



INSTRUCTIONAL PACKAGE

HIM 103

Introduction to Health Information
Management and Coding

Spring/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020

COURSE PREFIX: HIM 103

COURSE TITLE: Introduction to HIM 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:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

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

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:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

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*:

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:

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 a licensure, and identify the organizations responsible for both

Chapter 2 – Collecting Health Care Data

- h. Collect and maintain health data
- i. Understand the types of data and methods of collection
- j. Define the data sets used in health care and compare their applications and purposes
- k. Describe the importance of forms and their application to data collection
- l. 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
- m. Apply knowledge of database architecture and design

Chapter 3 – Electronic Health Records

- n. Define electronic health record
- o. Compare and contrast an electronic health record with a hybrid electronic health record
- p. Identify the advantages of the electronic health record
- q. Discuss government and private sector intervention in the development of an electronic health record
- r. Explain the history and future of the electronic health record
- s. Discuss meaningful use and its impact on the development of the electronic health record

- t. Identify the challenges and issues associated with implementing the electronic health record
- u. Explain the difference between the interoperable use and the longitudinal use of an electronic health record
- v. 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:

Chapter 4 – Content of the Health Record

- 2. Describe the flow of clinical data through an acute care facility
- 3. Analyze the required data elements of an acute care record, and verify the documentation is timely, accurate, and complete
- 4. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements in an acute care facility
- 5. Examine the elements of the Uniform Hospital Discharge Data Set
- 6. Assess acute care records to ensure compliance with organization policy/bylaws

Chapter 5 – Health Information Management Processing

- 7. Apply policies and procedures to ensure the accuracy and integrity of health data
- 8. Explain the flow of post-discharge processing of health information
- 9. Analyze the documentation in a health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
- 10. Identify a complete health record according to organizational policies, and external organizations, and standards
- 11. Utilize a master patient index to work with medical records within a health care facility
- 12. Apply security system policies according to departmental standards and organizational data/information standards

Chapter 6 – Code Sets

- 13. Discuss different coding and classification systems and their uses
- 14. Understand the uses for coded information and the organizations that set standards for coding in the United States
- 15. Apply diagnosis/procedure codes according to current guidelines

16. Compare and contrast the formats of International Classification of Diseases, Tenth Revision-Clinical Modification and International Classification of Diseases, Tenth Revision, Procedural Coding System
17. Analyze current regulations and established guidelines in clinical classification systems
18. Determine the accuracy of computer-assisted coding assignments and recommend corrective action
19. Summarize the transaction code sets required under the Health Insurance Portability and Accountability Act of 1996
20. Identify discrepancies between supporting documentation and coded data

Chapter 7 – Reimbursement

21. Apply policies and procedures for the use of data required in health care reimbursement
22. Discuss types of health insurance
23. Compare the major health care reimbursement methodologies
24. Outline different prospective payment systems and the settings in which they are used
25. Apply diagnostic/procedural groupings
26. Identify potential abuse or fraudulent trends through data analysis
27. Evaluate the revenue cycle management process and the role of coding in this process
28. Comply with ethical standards of practice
29. Assess the major components of the UB-04 and the CMS-1500
30. Examine the role of the coder in reimbursement and data quality
31. Evaluate the accuracy of diagnostic/procedural groupings

Chapter 8 – Health Information Management Issues in Other Care Settings

32. Identify and examine four types of ambulatory care facilities
33. Discuss behavioral, rehabilitation, home health care and hospice care facilities, and explain the type of care provided in each
34. Compare and contrast the data collected in acute care facilities with data collected in non-acute care facilities
35. Identify the data sets unique to non-acute care facilities
36. 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:

Chapter 9 – Managing Health Records

37. Examine the various ways health information is used by a health care facility
38. Discuss how health information is used by those outside of the health care facility
39. Show how health information is monitored to ensure quality
40. Identify ways to ensure the physical security of health information
41. Apply retention and destruction policies for health information
42. Compare various computer storage architectures
43. Explain the process used in the selection and implementation of health information management systems

Chapter 10 – Statistics

44. Utilize and compute basic descriptive, institutional and health care statistics
45. Identify and use secondary data sources
46. Validate the reliability and accuracy of secondary data sources
47. Explain the criteria for creating a report from a database
48. Show four examples of indices that can be queried from a patient database
49. Explain common research methodologies and why they are used in health care
50. Analyze data to identify friends
51. Apply graphical tools for data presentations
52. Explain analytics and design support
53. Apply report-generation technologies to facilitate decision making
54. Apply information and data strategies in support of information governance initiatives
55. Utilize enterprise wide information assets in support of organizational strategies and objectives

Chapter 11 – Quality and Uses of Health Information

56. Understand the intent of various health care regulations and standards
57. Review health records for documentation of compliance with accreditation standards
58. Summarize a collection methodology for data to guide strategic and organizational management
59. Utilize tools and techniques to monitor, report, and improve processes
60. Identify cost-saving and efficient means of achieving work processes and goals
61. Summarize project management methodologies
62. Develop appropriate physician queries to resolve data and coding discrepancies
63. Explain how health information is used by specific committees in the health care organization

64. Utilize data for facility-wide outcomes reporting for quality management and performance improvement
65. Apply policies and procedures to ensure the accuracy and integrity of health data, both internal and external to the health care system
66. 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:

Chapter 12 – Confidentiality and Compliance

67. Analyze policies and procedures - including Health Insurance Portability and Accountability (HIPAA) - to ensure organizational compliance with regulations and standards
68. Apply health care legal terminology
69. Apply legal concepts and principles to the practice of health information management
70. Develop and implement policies and procedures surrounding issues of access and disclose of protected health information to patients and to care providers
71. Apply confidentiality, privacy, and security measures and policies and procedures for internal and external use and exchange to protect health information
72. Identify the use of legal documents
73. Adhere to the legal and regulatory requirements related to health information management
74. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification
75. Evaluate the consequences of a breach of health care ethics

Chapter 13 – HIM Department Management

76. Organize the appropriate workflow of health information management functions and services
77. Interpret compliance with local, state, and federal labor regulations
78. Identify the stages in the system development life cycle and considerations in the implementation of an electronic health record
79. Develop plans, goals, and objectives for health information management employees

80. Develop department policy and procedures for health information management functions and services
81. Explain accounting methodologies
82. Plan budgets and explain budget variances
83. Write job descriptions using the Americans with Disabilities Act requirements
84. Collect data and report staffing levels and productivity standards for health information functions
85. Establish standards for performance of employees in health information management functions and services
86. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions
87. Monitor the use of department resources, including inventory, budget, and planning
88. Identify technology, storage space, ergonomics, dictation/transcription area, and equipment and supply needs for health information management department functions and services
89. Assess and design an ergonomically sound work environment for health information management personnel
90. Explain vendor/contract management

Chapter 14 – Training and Development

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

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

General Education Outcomes

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

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

EVALUATION*

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Individual Weekly Discussion Activities	30%
Class Dropbox Homework Assignments	30%
Individual Weekly Quiz Activities	20%
Class Participation	10%
Comprehensive Final Exam (Chapters 1 – 14)	10%
TOTAL:	100%

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

Part III: Grading and Assessment

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.
Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing:

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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX

Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<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 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 Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>