complete the weekly reflection.

Week 11
1. **Read** Chapter 21.
2. **Discussion:** Search the Internet or AHIMA Body of Knowledge for articles about current HIM ethical issues. How are they being handled? Share a situation in a previous place of employment that demonstrated ethical or unethical practices.
3. Assignments:
- Complete Real World Cases 21.1 and 21.2 in the online workbook.
- Complete Application Exercises 1, 2, and 4 in the online workbook.
- Develop a tool that can be used to evaluate the culture of a department and identify needs for cultural competence training.
- Create a self-assessment tool that addresses diversity, cultural competence, assumptions, biases, and stereotypes.
- Create a document that could be used for diversity awareness training that addresses age, race, sexual orientation, education, work experience, geographic location, and disability. Include references to regulations such as the Americans with Disabilities Act and Equal Employment Opportunity Commission.
- Complete the Chapter 21 Review Quiz in the online workbook.
4. Complete the Chapter 21 Quiz.
5. Complete the weekly reflection.

Week 12

1. Complete the final exam.
2. Complete the final course reflection. Each student must submit a 2 – 3 paragraph report to the Final Course Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments this quarter. Please devote the last paragraph to **at least two** concepts that you found to be most personally important and/or valuable from course material this quarter.   Also share information regarding what you liked best about the course, what you liked least about the course, and any comments or suggestions for improvement. The final course reflection is due by Sunday, Day 7 of this week.
3. Complete the course evaluation.