



HITT 1211 - Health Information Systems Course Syllabus

Description

Introduction to health IT standards, health-related data structures, software applications, and enterprise architecture in health care and public health.

Semester Offered

Fall and Spring semesters

Credits 2

Lecture Hours 1

Lab Hours 4

Extended Hours 8

Contact Hours 80

State Approval Code 51.0700

Instructor Name Rachel Weekly

Semester/Year Fall 2024

Meeting Time and Location

Online—students are expected to spend at least 3-4 hours per week (based on the number of contact hours for the particular course, change the number to reflect that) reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hybridflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of this course is to introduce the student to the principles of computer technology related to health care with emphasis on computerized medical billing have health care data collection, storage, retrieval, security arrangement, presentation, and verification. This course will also introduce the components and requirements of the electronic health record.

Learning Outcomes

1. Describe general functions, purposes and benefits of health information systems.
2. Describe the evolution and adoption of health information systems
3. Compare health information systems in terms of their ability to support the requirements of a health care enterprise.
4. Explain the impact of electronic health records on reporting outcomes
5. Explain strategies to minimize major barriers to the adoption of electronic health records.
6. Explain the principles of health care data exchange and standards.
7. Review workflow design and assessment, and their relationship to patient care have productivity and data analysis.
8. Propose the hardware, software, operating system and networking considerations necessary for effective data storage and use in health care organizations.
9. Utilize the tools and techniques for collecting, storing, securing, retrieving, and reporting health care data.

Specific Course Objectives (includes SCANS)

After studying the material presented in the texts, lecture, laboratory, and other resources, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70%.

1. Apply Computerized Billing

- a. Describe the functions of a patient billing system in a medical office
- b. Enter patient and case information into the computer using Neehr Perfect software
- c. Process patient encounter transactions for a medical office
- d. Produce reports and patients' statements for a medical office
- e. Process claims to third party payers for a medical office
- f. Enter and change appointments for a medical office
- g. Perform a patient billing simulation for a medical office

SCANS Basic Skill Competencies: Ai, Aii, Aiv, Bii, Biii, Biv, Bv, Ci, Cii, Civ, Cv

SCANS Workplace Competencies: Ai, Aii, Aii, Aiv, Biii, Bvi, Ci, Cii, Cii, Civ, Di, Dii, Diii, Ei, Eii, Eiii

2. Describe Fundamentals of Information Systems

1. Identify the three major components of information technology
2. Describe the major types of information systems
3. Describe the steps in the information systems development life cycle
4. Explain the major types of databases

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3. Explain Healthcare Information Systems

- a. Describe the evolution of information systems in health care
- b. Describe the major types of information system applications used in healthcare organizations
- c. Identify the steps in the systems development process.
- d. Identify the key roles in the management of healthcare information systems

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4. Explain Electronic Health Records

- a. Define electronic health records
- b. Describe the criteria for the Electronic Health Record (EHR)
- c. List the technical system components of the EHR
- d. Identify and define terms associated with EHRs
- e. Discuss the current status of EHR development and implementation
- f. Discuss the legal issues surrounding the adoption of EHR
- g. Describe the different methods of capturing and recording data
- h. Describe levels of electronic health record implementations
 - i. List anticipated EHR benefits
 - j. Compare EHRs in an inpatient versus outpatient setting
- k. Identify the uses and users of an EHR system
 - l. Differentiate between a data repository and a data warehouse and how they support an EHR
- m. Identify the primary processing, storage, input/output, network and other hardware associated with EHR system
- n. Identify the types of software that support EHR systems
- o. Describe workflow of physician orders and results
- p. Differentiate among the prominent billing code sets such as CPT-4, ABC, ICD-10-CM/ PCS
- q. Define the National Health Information Infrastructure

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5. Enter Data into Electronic Health Record

- a. Enter outpatient data into Neehr Perfect EHR system by using drop-down menus, free text, and Forms
- b. Print encounter notes
- c. Order diagnostic tests and write prescriptions using Neehr Perfect
- d. Calculate E&M codes using Neehr Perfect
- e. Assign ICD-10-CM/PCS codes using Neehr Perfect

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6. Maintain Information Security

- a. Describe the elements of a data security program
- b. Describe the four primary components of the security provisions of the Health Insurance Portability and Accountability Act
- c. Discuss the roles and responsibilities of health information technicians with regard to data security

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7. Use Health Information Management Software

- a. Enter patient and case data into computer using the Administrative Module of Neehr Perfect.
- b. Enter medical record data into the computer using the Chart Completion Module of Neehr Perfect
- c. Enter medical record data into the computer using the Chart Locator Module of Neehr Perfect
- d. Enter medical record and third-party data into the computer using the Correspondence Module of Neehr Perfect
- e. Print Medical Record Deficiency Reports using Chart Completion Module of Neehr Perfect

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SCANS Workplace Competencies: Ai, Aii, Aii, Aiv, Biii, Bvi, Ci, Cii, Cii, Civ, Di, Dii, Diii, Ei, Eii, Eiii

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. EHR Go Neehr Perfect EHR exercises
2. Quizzes over lecture materials
3. 2 Major exams
4. Final Exam

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. You will be using your required textbook for course assignments. This course is only offered in online format. Students will need to allot 6-8 hours of additional study, outside posted class times for successful completion of this course.

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, case studies and internet research activities.

The course modules are divided up into Weeks. All assignments will have due dates attached to them. Those are due at the set date and time. It can't stress enough that you MUST NOT rely on the reminder calendar on your Canvas app. to complete all assignments. The reminder app does not reflect all information to be completed in the course. You must go into the course modules in order to see all work to be done. Everything you need for this course is separated into modules in the Modules section of the Canvas Learning Management System.

Students should use the Email within Canvas to communicate with the instructor. Using Canvas email gives you access to the instructor and other classmates without having to remember or type email addresses – you must select a name from the list. If you are not able to contact your instructor using email in Canvas, you may use the Panola College email address, contact by telephone, or stop by the office. An attempt to respond to all email, and voice mail is within 24 hours. This does not include holidays or weekends. Please always include a subject line and your name in your email.

Major Assignments/Assessments

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

Assignments

1. Neehr Perfect EHR exercises
2. Quizzes over lecture materials
3. EHR Summary
4. Participation exercises

Assessments

1. 2 Major Exams
2. Final Exam (EHR Go Neehr Perfect)

Course Grade

The grading scale for this course is as follows:

- EHR Go Neehr Perfect – 40%
- Major exams – 20%
- Professionalism, class participation- 10%
- EHR Summary – 10%
- Final exam – 20%

Texts Materials, and Supplies

Access code for Neehr Perfect

Required Readings

Additional readings from instructor

Addendum

The instructor provides additional resources consistent with this course's learning outcomes.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- 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 Charles C. Matthews Student Center or go to <https://www.panola.edu/studentservices/student-support/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: <https://www.panola.edu/> (located on at the bottom under student)

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 timeline 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 databases 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.