INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY
HITC - 105

I. Basic Course Information

A. Course Number and Title: HITC105
   Introduction to Health Information Technology

B. New or Modified Course: modified

C. Date of Proposal: Semester: Spring Year: 2008

D. Sponsoring Department: Health Science Education

E. Semester Credit Hours: 3

F. Weekly Contact Hours: Lecture: 2 hours
   Laboratory: 2 hours

G. Prerequisites: None

H. Laboratory Fees: Yes

I. Name and e-mail of Department Chair: Helen Jones, hjones@raritanval.edu

II. Catalog Description

This course is an introduction to the health information profession, the health information department, and the health record. This course covers basic concepts and techniques for managing and maintaining health record systems. Topics include health record content, assembly, qualitative analysis, format, record control, storage, retention, forms design/control, indices and registers, and numbering and filing systems. This course provides in-depth presentation of the origin, uses, standards, content, format, access and retention of data across the health care continuum including both paper and electronic health records. Documentation requirements for complete and accurate health records as required by licensing, certifying and accrediting agencies are also presented.

III. Statement of Course Need

This course fulfills the “knowledge cluster content and competency” required by the American Health Information Management Association. The Health
Information Technology A.A.S. degree program is currently in Candidacy status with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The accreditation process is not complete until the program is reviewed and awarded a decision by CAHIIM. Graduates are not eligible to apply for AHIMA Certification exam (RHIT) until the program has received an official letter from CAHIIM awarding Initial Accreditation.

IV. **Place of Course in College Curriculum**

This course meets a requirement in the proposed four-semester Health Information Technology A.A.S. degree program.

V. **Outline of Course Content**

1. Introduction to Health Information Management
2. Organization of Healthcare, Administrative Structure and Departments
3. Functions of the Health Record
4. Organization of Data Elements in a Health Record
5. Post-discharge Processing
6. Storage of Health Information
7. Uses of Health Information
8. Retrieval and Reporting of Health Information
9. Confidentiality and Compliance
10. Healthcare Reimbursement
11. Human Resource Management
12. Training and Development
13. Registries

VI. **Educational Goals and Learning Outcomes**

**Educational Goals**

A. The student will develop familiarity with health data structure, content and standards:

1. Collect and maintain health data (such as data elements, data sets, and databases). (G.E.3)(Domain I; Subdomain A1)
2. Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status. (G.E.1, 3)(Domain I; Subdomain A2)
3. Apply policies and procedures to ensure the accuracy of health data. (G.E.1, 2)(Domain I; Subdomain A3)
4. Contribute to the definitions for and apply clinical vocabularies and terminologies used in the organization’s health information systems. (G.E.2, 3)(Domain I; Subdomain A4)
5. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases. (G.E.1,3)(Domain I; Subdomain A5)

B. The student will develop familiarity with healthcare information requirements and standards:

1. Monitor and apply organization-wide health record documentation guidelines. (G.E.1, 2)(Domain I; Subdomain B1)
2. Apply policies and procedures to ensure organizational compliance with regulations and standards. (G.E.1, 2)(Domain I; Subdomain B2)
3. Report compliance findings according to organizational policy. (G.E.2, 3)(Domain I; Subdomain B3)
4. Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. (G.E.1, 2, 3)(Domain I; Subdomain B4)
5. Assist in preparing the organization for accreditation, licensing, and/or certification surveys. (G.E.3)(Domain I; Subdomain B5)

C. The student will develop an understanding of data storage and retrieval of health information:

1. Use appropriate electronic or imaging technology for data/record storage. (G.E.3)(Domain IV; Subdomain C1)
2. Query and generate reports to facilitate information retrieval. (G.E.3)(Domain IV; Subdomain C2)
3. Design and generate reports using appropriate software. (G.E.1,3)(Domain IV; Subdomain C3)
4. Maintain archival and retrieval systems for patient information stored in multiple formats. (G.E.3)(Domain IV; Subdomain C4)
5. Coordinate, use, and maintain systems for document imaging and storage. (G.E.1, 3)(Domain IV; Subdomain C5)

Learning Outcomes

The student will be able to:

1. Define, compare, and contrast health data and information.
2. Describe the five unique roles of the health record.
3. Discuss the importance of data in the care of the patient.
4. Describe the major users of health care data and the importance of addressing the needs of each.
5. Describe the importance of quality data and the mechanisms and controls used to ensure quality.
6. Define the 10 characteristics of data quality.
7. Identify concerns related to data and the protection of patient confidentiality.
8. Discuss the importance of consistency and compatibility in data collection both within an institution and across the health care delivery system.
9. Identify the major information and data sets, their scope, and special features.
10. Identify the values and uses of uniform data sets.
11. Identify the basic forms and format of the paper-based health record.
12. Describe the purposes and techniques related to record analysis, including quantitative, qualitative, and legal.
13. Describe the purposes and techniques related to clinical reviews, including the health record committee, clinical pertinence, and indicator monitoring.
14. Compare and contrast the records for ambulatory care, acute care, long-term care and rehabilitation, home care, hospice, and behavioral health care.
15. Describe the role of the health information manager in data collection.
16. Discuss the various numbering systems for health information.
17. Compare and contrast the filing options for the paper record.
18. Compare and contrast microfilming of records versus commercial storage and identify when each method is desirable.
19. Identify key milestones in a file conversion.
20. Identify considerations important to the selection of folders.
21. Describe the benefits of color coding to any of the filing methodologies.
22. Describe how an automated record-tracking system can be developed and implemented.
23. Identify how bar code technology interacts with an automated record-tracing system.
24. Explain how the statute of limitations pertains to record retention.
25. Describe the different hardware options available when designing an automated data access and retention program.
26. Identify the different microform options available when designing a micrographics storage and retrieval system.
27. List the necessary components of an optical imaging system and the various cost factors involved in implementing an optical imaging system.
28. Describe why electronic storage of data is a prerequisite to the successful implementation of the computer-based patient record.

VII. Modes of Teaching and Learning

- lecture/discussion
- small-group work
- computer-assisted instruction
- laboratory
- student collaboration
- independent study
VIII. Papers, Examinations, and other Assessment Instruments

- quizzes
- exams
- assignments

IX. Grade Determinants

Quizzes

Quizzes will be comprised of multiple choice, fill-in-the-blanks, true/false, and short essay questions. There will be questions regarding abbreviations from each chapter. Quiz questions will be developed to engage students in problem-solving and critical thinking skills. Overall application of all skills will also be evaluated. Quiz questions will be derived from reading, lectures, activities, and assignments.

Midterm Exam

Midterm exam will be comprised of multiple choice, fill-in-the-blanks, true/false, and a short essay. Exam questions will be cumulative of all units covered during the first half of the semester. Questions will be developed to engage students in problem-solving, critical thinking, and overall application skills. Grade will be based on the number of correct answers.

Final Exam

Final Examination will be comprised of multiple choice, fill-in-the-blanks, true/false, matching, and short essay. Exam questions will be cumulative of all units covered during the second half of the semester. Questions will be developed to engage students in problem-solving, critical thinking, and overall application skills. Grade will be based on the number of correct answers.

Assignments

Assignments will consist of various techniques to measure the competencies in the understanding of the functions, roles, and outcomes of the performance requirements in the Health Information Management Department.

Final Grade:
Quizzes 25%
Exams 50%
Assignments 25%

X. **Texts and Materials:** (Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

**REQUIRED:**

*Introduction to Health Information Technology*, 1st Edition, Davis, LaCour; W.B. Saunders, Phila. PA, 2002


**REFERENCES:**

- *Health Information: Management of a Strategic Resource; 2nd Edition* Abdelhak, Mervat
- *Medical Records Management, 10th ed.*, Huffman, Edna; Physician’s Record Company, Chicago, IL.
- Standards of various regulating agencies and state and federal laws pertaining to health care facilities.
- Various Professional Publications/Subscriptions/Journals available in the HIT lab.

XI. **Resources**

The RVCC library resources and the resources in the Department of Health Science Learning Lab provide the materials and resources needed for this course.