Department:

Health Sciences

Course Description:

This course provides an introduction to health information management and healthcare delivery systems in the United States. The course will focus on the roles of health professionals, types of healthcare organizations, types and levels of healthcare delivery systems, and healthcare governing bodies and content and structure of the health record, and documentation requirements for health records in various healthcare settings. This course ensures clinical coders are familiar with basic health data structure, content and standards, healthcare delivery systems, and information technology and systems.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Summarize the history and evolution of health information profession.
2. Defend the purpose, uses, and functions of the health record.
3. Assemble the content and structure of the health record in various settings.
4. Analyze the content for completeness of the health record in various settings.
5. Explore the concept and evolution of the electronic health record (EHR).
6. Compare and contrast the purposes and importance of current healthcare data sets.
7. Distinguish among the typical functions performed by the Health Information Management Department.
8. Contrast healthcare delivery systems and services and the factors that influence their development.
9. Analyze the major types of information system applications.
10. Evaluate compliance to the standards for health record documentation.
11. Follow the standards of ethical practice.
12. Describe secondary data sources available in healthcare.
13. Assist in preparing the organization for accrediting, licensing, or certification surveys.
14. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
15. Verify the documentation in the health record is timely, complete, and accurate.
16. Identify a complete health record according to, organizational policies, external regulations, and standards.
17. Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements, throughout the continuum of healthcare.
18. Identify and use secondary data sources.
19. Validate the reliability and accuracy of secondary data sources.
20. Apply policies and procedures to ensure organizational compliance with regulations and standards.
21. State the importance of data quality, integrity, security processes, and monitoring in health records.

Course Content:

A. Structure and use of health information
B. Health record data collection tools
C. Data sources
D. Healthcare data sets
E. Health record documentation
F. Data quality and integrity
G. Healthcare institutions structure and operation
H. External standards, regulations, and initiatives
I. Healthcare providers and disciplines
J. Computer concepts
K. Communication and internet technologies
L. Health information systems
M. Health information specialty systems (coding)
N. Document archival, retrieval, and imaging systems
O. Data retrieval and maintenance
P. Data security concepts
Q. Data integrity and security processes and monitoring

Learning Assessments:

Course competencies will be assessed by use of discussion questions, graded assignments, comprehensive assignments, research paper, quizzes, and exams.

Instructional Materials:

Textbooks: Gregg Fahrenholz, C. (2017). *Documentation for Health Records* (2nd ed.). Chicago, IL: American Health Information Management Association (AHIMA) Press. ISBN-13: 978-1584265542

Sayles, N. B. & Gordan, L. L. (2020). *Health Information Management Technology: An Applied Approach* (6th ed.). Chicago, IL: American Health Information Management Association (AHIMA) Press. ISBN-13: 978-1584267201

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our Disability Services website.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the

Vice President for Student Services, the Human Resources Director or complete an online report about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our Equity Grievance Policy.