INSTRUCTIONAL PACKAGE

HIM 103

Introduction to Health Information Management and Coding

Effective Term
Spring 2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202020

COURSE PREFIX: HIM103   COURSE TITLE: Introduction to Health Information and Coding

CONTACT HOURS: 3-0-3   CREDIT HOURS: 3.00

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:

SAT Critical Reading 380 or ACT Reading 14 or ACCUPLACER Reading Comp 056 or New ACCUPLACER Reading Comp 235 or COMPANION Reading 056 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 or Multiple Measures English 1

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

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

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

TECHNICAL REQUIREMENTS:

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

April 2020

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.

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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Chapter 1 – The Health Care Industry
   a. Describe the roles of clinicians and allied health professionals, including health information management professionals, and their interrelationships across the health care delivery system.
   b. Summarize the structure of the health care system, including types of providers and their patients, third-party payers and the roles of the employer, and the interrelationships working to provide continuity of care.
   c. Discuss the external forces that guide policy-making and health care delivery, including the impact of various levels of government, accreditation agencies, and professional organizations.

Chapter 2 – Collecting and Storing Health Care Data
   a. Distinguish health data and health information.
   b. Explain the purpose and contents of a data dictionary.
   c. Describe the structure of a relational database.
   d. Define the data sets used in health care and compare their applications and purposes.
   e. Describe the importance of forms and their application to data collection.
   f. Compare and contrast an electronic health record with a hybrid electronic health record.
   g. Discuss the importance of interoperability and the longitudinal use of the electronic health record.
   h. Explain the use of data repository, data warehouse, and data mapping in the storage of health data.
   i. Explain the system acquisition and evaluation process.

Chapter 3 – Sources of Data
   a. Define the health record and understand the types of data it contains.
   b. Describe the flow of clinical data through an acute care facility.
   c. Differentiate the various providers and disciplines who contribute to clinical documentation.
   d. Examine the elements of the Uniform Hospital Discharge Data Set.

e. Assess patient records to ensure compliance with organizational policy and procedures, and with regulatory and accreditation requirements.

f. Discuss the services, care providers, data collection, data sets, licensure, and accreditation of ambulatory care settings.

g. Discuss the services, care providers, data collection, data sets, licensure and accreditation of long-term care (LTC), behavioral health, rehabilitation, hospice care, home health, and other settings.

Chapter 4 – Data Quality and Management
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 and how those activities support a complete health record according to organizational policies, external regulations, and standards.

c. Discuss organizational policies to safeguard patient records.

d. List the uses of health information.

Chapter 5 – Coded Data
a. Explain the purpose and importance of coding in the delivery of health care.

b. List different coding and classification systems and their uses.

c. Apply diagnosis/procedure codes according to current guidelines.

d. Explain diagnostic-related groups and apply grouping codes.

e. Understand the uses for coded information and efforts to improve the quality of coded data.

f. Identify discrepancies between supporting documentation and coded data.

Chapter 6 – Financial Management
a. Discuss types of health insurance and government payers.

b. Compare the major health care reimbursement methodologies.

c. Evaluate the revenue cycle management process and the role of coding in this process.

d. Explain accounting methodologies, plan budgets, and calculate budget variances.

Chapter 7 – Statistics and Data Analytics
a. Differentiate the disciplines of statistics, data analytics, health informatics, and decision support, and discuss the HIM professional's role in these fields.

b. Differentiate primary and secondary data and use data collected in the facility to support organizational objectives.

c. Differentiate nominal, ordinal, interval, and ratio level data.

d. Calculate statistics used in health care, including measures of central tendency, measures of frequency, and measures of variance.

e. Utilize and compute routine institutional health care statistics.

f. Discuss research methodologies and how they are used in health care.

g. Understand the generation of reports within the facility, and the reporting of data to outside agencies.

h. Explain the criteria for creating a report from a database.
i. Apply data visualization tools, present data graphically, and identify trends.

Chapter 8 – Confidentiality and Compliance
    a. Understand the legislative and legal landscape as it pertains to health care delivery and health care documentation and apply legal concepts and principles to the practice of health information management.
    b. Comply with legal ethical, and professional standards to protect patient privacy, especially regarding the provisions of the Health Insurance Portability and Accountability Act (HIPAA)
    c. Adhere to policies and procedures surrounding access and disclosure of protected health information to patients and care providers.
    d. Apply standards for accreditation, licensure and/or certification.
    e. Promote risk management functions within the organization as they relate to compliance with accreditation and regulatory bodies.

Chapter 9 – Management and Leadership
    a. Describe the organizational and governance structure of health care organizations and health information management departments.
    b. Articulate the process of strategic and operational planning.
    c. Articulate the value of human resources and human resources processes to the work of the organization and the delivery of health care.
    d. Practice professional oral and written communication in the workplace.
    e. Identify leadership strategies and advocate for diversity in the workplace.
    f. Facilitate training and development for health care professionals.

Chapter 10 – Performance Improvement and Project Management
    a. Discuss the evolution of quality initiatives in health care.
    b. Explain quality management efforts within the health information management (HIM) department and the facility.
    c. Apply performance improvement techniques in HIM.
    d. Promote change management in the organization.

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

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 Activity	30%
Class Dropbox Homework Assignments	30%
Individual Weekly Quiz Activities	20%
Class Participation	10%
Comprehensive Final Exam (Chapters 1-10	10%
	100%

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

GRADING SYSTEM:

100%-90%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% or less	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. 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the Student Success & Tutoring Center website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@hgtc.edu or 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.

STUDENT INFORMATION CENTER: TECH Central

TECH Central 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) including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

April 2020

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 HGTC's Accessibility and Disability Service webpage. The Accessibility and Disability staff 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

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.

> **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**
> *EEO and Title IX Coordinator*
> Building 200, Room 212A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5212
> Jacquelyne.Snyder@hgtc.edu