



COURSE SYLLABUS HIT 203—HEALTH DATA MANAGEMENT

COURSE LENGTH AND CREDIT: 70 clock hours, 5 credit hours

PREREQUISITE: HIT 201

REQUIRED TEXTS: (1) Textbook: *Health Information Management Technology: An Applied Approach*, (book and workbook) Edited By Merida L. Johns, PhD, RHIA, 2007 ed., AHIMA (American Health Information Management Association). Please note that this book will be used for HIT 201, HIT 203, and HIT 210 if student takes these classes consecutively.

REQUIRED SUPPLIES: Folder, notebook paper, pencil/black pen.

COURSE DESCRIPTION: This course will examine various technologies used for the collection and management of clinical data. Topics include numbering, filing, patient registration, master patient index, monitoring chart completion, tracking chart location, and correspondence, organization requirements, and contents of disease registries, data abstracting and retrieval techniques, and management of medical transcription services. The methods range from paper to computer based systems, including optical disk and voice recognition.

MAJOR COURSE COMPETENCIES: Collection and management of clinical data, numbering, filing, patient registration, master patient index, monitoring chart completion, tracking care location, correspondence, organization requirements, contents of disease registries, data abstracting and retrieval techniques, and management of medical transcription.

COURSE OUTLINE:

Chapter 5—Healthcare Data Sets

Chapter 6—Clinical Vocabularies & Classification Systems

Chapter 7—Reimbursement Methodologies

Chapter 9—Secondary Data Sources

Chapter 10—Healthcare Statistics

Chapter 11—Clinical Quality Management

Chapter 12—Performance Improvement

Chapter 13—Healthcare Delivery Systems

COURSE OBJECTIVES: Upon completion of this course, student will:

- Understand the differences between data and information.
- Define the term healthcare data sets and describe the purpose of data sets.
- Identify the basic data sets used in acute care, ambulatory care, and long-term care settings.
- Understand the unique use of the Minimum Data Set for Long-Term Care and resident assessment protocols in defining and addressing the care of residents in long-term care facilities.
- Recognize the differences between the data Elements for Emergency Department Systems and the Essential Medical Data Set and to understand the use of the data sets in hospital-based emergency departments.
- Understand the purpose and use of the Health Plan Employer Data and Information Set.
- Understand the intent of the Joint Commission on Accreditation of Healthcare Organizations' ORYX initiative and to give examples of the core measures identified through ORYX.
- Identify the role that Health Plan Employer Data and Information Set and ORYX play in healthcare quality and performance improvement.
- Identify the key players in current efforts to develop standards for computer-based health records.
- Define health informatics standards and explain vocabulary standards, content and structure standards, transmission (communication) standards, and security standards.
- Select data sets and/or standards appropriate for specific care settings for use in developing health records and health information systems.
- Recognize the relationship of code sets to health informatics standards in computer-based environments.
- Understand the impact of the Health Insurance Portability and Accountability Act on the development of health informatics.
- Distinguish between primary and secondary data and between patient-identifiable and aggregate data.
- Identify the internal and external users of secondary data.
- Compare the facility-specific indexes commonly found in hospitals.
- Describe the registries used in hospitals according to purpose, methods of case definition and case finding, data collection methods, reporting and follow-up, and pertinent laws and regulations affecting registry operations.
- Understand the terms pertinent to each type of secondary record or database.
- Discuss agencies for approval and education and certification for cancer, immunization, and trauma registries.
- Distinguish among healthcare databases in terms of purpose and content.
- Compare manual and automated methods of data collection and vendor systems with facility-specific systems.
- Assess data quality issues in secondary records.

- Recognize appropriate methods for ensuring data security and the confidentiality of secondary records.
- Identify the role of the health information management professional in creating and maintaining secondary records.
- Understand the history of the healthcare delivery system from ancient times until the present.
- Understand the basic organization of the various types of hospitals and healthcare organizations.
- Recognize the impact managed care has had on healthcare providers.
- Recognize the impact that external forces have on the healthcare industry.
- Identify the various functional components of an integrated delivery system.
- Describe the systems used for reimbursement of healthcare services.
- Recognize the role of government in healthcare services.
- Discuss the history of the development of clinical vocabularies.
- Understand the history, uses, and structure of ICD-9-CM, ICD-10, ICD-O, HCPCS, CPT, SNOMED, DSM-IV, Read Codes, and Nursing Vocabularies.
- Describe the coding process.
- Identify the technology used in the coding process.
- Understand the history, elements, policies, and procedures for corporate compliance.
- Discuss new directions in clinical vocabularies.
- Explain the historical development of healthcare reimbursement in the United States.
- Understand the current processes, forms, and support practices for healthcare reimbursement.
- Describe the difference between commercial health insurance and employer-based self-insurance.
- Discuss the purpose and basic benefits of a variety of different government-sponsored health programs.
- Explain the concept of managed care and provide examples of various types of managed care organizations.
- Describe the different types of fee-for-service reimbursement methods.
- Describe CMS (formerly HCFA) ambulatory surgery center rates.
- Explain CMS prospective payments systems.
- Identify the purpose and general content of various standardized data sets.
- Understand the purpose of fee schedules, chargemasters, and auditing procedures.
- Understand how statistics are used in healthcare.
- Differentiate between descriptive and inferential statistics.
- Define hospital-related statistical terms.
- Understand how to calculate hospital-related inpatient and outpatient statistics.
- Define community-based morbidity and mortality rates.
- Understand how to calculate community-based morbidity and mortality rates.
- Define and calculate measures of central tendency and variability.
- Describe the characteristics of the normal distribution.
- Identify the relationships of measures of central tendency and variation to the normal distribution.
- See how to display healthcare data using tables, charts, and graphs, as appropriate.
- Locate healthcare-related on-line state and federal databases on the Internet.
- Understand how to use healthcare data collected from on-line databases in comparative statistical reports.
- Understand the concept of quality and its importance in healthcare.
- Define the terms clinical quality assessment, infection control, utilization management, and risk management and differentiate among them.
- Recognize the elements of a quality assessment program.
- Identify the three organizations that publish clinical quality standards and guidelines.
- Identify and discuss the government regulations and accreditation standards related to clinical quality management.
- Explain the various approaches that healthcare organizations take to manage the occurrence of infection.
- Understand the Medicare requirements for utilization management.
- Describe the organization of a hospital utilization management program.
- List the basic procedures in the utilization review process.
- Understand the clinical and administrative use of utilization management information.
- Identify the utilization-related activities conducted by quality improvement organizations.
- Understand the use of severity-of-illness/intensity-of-service screening criteria.
- Define the five key elements in a risk management plan.
- Identify and explain performance improvement principles.
- Discuss the various philosophies of performance/quality improvement developed by quality management masters.
- Understand how performance improvement models can be used by individuals or teams to successfully plan, implement, and evaluate improvement initiatives.
- Recognize how supervisors can use performance improvement principles and concepts to motivate and manage their employees.
- List and discuss the various performance improvement tools and techniques that can be used to facilitate communication, identify root causes, and collect and analyze data.

STUDENT REQUIREMENTS: *Students are expected to submit all work (daily work as assigned, research assignment, chapter tests, review quizzes, and final exam) on the dates scheduled by the instructor. Students will receive grades of "0" for any assignment/test that is not submitted by the due date outlined on the calendar unless prior arrangements have been made with the instructor.* Students will be provided specific guidelines to follow for all assignments. **Failure to complete ALL of the required work will result in the student receiving a final course grade of "F."** Students are responsible for policies and procedures included in the HGTC *Catalog and Student Handbook*. **Students must maintain a minimum grade of "C" in this course as it is a prerequisite for other classes in the HIT curriculum.**

FINAL CLASS AVERAGE		GRADING SCALE	
Chapter Quizzes	50%	A	(90-100)
Workbk Daily Avg.	17%	B	(80-89)
Final Exam	30%	C	(70-79)
Internet Project	3%	D	(60-69)
		F	(0-59)

TCSG GUARANTEE/WARRANTY STATEMENT:

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING:

All assignments are due by the class period on the date indicated by the class calendar. Any assignment/test not turned in by due date will result in a grade of "0" on each assignment/test due.

Chapter Exams: All exams are given one time, and all grades averaged together. A calendar will be provided indicating the day each exam will be taken. For each exam a student does not take by the end of class on assigned day, a grade of zero will be issued. Please note that sharing of information regarding exam content is considered cheating and will be subject to the school's Honesty Policy.

Once a student has been given a test, the student cannot leave the classroom and later return to finish the test. If a student leaves the classroom before the test is complete, the test will be taken up by instructor and graded as complete.

Review Quizzes/Daily Grades: Students are required to do review quizzes for each chapter assigned (see workbook) and also application exercises for chapter 10. One daily grade will be assigned for each chapter's workbook assignments.

Interactive Project: Each student will complete an interactive project utilizing the Internet. The class calendar indicates the deadline for completing the project.

WITHDRAWING FROM CLASS: Students needing to withdraw from class should contact their instructor or program advisor.

WORK ETHICS: Instruction in the development of good work habits (work ethics) which aid in job retention and advancement is included in this course. This instruction will include weekly activities on a topic related to work ethics. Included are behaviors such as arriving for classes or meetings on time; completing work satisfactorily and on time; responding positively to supervision; following directions correctly; adhering to policies/regulations; using tools and resources properly; observing safety provisions; and working effectively as part of a team. A student is given a work ethics grade each quarter in addition to the academic grade for a course.

ATTENDANCE POLICY: Class attendance is required for successful completion of the course. Absences in excess of 10% of scheduled class periods will subject the student to dismissal. Refer to HGTC *Catalog and Student Handbook* for explanation of the attendance policy. It is the student's responsibility to obtain notes, handouts, etc. should a class be missed and to schedule outside work time, makeup exams, etc. with the instructor. **Students are expected to contact the instructor prior to class if they must be absent.** Students who are sleeping during class will be counted absent, as they are not mentally present.

To leave a message for an adjunct instructor, please call the school's main phone line (275-6589) and ask for a message to be put in the instructor's mail tray.

ACADEMIC DISHONESTY: *All forms of academic dishonesty, including but not limited to cheating on tests/daily work and falsification of information, will call for discipline.*

INTERNET USAGE: Unless a student is working on the interactive project, no student should be using the Internet during designated class time.

INSTRUCTIONAL TECHNIQUES: The majority of instruction will be lecture-based. However, some individualized and group assignments will be given.

SPECIAL SERVICES: Students with special needs, whether the needs are learning, physical, or other, are strongly encouraged to talk with the course instructor. The instructor can refer the student to the Special Needs Facilitator or can consult with the Special Needs Facilitator in the W.R. Stewart Building on behalf of the student. To ensure that students have every opportunity to succeed in their studies, other services such as tutoring and study skills are available. Students interested in these services should talk to the instructor or department chairperson.

EQUAL OPPORTUNITY INSTITUTION: As set forth in its student catalog, Heart of Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, **political affiliation or belief**, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

Please contact Cecile Miller, Director of Career Services, 560 Pinehill Road, Dublin, GA 31021, 478-274-7643 or Francine Shuman at fshuman@tcsge.edu for clarification.