

## Health Data Content and Structure

HITT1301

### Course Description:

Introduction to health information management in terms of systems and processes for collecting, maintaining, and disseminating primary and secondary health related information including content of health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms, and screens.

Semester Hours Credit: 3

Lecture/Lab Hours: 2 Lecture / 4 Lab

Textbook(s): Health Information Management Technology: An Applied Approach, 4th Edition. Sayles, editor.  
AHIMA Press: ISBN 978-1-58426-352-7

End of Course Outcomes: Upon successfully completing the course the students will:

1. Understand and know the different roles of a health care information manager
2. Be able to analyze health record content in terms of its collection, arrangement, presentation and verification and understand how the coding process is part of that.
3. Understand the use of statistics as they relate to health information
4. Understand the role of health information in Quality Performance Improvement and Risk Management
5. Understand information technology as it relates to health information
6. Be familiar with general principles of organization and management in the health information management profession.

Teaching Methods: {work is done using Blackboard learning program}

1. Lecture
2. Discussion Assignments [written]
3. Lab Assignments

Evaluation Methods:

1. Class assignments
2. Chapter Exams {assessments}
3. Final exam

### **Student Learning Objective:** Lecture

The students will demonstrate knowledge of Teamwork and the ability to consider different points of view by having knowledge of the basic principles Quality Improvement, its relation to health care information, and the Health Information Manager

### **Assessment:**

The assessment will be accomplished by an exam that covers the basic facts of Quality Management, how it uses health information and the role of the Health Information Manager in the QM process.

### **Target:**

At least 90% of the students will score 75% or higher on an assessment.

### **Student Learning Outcomes:** Lab

The students will demonstrate Empirical and Quantitative Skills by having knowledge of the basic principle of statistics and be able to manipulate and analyze numerical data related to health care information and make informed conclusions about that data.

**Assessment:**

A mid-term exam will be conducted that examines the basic facts of statistics related to health care and the student's ability to create statistical data and use that data for decision making.

**Target:**

At least 90% of the students will score 75% or higher on an assessment.

## Detailed Syllabus

Week	Lecture Subject	Learning Activity – Each Chapter follows the same general work flow.
One	Chapter 1 – Introduction TO HIM Chapter 2 – Purpose & Function of Health Record	Lecture Activities
Two	Chapter 3 – Content & Structure of Health Record	Task One –PowerPoint review of chapter with discussion topic.
Three	Chapter 4 – Healthcare Data Sets and Standards	Task Two – A discussion topic over information in the chapter.
Four	Chapter 5 –Clinical Vocabularies / Classification	
Five	Chapter 6 – Reimbursement Methods	
Six	Chapter 7 – Health Information Functions	
Seven	Chapter 8 – Secondary Data Sources Chapter 9 – Healthcare Statistics	Lab Activities - Read Chapter and the Review Quiz {questions to answer while reading the chapter}
Eight	Chapter 10 – Clinical Quality Performance Improvement and Management	Check Your Understanding – questions are answered in the reading process; answers are entered in a Blackboard assessment.
Nine	Chapter 11 - Healthcare Delivery Systems	
Ten	Chapter 12 – Ethical Issues Chapter 13 Legal Issues	
Eleven	Chapter 14 – Fundamentals of Electronic Information Systems	
Twelve	Chapter 15 – Intro to Electronic Health Information Systems	
Thirteen	Chapter 16 –Electronic Health Records	
Fourteen	Chapter 17 – Information Security	
Fifteen	Chapter 18 –Principles of Organization and Work Planning Chapter 19 – The Future of Health Information Management.	
Sixteen	Tests : the final review for the course.	

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Development Advisor.

For more information, contact: in Alice at [sdalice@coastalbend.edu](mailto:sdalice@coastalbend.edu); Beeville at [sdbeeville@coastalbend.edu](mailto:sdbeeville@coastalbend.edu); Kingsville at [sdkingsville@coastalbend.edu](mailto:sdkingsville@coastalbend.edu); and Pleasanton at [sdpleasanton@coastalbend.edu](mailto:sdpleasanton@coastalbend.edu). Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

See at: FLB (Local) and FM (Local).

See the Student Handbook for further explanation of Scholastic Dishonesty.

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