Course Syllabus
HITT 2261 Clinical – Health Information Technology/Technician
Revision Date: August 21, 2013

Catalog Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. (2-0-0-100)

Lecture hours = 0, Lab hours = 0

Prerequisites: HITT 1361, 1441, Co-requisite: HITT 2343

Semester Credit Hours: 2

Lecture Hours per Week: 0

External Hours per Week: 7

Contact Hours per Semester: 100

State Approval Code: 510700

INSTRUCTIONAL GOALS AND PURPOSES: The purpose of this course is to reinforce the learning experiences obtained from lectures and laboratory assignments. Students will observe and work with management personnel in the Health Information Department of an acute care, long term care and/or ambulatory care facility to apply knowledge of health information management functions, health care statistics, advanced coding and reimbursement procedures, quality assessment, and management and supervision. This course provides the capstone experience for Health Information Technology students.

LEARNING OBJECTIVES:
General learning objectives the student should master include the following:
- Gained confidence in applying class knowledge in the actual work setting
- Practiced professionalism by presenting a professional appearance and conducting one’s self in a professional manner
- Demonstrated initiative by willingly offering assistance, completing tasks which need to be done without being asked.
- Accepted responsibility for one’s own work
- Organized work to complete the task assigned in the most efficient and effective manner
• Exhibited a mature attitude by coping with unexpected situations, accepting criticism and repressing personal problems
• Communicated effectively within a given situation
• Demonstrated dependability by being punctual, present, and by timely and thorough completion of assignments.
• Demonstrated confidentiality and ethics in the working environment
• Networked with personnel in the health information field and other paramedical and medical areas

**METHODS OF INSTRUCTION:** Students will observe healthcare facility employees performing the various health information management (HIM) functions in an acute care facility, long-term care facility or ambulatory care facility.

Students will then apply knowledge of health information technology skills learned in the classroom and by observation and perform the various HIM functions. Students will record observations of activities in a daily notebook. Students will also complete a report by answering questions about the health information management functions of the facility.

**SPECIFIC COURSE OBJECTIVES (Including SCANS Information):**
Upon completion of this course the student will have performed the following tasks:

• Obtained information pertaining to ownership, organization, services, facilities and patient population of the hospital; the organization of the medical staff, and the organization and functions of the health information management department.
• Assembled, analyzed, retrieved, and filed ten records of discharged patients according to department procedures; or scanned and indexed ten records for the electronic health record.
• Identified and described the procedures followed for release of information from the medical record to selected requesters through development of a flow chart.
• Coded and indexed a variety of diagnoses and surgical procedures using ICD-9-CM and encoder software.
• Observed the use of a daily census and a monthly, annual or other statistical reports.
• Observed and/or participated in writing a policy and procedure.
• Observed and/or participated in employee training and supervision.
• Observed and/or participated in writing job descriptions.
• Observed and/or participated in budget planning and design.
• Observed and/or participated in billing for Medicare, Medicaid, and private insurance claims.
• Observed and/or performed quality assurance and utilization review studies.
• Identified and described policies and procedures for assessing productivity of departmental employees and evaluating employee performance.
- Attended health information departmental, medical staff, or hospital staff meetings at the discretion of the supervisor, and prepared appropriate minutes of the meeting.
- If affiliated in a clinic or physician’s office, observed and performed daily medical record and managerial functions within the office.

**SCANS Basic Skill Competencies:** Ai, Aii, Aiii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Ci, Cii, Ciii, Civi, Cv
**Workplace Competencies:** Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civi, Cv, Di, Dii, Diii, Ei, Eii, Eiii

**COURSE GRADING:**
Final grade in the course will be based on the following grades:

- Clinical Site: 20%
- Job Prep: 40%
- Mock Exam: 40%

The onsite instructor’s overall assessment of the student on the Performance Evaluation form will be averaged into the final grade as follows:

- Exceptional – 100
- Good; better than average – 100
- Acceptable – 80
- Has serious weaknesses – 65
- Other – Depends on comments

**Methods of Evaluations:**
1. The student will be observed performing the various health information management functions and be graded by onsite clinical supervisor or the Health Information Management employee instructing the student. Performance Evaluation forms for each activity are included in the Student’s Clinical Practice Information packet.

2. An overall Performance Evaluation of the student will be completed by the onsite clinical supervisor at the end of the professional practice experience.

3. The student must complete a daily notebook that includes time of arrival and departure, a brief description of activities performed during each day, as well observations of HIM department activities. The student should include their assessment of any managerial or supervisory situations that occur.

4. The student must present a report at the end of the professional practice experience by answering the questions on the different areas of HIM departmental functions. Questions are in the Student’s Clinical Practice Information Packet.
   a. Each set of answers must be titled according to title of questions.
b. Answers must be numbered and written in complete sentences.
c. If activity in the question was not observed or performed, explain the reason and record any information known – such as the department responsible for that particular function.
d. Answers must be written with correct grammar, punctuation and spelling.

5. To exhibit professionalism the student must adhere to all tenets of the American Health Information Management Code of Ethics. The student's ability to meet the general learning objectives listed above will be evaluated by the onsite clinical instruction and the course instructor.

Students will be assigned to work in the Health Information Department of an acute care, long term care and/or ambulatory care facility for 40 during the regular semester. The student must complete a total of 100 hours for the semester.

**All clinical time missed must be made up.** If the student must be absent, he/she must notify the onsite clinical instructor and the HIT clinical coordinator before the student is scheduled to report to the clinical site. Only for extreme emergencies will consideration be given for non-notification.

The student must complete an evaluation of the clinical site and include this with the clinical report.

**Professionalism**

Success in one’s career is almost as dependent on professional behavior as on one’s academic knowledge and abilities. Students are expected to exhibit professional behavior in the classroom and in all activities associated with this course. Professional behavior includes:

- **Attends Clinical and is Punctual** – The student attends every assigned clinical date, arrives on time or informs the instructor in a timely manner of unavoidable situations that cause the student to be late of miss the clinical date.
- **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.
- **Effective interpersonal and team skills** – The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
- **Effective communications skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. *um, you know, like.*
- **Ethical conduct** – The student maintains honesty, integrity, and confidentiality of patient, provider, fellow student and college information.
TEXTBOOK, MATERIALS, AND SUPPLIES:
**Required Text:** Although there is no required text, all health information texts previously used may be referenced.

**Supplies:** I.D. Badge

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

OTHER:

- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](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/](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.
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.

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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.