RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

HITC-210 Health Data Reporting and Analysis

I. Basic Course Information

A. Course Number and Title: HITC-210
   Health Data Reporting & Analysis

B. New or Modified Course: Modified

C. Date of Proposal:
   Semester: Spring Year: 2014

D. Sponsoring Department: Health Science Education

E. Semester Credit Hours: 3

F. Weekly Contact Hours: Lecture: 3

G. Prerequisites:
   MATH-110 Statistics I
   HITC-111 Professional Practicum I

   Co-requisite:
   HITC-220 Organizational Resource Management

H. Laboratory Fees: No

I. Department Chair: Patrice Case pcase@raritanval.edu

II. Catalog Description

Prerequisites: MATH-110 Statistics I
   HITC-111 Professional Practicum I

Co-requisite: HITC-220 Organizational Resource Management

This course covers maintenance, compilation, analysis, and presentation of health care statistics. Discussion is focused on the use, collection, presentation, and verification of health care data including fundamental concepts of descriptive statistics; data validity and reliability; data presentation techniques; and vital statistics. Students will be introduced to topics such as basic statistical principles, morbidity and mortality, commonly computed hospital rates, uniform reporting requirements, and selection and construction of data displays. This course also introduces principles of quality improvement, utilization management, and risk management in health care. Topics include the continuous quality improvement philosophy, including tools, data analysis/application, and related committee functions; utilization management and risk management; and credentialing,
accreditation and regulation.

III. Statement of Course Need

A. This course fulfills the “knowledge cluster content and competency” required by the American Health Information Management Association.
B. There is no lab component for this course.
C. This course generally transfers as a program requirement in health information technology.

IV. Place of Course in College Curriculum

A. Free Elective
B. This course does not serve as General Education course.
C. This course meets a program requirement for the Health Information Technology A.A.S. degree program.
D. To see course transferability: for New Jersey schools go to the NJ Transfer website, www.njtransfer.org; for all other colleges and universities, go to their individual websites.

V. Outline of Course Content

A. Introduction to quality management in healthcare organizations
B. Performance Improvement (PI) Organization and Teams
C. PI methods, tools and techniques
D. PI application and reporting Project Instructions
E. Risk Management; Patient Safety; Infection Control
F. Case Management
G. Utilization Review
H. Legal Introduction
I. Mathematics Review
J. Basic Research Principles
K. Patient Census Data
L. Occupancy Ratio
M. Length of Stay (LOS)
N. Mortality Rates
O. Autopsies Rates
P. Morbidity/Mortality
Q. HIM; Data Presentation
VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Research and find health care statistics from at least two different websites, and utilize them to construct graphs, interpret them, and draw appropriate conclusions. (GE-NJ 1, 2, IL)
2. Rank several nursing homes by evaluating various quality measures from the Medicare website, and persuasively stating and supporting the rankings. (GE-NJ 1, *)
3. Analyze and discuss information from state and national websites concerning health statistics. (GE-NJ 1, * )

(* Embedded critical thinking)

B. Course Learning Outcomes:

The student will develop an awareness of the importance of healthcare statistics, research, and quality management and performance improvement as it relates to the healthcare arena:

1. Abstract and maintain data for clinical indices/databases/registries.
2. Collect, organize, and present data for quality management, utilization management, risk management, and other related studies.
3. Compute and interpret healthcare statistics.
5. Use specialized databases to meet specific organization needs such as medical research and disease registries.
7. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

The student will be able to:

1. Compute health care statistics, including mortality and morbidity rates, autopsy rates, measures of central tendency, and dispersion, and determine the most appropriate use of these health care statistics in health information management.
2. Organize data generated from health care statistics into appropriate categories, including nominal, ordinal, discrete, and continuous.
3. Display data generated from health care statistics using the most appropriate tables, graphs, and figures, including frequency tables, bar graphs, histograms, Pareto diagrams, pie charts, and frequency diagrams.
4. Identify which tests of significance should be used to test specific hypotheses and which are most appropriate for certain types of data.
5. Define, compare, and contrast data and information.
6. Evaluate and describe the major users of health care data and the importance of addressing the needs of Identify the steps in the management decision-making process with particular attention to step two of data collection.
7. Describe the importance of quality data and the mechanisms and controls used to ensure quality.
8. Identify the major information and data sets, their scope, and special features.
9. Identify the primary components of healthcare quality management.
10. Describe the common component of a healthcare facility’s QA/QI program.
11. Identify the types of healthcare performance measurements.
13. Summarize the steps of an improvement project.
15. Describe the function of data based decision making in quality management processes.
16. Identify techniques of brainstorming, flowcharting, nominal group, and force field analysis used in problem identification and analysis.
17. Describe how QM principles apply to utilization management.
18. Describe how QM principles are applied to risk management.
19. Discuss legal and ethical issues associated with implementation of Quality Management processes.
20. Interpret and describe the purposes and techniques related to clinical reviews, including health record committees, clinical pertinence and indicator monitoring.

VII. Modes of Teaching and Learning

A. lecture/discussion
B. small-group work
C. computer-assisted instruction
D. student collaboration
E. independent study

VIII. Papers, Examinations, and other Assessment Instruments

A. Quizzes
B. Exams
C. Projects
D. Assignments
E. Participation

IX. Grade Determinants

A. Unit Quizzes
B. Projects
C. Homework Assignments
D. Class Participation – Discussion Forums
E. Mid-term Exam
F. Final Exam
X. Texts and Materials

A. Suggested textbook(s):


(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.)

XI. Resources

A. Internet connectivity
B. Commonly available browser such as Internet Explorer, Firefox, Chrome