



Course Syllabus

HITT 1301 – Health Data Content and Structure

Catalog Description: Introduction to systems and processes for collecting, maintaining, and disseminating primary and secondary health related information including content of health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms, and screens.

Prerequisites: none

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 3

Contact Hours per Semester: 48

State Approval Code: 5107070000

Instructional Goals and Purposes: The purpose of this course is to introduce students to traditional record-keeping concepts and concepts related to the paper and electronic health records. The student will also learn the differences associated with record-keeping practices in hospitals, ambulatory care facilities, and long term care facilities.

Learning Outcomes:

1. Analyze health record content.
2. Describe health information management department function and purpose.
3. Differentiate the various types of health care facilities and their records.
4. Identify the various licensing and regulatory agencies in the healthcare industry.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Describe the Health Information Department
 - a. Detail services a health information management department performs
 - b. Discuss differences among licensure, regulations, and accreditation of healthcare facilities
 - c. Distinguish among accrediting organizations, and identify types of health care facilities accredited by each.

SCANS Basic Skills Ai, Aii, Aiv, Av, Biv, Bv,

SCANS Workplace Competencies Aiv, Ci, Cii, Ciii, Civ, Di, Ei, Eii

2. Define the Patient Record: Hospital, Physician Office, and Alternative Care Settings
 - a. Differentiate among various types of patient records
 - b. Summarize the purpose of the patient record
 - c. Provide examples of administrative and clinical data
 - d. Delineate provider documentation responsibilities
 - e. Summarize the development of the patient record
 - f. Explain the correct method for correcting documentation
 - g. Distinguish between manual and electronic record formats
 - h. Discuss the importance of authentication of records
 - i. Compare alternative storage methods

SCANS Basic Skills Ai, Aii, Aiii, Aiv, Av, Bi, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv,

SCANS Workplace Competencies Ai, Aiii, Bi, Biii, Ci, Cii, Cii, Civ, Di, Dii

3. Describe the Content of the Patient Record: Inpatient, Outpatient, Nursing Home and Physician Office
 - a. Explain general documentation issues that impact all patient records
 - b. Differentiate between data and information
 - c. Differentiate among administrative, financial, and clinical data collected on patients
 - d. List the contents of inpatient, outpatient, nursing home and physician office records
 - e. Identify accreditation standards and federal and state laws and regulations that impact patient record content
 - f. Detail forms design and control requirements, including the role of the forms committee

SCANS Workplace Skills Ai, Bi, Bvi, Ci, Cii, Cii,

SCANS Basic Skills Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ,

4. Explain the management of medical record content
 - a. Explain the three types (quantitative, qualitative, statistical) of health information documentation analyses performed by health information personnel.
 - b. Differentiate between “retrospective” and “concurrent” review
 - c. Collect and report data on incomplete records and timeliness of record completion
 - d. Describe the components of each type of analysis
 - e. Define terms associated with the management of medical record content
 - f. Evaluate documentation to support diagnoses, tests, and treatment modalities
 - g. Describe the characteristics of data quality
 - h. Develop quality procedures for documentation of patient records

SCANS Workplace Skills Ai, Bi, Bvi, Ci, Cii, Cii,

SCANS Basic Skills Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ,

5. Define Numbering & Filing Systems and Record Storage & Circulation
 - a. Explain the differences between serial, unit, and serial-unit numbering systems
 - b. Organize records according to serial, unit, and serial-unit numbering
 - c. Name and define the two major categories of filing: alphabetic and numeric
 - d. Organize records according to alphabetic and numeric filing systems
 - e. Cite advantages and disadvantages in the use of alphabetic and numeric filing systems
 - f. Explain the rules for straight numerical, terminal digit, and middle-digit filing
 - g. Arrange records in alphabetic, straight numerical, terminal digit, and middle-digit filing
 - h. Compare the types of filing equipment used to store file folders
 - i. Calculate record storage needs
 - j. Discuss the components of a file folder including color-coding, fastener position, preprinted material, and scoring and reinforcement
 - k. List and define the types of controls used in filing systems
 - l. Explain the procedure for organizing and managing loose filing
 - m. Describe circulation systems that are used to transport patient records
 - n. Identify security measures that are used to safeguard patient records and information from theft, fire, and water damage

SCANS Basic Skills Ai, Aii, Aii, Aiv, Av, Bii, Biii, Biv, Bv

SCANS Workplace Skills Ai, Aii, Aiii, Aiv, Bi, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii

6. Describe the Indexes, Registers, and Health Data Collection
 - a. Define key terms
 - b. Describe the purpose and sponsor of the following healthcare data sets and databases.
 - i. Uniform Hospital Discharge Data Set
 - ii. Uniform Ambulatory Care Data Set
 - iii. Minimum Data Set for Long-Term Care and Resident Assessment Protocols
 - c. Identify indexes, registers, and registries maintained by health care facilities and state and federal agencies
 - d. Explain the uses of indexes, registers, and registries

- e. Determine case abstracting requirements for patient records
- f. Discuss the characteristics of health data collection

SCANS Basic Skills Ai, Aii, Aii, Aiv, Av, Bii, Biii, Biv, Bv

SCANS Workplace Skills Ai, Aii, Aiii, Aiv, Bi, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Assignments
2. Lab Assignments
3. Major Exams

Methods of Instruction/Course Format/Delivery: Written and/or computer-delivered examinations including recognition and recall as well as analysis and discrimination; professionalism, attendance and participation in laboratory exercises.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Chapter exercises (chapter 1-9)
2. Chapter review (chapters 1-9)
3. Lab Manual assignments (chapters 1-9)
4. Professionalism and class participation

Assessment(s):

1. 3 Major Exams
2. Final Exam (compressive)

Course Grade:

The grading scale for this course is as follows:

- Examinations given over lecture and textbook material 40%
- Evaluation of daily and lab assignments 30%
- Professionalism, attendance and class participation 10%
- Final examination. 20%

Texts, Materials, and Supplies:

- *Essentials of Health Information Management Principles and Practices*, Third Edition, Mary Jo Bowie, Michelle A Green, CengageLearning, Copyright 2016
- *Lab Manual to Accompany Essentials of Health Information Management Principles and Practices*, Third Edition, Mary Jo Bowie, Michelle A Green, CengageLearning, Copyright 2016

Required Readings:

- *Essentials of Health Information Management Principles and Practices*, Third Edition, Mary Jo Bowie, Michelle A Green, CengageLearning, Copyright 2016
- *Lab Manual to Accompany Essentials of Health Information Management Principles and Practices*, Third Edition, Mary Jo Bowie, Michelle A Green, CengageLearning, Copyright 2016

Recommended Readings:

- none

Other:

- For current texts and materials, use the following link to access bookstore listings:
<http://www.panolacollegestore.com>

- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.