



HITT 1301 - Health Data Content and Structure Course Syllabus

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.

Semester Offered

Fall semester only

Credits 3

Lecture Hours 2

Lab Hours 4

Extended Hours 0

Contact Hours 96

State Approval Code 51.0707

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 to successfully complete 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 hyflex.

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 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 have 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 Skill Competencies 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 Skill Competencies 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 Skill Competencies 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 Skill Competencies 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 are 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

Assessments

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: Principles and Practices, 5th Edition, Mary Jo Bowie, Cengage Learning, Copyright 2024

Required Readings

- Essentials of Health Information Management: Principles and Practices: Principles and Practices, 5th Edition, Mary Jo Bowie, Cengage Learning, Copyright 2024

Recommended Readings

Other Instructor resources: Lab Manual to Accompany Essentials of Health Information Management Principles and Practices, Fourth Edition, Mary Jo Bowie, Michelle A Green, Cengage Learning, Copyright 2019

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/student-services/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.