



## INSTRUCTIONAL PACKAGE

HIM 103

Introduction to Health  
Information and Coding

Effective Term  
Fall/2018

# INSTRUCTIONAL PACKAGE

## PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: HIM 103

COURSE TITLE: Introduction to Health Information and Coding

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

### RATIONALE FOR THE COURSE:

To introduce health information management concepts and responsibilities and the importance of this area of health care in the industry. To introduce health care coding systems and reimbursement processes required for data capture reporting and financial support.

### COURSE DESCRIPTION:

This course focuses on the principles of health information management and explores basic concepts in diagnostic and procedural coding and classification systems.

### PREREQUISITES/CO-REQUISITES:

Credit level [RDG 032](#) Minimum Grade of C\* or COMPASS Reading 87 or SAT Critical Reading 480 or ACT Reading 19 or ASSET Reading 45 or Credit level [RDG 100](#) Minimum Grade of C\* or Credit level [ENG 100](#) Minimum Grade of C\* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC

### REQUIRED MATERIALS:

Use the direct link to find textbooks from the [Bookstore](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### Attention HGTC Students:

The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services. For information on Student Support Services or questions about your curriculum program please refer to your WaveNet homepage.

### ADDITIONAL REQUIREMENTS:

It is highly encouraged that you have a USB external hard drive to save all of your assignments prior to Dropbox uploads via D2L.

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

**STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

**CLASSROOM ETIQUETTE:**

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

**PART II: STUDENT LEARNING OUTCOMES**

1. Students will be able to comprehend the tasks involved in managing information related to health care services and the policies and procedures required to ensure compliance with regulatory and national standards.
2. Students will be introduced to the technology and processes utilized to ensure the effective data collection, storage, analysis, retrieval, and reporting of health information.
3. Students will be introduced to laws regarding the protection of health information in both the traditional paper based and electronic medical record systems.
4. Students will demonstrate basic understanding of the financial connection between medical documentation, the coding systems utilized to request reimbursement, the reimbursement systems utilized in payment of health care, and the duties of HIM professionals in the efficient financial management of health care organizations.

**COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

*\*Students – please refer to the Instructor's Course Information sheet for specific information on class individual activities and due dates.*

**Materials Covered:** Unit I – Environment of Health Information → Chapters 1, 2, and 3

**\*Assessment(s):** Complete Weekly Discussion Activities, Weekly Chapter Quizzes, Dropbox Assignment, and Unit Summary Discussion

**Learning Outcomes:**

- I. Chapter 1 - Health Care Delivery Systems
  - a. Identify and describe the major medical specialties and medical occupations
  - b. Describe the differing types of organizations, services, and personnel and their interrelationships across the health care delivery system
  - c. Summarize health information-related leadership roles

- d. Explain the importance of patient admission status in a health care facility and describe the types of statuses.
  - e. Recognize the impact of change management on processes, people, and systems
  - f. Understand the importance of government involvement in health care and policy making as it relates to the health care delivery system
  - g. Differentiate between accreditation and licensure, and identify the organizations responsible for both
- II. Chapter 2 – Collecting Health Care Data**
- a. Collect and maintain health data
  - b. Understand the types of data and methods of collection
  - c. Define the data sets used in health care and compare their applications and purposes
  - d. Describe the importance of forms and their application to data collection
  - e. Discuss the components of a health record, how data is organized within a health record, and the different formats of health records that are used
  - f. Apply knowledge of database architecture and design
- III. Chapter 3 – Electronic Health Records**
- a. Define electronic health record
  - b. Compare and contrast an electronic health record with a hybrid electronic health record
  - c. Identify the advantages of the electronic health record
  - d. Discuss government and private sector intervention in the development of an electronic health record
  - e. Explain the history and future of the electronic health record
  - f. Discuss meaningful use and its impact on the development of the electronic health record
  - g. Identify the challenges and issues associated with implementing the electronic health record
  - h. Explain the difference between the interoperable use and the longitudinal use of an electronic health record
  - i. Discuss health information management career opportunities with reference to the electronic health record

**Materials Covered:** Unit II – Content, Structure, and Processing of Health Information → Chapters 4, 5, 6, 7, and 8

**\*Assessment(s):** Complete Weekly Discussion Activities, Weekly Chapter Quizzes, Dropbox Assignment, and Unit Summary Discussion

**Learning Outcomes:**

- IV. Chapter 4 – Content of the Health Record**
- a. Describe the flow of clinical data through an acute care facility
  - b. Analyze the required data elements of an acute care record, and verify the documentation is timely, accurate, and complete
  - c. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements in an acute care facility
  - d. Examine the elements of the Uniform Hospital Discharge Data Set

- e. Assess acute care records to ensure compliance with organization policy/bylaws
- V. Chapter 5 – Health Information Management Processing**
  - a. Apply policies and procedures to ensure the accuracy and integrity of health data
  - b. Explain the flow of post-discharge processing of health information
  - c. Analyze the documentation in a health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
  - d. Identify a complete health record according to organizational policies, and external organizations, and standards
  - e. Utilize a master patient index to work with medical records within a health care facility
  - f. Apply security system policies according to departmental standards and organizational data/information standards
- VI. Chapter 6 – Code Sets**
  - a. Discuss different coding and classification systems and their uses
  - b. Understand the uses for coded information and the organizations that set standards for coding in the United States
  - c. Apply diagnosis/procedure codes according to current guidelines
  - d. Compare and contrast the formats of International Classification of Diseases, Tenth Revision-Clinical Modification and International Classification of Diseases, Tenth Revision, Procedural Coding System
  - e. Analyze current regulations and established guidelines in clinical classification systems
  - f. Determine the accuracy of computer-assisted coding assignments and recommend corrective action
  - g. Summarize the transaction code sets required under the Health Insurance Portability and Accountability Act of 1996
  - h. Identify discrepancies between supporting documentation and coded data
- VII. Chapter 7 – Reimbursement**
  - a. Apply policies and procedures for the use of data required in health care reimbursement
  - b. Discuss types of health insurance
  - c. Compare the major health care reimbursement methodologies
  - d. Outline different prospective payment systems and the settings in which they are used
  - e. Apply diagnostic/procedural groupings
  - f. Identify potential abuse or fraudulent trends through data analysis
  - g. Evaluate the revenue cycle management process and the role of coding in this process
  - h. Comply with ethical standards of practice
  - i. Assess the major components of the UB-04 and the CMS-1500
  - j. Examine the role of the coder in reimbursement and data quality
  - k. Evaluate the accuracy of diagnostic/procedural groupings
- VIII. Chapter 8 – Health Information Management Issues in Other Care Settings**
  - a. Identify and examine four types of ambulatory care facilities

- b. Discuss behavioral, rehabilitation, home health care and hospice care facilities, and explain the type of care provided in each
- c. Compare and contrast the data collected in acute care facilities with data collected in non-acute care facilities
- d. Identify the data sets unique to non-acute care facilities
- e. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements in non-acute care facilities

**Materials Covered:** Unit III – Maintenance and Analysis of Health Information → Chapters 9, 10, and 11

**\*Assessment(s):** Complete Weekly Discussion Activities, Weekly Chapter Quizzes, Dropbox Assignment, and Unit Summary Discussion

**Learning Outcomes:**

- IX.** Chapter 9 – Managing Health Records
  - a. Examine the various ways health information is used by a health care facility
  - b. Discuss how health information is used by those outside of the health care facility
  - c. Show how health information is monitored to ensure quality
  - d. Identify ways to ensure the physical security of health information
  - e. Apply retention and destruction policies for health information
  - f. Compare various computer storage architectures
  - g. Explain the process used in the selection and implementation of health information management systems
  
- X.** Chapter 10 – Statistics
  - a. Utilize and compute basic descriptive, institutional and health care statistics
  - b. Identify and use secondary data sources
  - c. Validate the reliability and accuracy of secondary data sources
  - d. Explain the criteria for creating a report from a database
  - e. Show four examples of indices that can be queried from a patient database
  - f. Explain common research methodologies and why they are used in health care
  - g. Analyze data to identify friends
  - h. Apply graphical tools for data presentations
  - i. Explain analytics and design support
  - j. Apply report-generation technologies to facilitate decision making
  - k. Apply information and data strategies in support of information governance initiatives
  - l. Utilize enterprise wide information assets in support of organizational strategies and objectives
  
- XI.** Chapter 11 – Quality and Uses of Health Information
  - a. Understand the intent of various health care regulations and standards
  - b. Review health records for documentation of compliance with accreditation standards
  - c. Summarize a collection methodology for data to guide strategic and organizational management
  - d. Utilize tools and techniques to monitor, report, and improve processes

- e. Identify cost-saving and efficient means of achieving work processes and goals
- f. Summarize project management methodologies
- g. Develop appropriate physician queries to resolve data and coding discrepancies
- h. Explain how health information is used by specific committees in the health care organization
- i. Utilize data for facility-wide outcomes reporting for quality management and performance improvement
- j. Apply policies and procedures to ensure the accuracy and integrity of health data, both internal and external to the health care system
- k. Utilize health information to support enterprise-wide decision support for strategic planning

**Materials Covered:** Unit IV – Legal and Supervisory Issues in Health Information → Chapters 12, 13, and 14

**\*Assessment(s):** Complete Weekly Discussion Activities, Weekly Chapter Quizzes, Dropbox Assignment, and Unit Summary Discussion

**Learning Outcomes:**

**XII.** Chapter 12 – Confidentiality and Compliance

- a. Analyze policies and procedures - including Health Insurance Portability and Accountability (HIPAA) - to ensure organizational compliance with regulations and standards
- b. Apply health care legal terminology
- c. Apply legal concepts and principles to the practice of health information management
- d. Develop and implement policies and procedures surrounding issues of access and disclosure of protected health information to patients and to care providers
- e. Apply confidentiality, privacy, and security measures and policies and procedures for internal and external use and exchange to protect health information
- f. Identify the use of legal documents
- g. Adhere to the legal and regulatory requirements related to health information management
- h. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification
- i. Evaluate the consequences of a breach of health care ethics

**XIII.** Chapter 13 – HIM Department Management

- a. Organize the appropriate workflow of health information management functions and services
- b. Interpret compliance with local, state, and federal labor regulations
- c. Identify the stages in the system development life cycle and considerations in the implementation of an electronic health record
- d. Develop plans, goals, and objectives for health information management employees
- e. Develop department policy and procedures for health information management functions and services
- f. Explain accounting methodologies
- g. Plan budgets and explain budget variances
- h. Write job descriptions using the Americans with Disabilities Act requirements

- i. Collect data and report staffing levels and productivity standards for health information functions
- j. Establish standards for performance of employees in health information management functions and services
- k. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions
- l. Monitor the use of department resources, including inventory, budget, and planning
- m. Identify technology, storage space, ergonomics, dictation/transcription area, and equipment and supply needs for health information management department functions and services
- n. Assess and design an ergonomically sound work environment for health information management personnel
- o. Explain vendor/contract management

**XIV.** Chapter 14 – Training and Development

- a. Explain the methodology of training and development
- b. Explain return on investment for employee training or professional development
- c. Create programs and procedures to orient new employees to a department and to train employees on a new job procedure
- d. Assess the needs for the health information management department, and prepare development plans according to those needs
- e. Organize an agenda for and facilitate health information management department meetings, in-service topics, and continuing education presentations
- f. Advocate for and engage department employees using effective leadership and communication skills
- g. Create programs and policies for employees who support a culture of diversity
- h. Assess how cultural issues affect health, health care quality, cost, and health information management
- i. Apply the fundamentals of team leadership



## PART III: GRADING AND ASSESSMENT

### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### EVALUATION\*

Individual Weekly Discussion Activities	30%
Class Dropbox Homework Assignments	30%
Individual Weekly Quiz Activities	20%
Class Participation	10%
Comprehensive Final Exam	10%
<b>TOTAL:</b>	<b>100%</b>

*\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

### GRADING SYSTEM

The grading scale is:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Below 60	=	F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors.

At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

**Inquiries regarding the non-discrimination policies:**

<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.</p>
<p><b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>