Course Description

Introduces students to the basic concepts of health information management in the healthcare setting. Historical and current record-keeping practices will be explored as well as a basic overview of healthcare delivery systems. The definition of, standards for, and development of both paper and electronic health records as to content, format, evaluation, and completion are discussed. Numbering and filing systems, registries, indexes, forms, and screen design and data exchange are addressed. Other topics include data sets, storage, retrieval, use, and structure of healthcare data; record assembly and analysis; chart location; master patient index; physician documentation and release of information; the role of accrediting and regulatory agencies; facility and staff organization; legal and ethical issues; and the transition to an electronic patient record.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Define the role of the health information management department in the healthcare institution.
2. Differentiate information system policies and procedures required by national health information initiatives on the healthcare delivery system.
3. Examine current legal and ethical issues in regard to accreditation, licensure, and certification standards related to health information and health information system initiatives from the national, state, local, and facility levels.
4. Describe the evolution, adoption, general functions, purposes, and benefits of health information systems.
5. Compare health information standards in terms of their ability to support the requirements of a healthcare enterprise.
6. Propose other health information technology considerations necessary for effective data storage and use in healthcare organizations.
7. Utilize data for collecting, storing, securing, retrieving, and reporting healthcare information.
8. Describe the structure and functions of the American Health Information Management Association (AHIMA).
9. Recognize policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, and managed care.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lessons**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Units II, III, and V-VIII contain additional required readings from outside of the textbook. Links are provided in the Reading Assignments. Suggested Readings are listed in the Unit II, IV, V, VI, and VIII study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information.
that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.

4. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

5. **Unit Assessments**: This course contains two Unit Assessments, one to be completed at the end of Units VII and VIII. Assessments are composed of written response questions.

6. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I-VI Assignments. Specific information about accessing these rubrics is provided below.

7. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

8. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit I Scholarly Activity**

**Evolution and Adoption of Health Information Systems**

For this assignment, you are asked to perform the following tasks:

1. Describe the evolution of healthcare information technology by identifying key technological advancements in each decade, beginning with the 1960s, that had a direct impact on healthcare administrative and clinical functions.
2. Which decade do you feel was most significantly related to advances in health information systems? Please discuss.
3. Based on your own personal views, which specific law or act had the most significant advances for health information systems. Please discuss.
4. Discuss what the American Health Information Management Association (AHIMA) is and its significance to health information technology.

Your response should be at least three pages in length.

You are required to utilize your textbook and peer-reviewed journal articles from the CSU Online Library to complete this assignment. Make sure that you support any claims with proper sources, and appropriately cite your sources in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Essay**

For this unit assignment, identify a reputable website or scholarly article and discuss the following:

1. Describe what a standardized healthcare data set is.
2. Compare and contrast at least three data sets used in electronic health records.
a. What are the data sets used for?
b. Where are the data sets stored/housed?
c. Are the standards governing the data sets used as part of the Department of Health and Human Services meaningful use regulations?

3. Analyse and compare administrative based data and clinical based data.

Your response must be at least three pages in length, double spaced. You are required to use at least one outside source. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III PowerPoint Presentation

Develop a PowerPoint Presentation about standards/code sets, and include a slide for each topic outlined below:

- Slide 1: Introduction
- Slide 2: ICD 9 Overview
- Slide 3: ICD 10 Overview
- Slide 4: ICD 9 and ICD 10 Compare and Contrast
- Slide 5: Describe a SNOMED-CT Code
- Slide 6: Describe a NDC
- Slide 7: Describe a CDT
- Slide 8: Discuss why code sets are used
- Slide 9: Summary slide
- Slide 10: Reference slide with at least one outside source, not counting the textbook, in APA format

If you need additional space for a slide, please use the notes section under the slide.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Homework

Reimbursement and Billing

For this unit assignment, please respond to the following key activities related to billing and reimbursements. The information for these activities can be found in Chapter 7 of your textbook.

1. Briefly describe the reimbursement methodologies.
2. Select a payment system, discuss your selected payment system, and identify its role related to billing and reimbursement.
3. Discuss why a claim may be rejected and possible ways to prevent a claim from being rejected.

Your response should be at least two pages in length, not including the title and reference pages.

The purpose of this assignment is to allow you to recognize the policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, and managed care.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Research Paper

HIM and Other Care Settings

Select one department within a hospital that uses a specialized health information system. Upon selection, develop a research paper that encompasses the following activities:

1. Describe the departmental health record systems or health information system.
2. Explain how the departmental health information system contributes to the electronic health record (EHR).
3. Discuss the factors that cause facilities to use multiple information systems.
4. Describe the health information system workflow of the health department you have selected.
Your answers above should be presented in a minimum of five pages, not including the title page or reference page. Please incorporate at least three references, one of which is from the CSU Online Library. Be sure to use APA citations throughout your paper.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI PowerPoint Presentation**

Imagine you are the chief information officer (CIO) for your local healthcare organization. Your board of directors is very interested about the activities you manage on a daily basis. They sent a list of questions they would like you to present on during the upcoming board meeting scheduled for Tuesday evening. Prepare a PowerPoint Presentation that covers the following components:

1. title slide,
2. compare and contrast the varying filing systems (one-two slides),
3. identify and describe three types of computer storage systems (one slide),
4. explain when it is acceptable to destroy a medical record (one slide),
5. explain when it is not acceptable to destroy a medical record (one slide),
6. explain why a medical record must be retained for your healthcare organization (one slide),
7. describe disaster planning and two different events your department should plan for (one-two slides),
8. develop a conclusion slide, and
9. include a reference slide with at least one outside source, not counting the textbook, in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

*Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.*
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16</td>
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<tr>
<td>Assessments (2 @ 7%)</td>
<td>14</td>
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<tr>
<td>Unit I Scholarly Activity</td>
<td>14</td>
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<tr>
<td>Unit II Essay</td>
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<td>Unit III PowerPoint Presentation</td>
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<tr>
<td>Unit IV Homework</td>
<td>14</td>
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<td>Unit V Research Paper</td>
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<td>Unit VI PowerPoint Presentation</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>Health Care Delivery and Records</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>□ <strong>Chapter 1:</strong> Health Care Delivery Systems&lt;br&gt;□ <strong>Chapter 3:</strong> Electronic Health Records</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>□ <strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)&lt;br&gt;□ <strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)</td>
</tr>
<tr>
<td><strong>Submit:</strong></td>
<td>□ <strong>Scholarly Activity</strong> by Tuesday, 11:59 p.m. CST (Central Time)</td>
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<th>Unit II</th>
<th>Collection of Health Data</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>□ <strong>Reading Assignment:</strong> See Study Guide&lt;br&gt;□ <strong>Suggested Reading:</strong> See Study Guide</td>
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<tr>
<td><strong>Submit:</strong></td>
<td>□ <strong>Essay</strong> by Tuesday, 11:59 p.m. CST (Central Time)</td>
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<th>Standards and Code Sets</th>
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Notes/Goals:
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<tr>
<th>Unit IV</th>
<th>Reimbursement and Billing</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>□ Chapter 7: Reimbursement</td>
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<td>Submit:</td>
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<th>Unit V</th>
<th>Health Information Management and Other Care Settings</th>
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<td>Submit:</td>
<td>□ Research Paper by Tuesday, 11:59 p.m. CST (Central Time)</td>
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<th>Unit VI</th>
<th>Managing Health Records</th>
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Notes/Goals:
## Unit VII

**Legal Issues in Health Information**

### Review:
- Unit Study Guide

### Read:
- **Reading Assignment**: See Study Guide

### Discuss:
- **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

### Submit:
- **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

### Notes/Goals:

## Unit VIII

**HIM Department Management**

### Review:
- Unit Study Guide

### Read:
- **Reading Assignment**: See Study Guide
- **Suggested Reading**: See Study Guide

### Discuss:
- **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

### Submit:
- **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

### Notes/Goals: