



Science, Allied Health, Health, & Engineering Department
Course: **HIM201 Health Information Management Principles**
Instructor: Jill Flanigan
CRN: 1318 Semester: Spring 2017

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Semester: **Spring 2017**

Location: Online

Day/Time: Online

Instructor

Name: Jill Flanigan Phone : 860-343-5791 E-mail: jflanigan@mxcc.edu

Office Location: Wheaton Hall, Room 313

Office Hours: Monday 4pm-6pm, Wednesday 10am-12pm, Thursday 10am-12pm

Course Description (from college catalog):

This course provides students with an introduction to the health information management profession. Students will explore the variety of healthcare delivery settings and the types of records they create. Students will understand the content requirements of the medical record and will learn to evaluate compliance with regulations and standards for medical record documentation. The course will explain the significance of accuracy and integrity of healthcare data in the revenue cycle and in quality and performance improvement processes. This course introduces students to the operation of an HIM department including information systems, budgets, diversity, and the professional code of ethics for health information professionals.

Course Prerequisites: Eligible for ENG101 or ENG101E

Importance of Course in Program/Discipline

American Health Information Management Association (AHIMA) Curriculum Competencies:

The AHIMA Council for Excellence in Education developed competencies for associate degree students with the most recent update in the 2014 Curricula requirements. This program covers the AHIMA recommended competencies in six domains including (I) Data Content, Structure, and Standards, (II) Information Protection: Access, Disclosure, Archival, Privacy & Security, (III) Informatics, Analytics, and Data Use, (IV) Revenue Management, (V) Compliance, and (VI) Leadership. This course addresses the following AHIMA competencies (learning level this course/program goal):

Domain I: Data Content Structure and Standards

Subdomain I.A Classification Systems

I.A.2 Evaluate the accuracy of diagnostic and procedural coding (2/5)

I.A.4 Evaluate the accuracy of diagnostic and procedural groupings (2/5)

Subdomain I.B. Health Record Content and Documentation

I.B.1. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4).

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I.B.2 Verify the documentation in the health record is time.ly, complete, and accurate (2/4)

I.B.3. Identify a complete health record according to organizational policies, external regulations, and standards (3/3)

I.B.4 Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements throughout the continuum of healthcare (3/5).

Subdomain I.C. Data Governance

I.C.1. Apply policies and procedures to ensure the accuracy and integrity of health data (3/3)

Domain II: Information Protection: Access, Disclosure, Privacy & Security

Subdomain II.C. Release of Information

II.C.1 Apply policies and procedures surrounding issues of access and disclosure of protected health information (3/3)

Domain III: Informatics, Analytics, and Data Use

Subdomain III. B. Information Management Strategic Planning

III.B.1. Explain the process used in the selection and implementation of health information management systems (2/2)

Domain IV: Revenue Management

Subdomain IV.A. Revenue Cycle and Reimbursement

IV.A.2. Evaluate the revenue cycle management process (2/5)

Domain V: Compliance

Subdomain V.A. Regulatory

V.A.1 Analyze policies and procedures to ensure organizational compliance with regulations and standards (2/4)

V.A.2. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification (2/4)

Domain VI: Leadership

Subdomain VI.G. Financial Management

VI.G.1. Plan budgets (3/3)

VI.G.2. Explain accounting methodologies (2/2)

VI.G.3. Explain budget variances (2/2)

Subdomain VI.H. Ethics

VI.H.1. Comply with ethical standards of practice (2/5)

VI.H.2. Evaluate the consequences of a breach of healthcare ethics (2/5)

VI.H.4. Create programs and policies that support a culture of diversity (2/6)

Program/Discipline Learning Outcomes Contained in Course

TAP Learning Outcomes (Competencies):

Written Communication in English (E)

2. Use Sources

- Locate and evaluate sources appropriate to the rhetorical situation.
- Read, comprehend, and summarize an argument from a complex piece of writing.
- Analyze, evaluate, and respond to an argument from a complex piece of writing.
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.

- Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.

3. Craft Logical Arguments

- Generate a controlling idea or thesis.
- Provide clear and logical evidence, support, or illustration for their assertions.
- Choose appropriate and effective organizing methods, employing effective transitions and signposts.

4. Apply Language Conventions

- Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
- Apply the conventions of Standard English grammar, spelling, and mechanics.

Quantitative Reasoning (E)

3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.

4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.

Critical Analysis and Logical Thinking (E)

1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments

2. Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning.

3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.

Continuing Learning/Information Literacy (E)

1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.

Historical Knowledge/Understanding (E)

5. Describe the impact of the past on subsequent events, including the present.

Social Phenomena Knowledge/Understanding (E)

1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.

3. Explain ethical issues pertaining to social contexts and phenomena.

Appreciation of the Ethical Dimensions of Humankind (E)

1. Recognize and reflect critically on ethical issues.

2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.

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(D) Designated (E) Embedded Number indicates the numbered item in the TAP
Competency Report

HIM Learning Outcomes (Competencies):

At the conclusion of this course, the Health Information Management Student will be able to:

- Describe the history of the health information management profession
- Identify the roles of health information professionals.
- Describe the types of healthcare organizations and the services they provide.
- Identify a complete health record according to organization policies, external regulations, and standards.
- Recognize timely, complete, and accurate documentation in a variety of healthcare settings.
- Analyze documentation in the health record to ensure it reflects the patient's progress, clinical findings and discharge status.
- Identify roles and responsibilities of various providers and disciplines, to support documentation requirements throughout the continuum of healthcare.
- Apply policies and procedures to ensure the accuracy and integrity of healthcare data.
- Explain the significance of accuracy in diagnostic and procedure coding.
- Describe auditing of diagnosis and procedure codes and grouping.
- Summarize the components and workflow in the healthcare revenue cycle.
- Summarize the AHIMA Code of Ethics.
- Explain the consequences of a breach of healthcare ethics.
- Apply policies and procedures surrounding issues of access and disclosure of protected health information.
- Describe the use of healthcare data to identify trends in the quality, safety, and effectiveness of healthcare services.
- Explain the accreditation and licensing processes for healthcare organizations.
- Describe how healthcare organizations use policy and procedure to comply with regulations and standards.
- Plan budgets for the HIM department.
- Explain accounting methodologies.
- Explain budget variances.
- Explain the process used in the selection and implementation of health information management systems.
- Explain regulations and accreditation requirements that support diversity and cultural competence in healthcare.

Textbooks and other required readings/computer software/materials/library reserve:

Health Information Management Technology: An Applied Approach, Fifth Edition, 2016, Nanette Sayles and Leslie Gordon, AHIMA Press, **ISBN: 9781584264880** (Bundled with AHIMA Student Membership).

Methods of Instruction:

Learning will be achieved through reading, use of online videos, library resources, and web links and coding practice examples and assignments. Resources will be posted to the Blackboard Course space. Students may submit questions about course materials in class, through online discussion boards, or may visit me during office hours. It is important to read all the assigned material and view any video resources posted to the Blackboard Course.

Attention Mobile Users:

Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide a convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, completing assignments or submitting substantive discussion posts.

Communication Plan:

These are my expectations for electronic communication:

- I will remove posts that I determine to be inappropriate or unprofessional.
- Post all questions regarding course readings, assignments, or assessments to the Discussion Boards
- Please use email (course messages) *ONLY* when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the workweek. You *may* get an email reply during the weekend or evening, but that would be an exception not the rule.
- I will also check the discussion forums daily during the workweek. I will be participating in what I hope will be lively discussions and will reply to any discussion comment directed specifically to me.
- Use APA Style for written submissions in this course www.apastyle.org.
- The writing style of discussion boards should be formal and business-appropriate, including citation of sources.

Technology and Social Media:

- Students should not mix personal and academic/professional contacts and accounts when using social media. Students should create social media accounts specifically for professional/academic use to separate their personal online persona from their professional/academic work.
- The college assigns and e-mail account to all students. I will communicate with students through course e-mail or through e-mail directly to the student's Middlesex Community College e-mail address.

- I will not accept requests to connect with students from my personal social media accounts. I have a LinkedIn account for professional use and I will accept requests to connect from students who have set up a professional LinkedIn account. I will delete that connection if the LinkedIn activity contains unprofessional content.

Attendance Policy:

Attendance in face-to-face courses and regular activity in online courses is essential to student success. If you have decided not to continue in a course, do not simply stop attending. You need to withdraw officially. Only students who withdraw from class will receive a grade of W. Otherwise, students will receive the grade they have earned.

Course Evaluation and Grading:

Use APA Style for written submissions in this course www.apastyle.org.

Grading of Discussion Boards

- Professional and respectful communication is required. Disrespectful or unprofessional posts will be removed and will receive a zero.
- Discussion posts must be completed within the course week (by Sunday at 11:59pm); the discussion board will not be available after the due date and no late posts will be accepted. Failure to participate in the discussion by the due date will result in a zero.
- You must cite sources using APA citation style (inline citations and a list of references). Listing only the url of an electronic source is not an APA style citation.
- You need 2 posts each week: (1) your own initial post addressing the discussion topic and (2) a response to another student's posts that demonstrates that you read the post and have responded in a thoughtful way.
- Grammar, spelling, and punctuation always count.

Discussion Board posts (submitted on time) will be graded using the following rubric:

	Novice (0%)	Developing (50%)	Competent (75%)	Proficient (100%)
Quality and Content	Comments are not clearly connected to course materials; does not address all required elements.	Demonstrates difficulty connecting to course materials; does not address all required elements.	Somewhat connected to course materials; addresses most required elements in the assignment; somewhat thoughtful.	Connected to course materials; addresses all required elements; thoughtful and reflective.
Communication and Participation	There are no replies to questions or comments.	Postings sometimes contribute to ongoing	Postings contribute to the class'	Postings actively stimulate and

		conversations.	ongoing conversations	sustain discussion by building on peers' responses.
Grammar & Formatting	More than five incomplete sentence and/or misspelled/improperly used words or punctuation errors.	No more than five incomplete sentence and/or misspelled/improperly used words or punctuation errors.	No more than three incomplete sentence and/or misspelled/improperly used words or punctuation errors.	No more than one incomplete sentence and/or misspelled/improperly used words or punctuation errors.
Sources & Citation	No sources cited.	Sources of poor quality and/or failed to cite using APA format.	Good quality sources with citation in APA style with minor errors.	High quality relevant sources with correct APA citation(s).

Grading of Assignments

You will be able to view your errors and the correct responses after submitting the homework assignments. You may use the discussion board for questions about the assignments and you may discuss the assignments with and work with others in the class. Please complete the homework assignments and review any errors prior to completing the related quiz. Homework submitted up to one week late will receive a 10% score reduction; homework not submitted within a week of the due date will receive a zero.

Grading of Quizzes, Tests, Final Exam

Quizzes, tests, final exam must be completed by the due date or receive a zero. Quizzes, tests, and the final exam must be completed independently. If there is an issue with the format/meaning of a question, please ask me but do not post question/answers or other discussion of these items publicly in the course. You will not be able to access quizzes, tests, or the final exam after the due date has passed. Scores, submitted/correct responses, and feedback will be viewable after all quizzes/tests/final exams have been graded.

Final Grade Calculation

Discussion	130 points
Assignments	610 points
Tests (includes final)	260 points
Total	1000 points

The final grade will be evaluated as a percentage and will translate into letter grades as follows:

Letter Grade	Percent Grade
A	93.0-100.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9

B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	Less than 60.0

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NONDISCRIMINATION POLICY STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
Dr. Adrienne Maslin; Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123
- Secondary Title IX Coordinator
Ms. Queen Fordham, Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011.
- Ms. Anastasia Pych, Director of Human Resources and Labor Relations
apych@mxcc.edu; 860-343-5751; Founder Hall 115

Course Schedule:

The following syllabus may be updated at the discretion of the instructor, please refer to Weekly Assignments and Announcements for any changes during the course.

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Unit # & Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 1 Due Date for Unit: 1/29/2017	Health Information Management Profession	<ul style="list-style-type: none"> Describe the history of the health information management profession Identify the roles of health information professionals. 	Read Text Chapter 1: Health Information Management Profession Watch: (YouTube) Health Information Management Careers at https://youtu.be/u2-77IreWn4 (AHIMA, 2010) Discussion: D-1 What attracted you to the HIM profession? Assignment: A-1 Student Workbook Chapter 1
Unit 2 Due Date for Unit: 2/5/2017	Healthcare Delivery Systems	<ul style="list-style-type: none"> Describe the types of healthcare organizations and the services they provide. Identify roles and responsibilities of various providers and disciplines, to support documentation requirements throughout the continuum of healthcare. 	Read Text Chapter 2: Healthcare Delivery Systems Discussion: D-2 What would you recommend to improve the U.S. healthcare system? Assignment: A-2 Student Workbook Chapter 2
Unit 3 Due Date for Unit: 2/12/2017	Content of the Health Record	<ul style="list-style-type: none"> Identify a complete health record according to organization policies, external regulations, and standards Recognize timely, complete, and accurate documentation in a variety of healthcare settings. 	Read Text Chapter 3: Health Information Functions, Purpose, and Users Discussion: D-3 How does a hybrid record work and how does it impact HIM staff? Assignment: A-3 Student Workbook Chapter 3
Unit 4 Due Date for Unit: 2/19/2017	Accuracy of Healthcare Data	<ul style="list-style-type: none"> Analyze documentation in the health record to ensure it reflects the patient's progress, clinical findings and discharge status. Apply policies and procedures to ensure the accuracy and integrity of healthcare data. 	Read Text Chapter 4: Health Record Content and Documentation Discussion: D-4 How should healthcare providers protect health record data to ensure that the health record integrity remains intact as well as accessible for treatment of the patient? (Hippocrates) Assignment: A-4 Student Workbook Chapter 4
Unit 5 Due Date for Unit: 2/26/2017	Accuracy of Healthcare Data: Coding	<ul style="list-style-type: none"> Explain the significance of accuracy in diagnostic and procedure coding. Describe auditing of diagnosis and procedure codes and grouping. <p>Find an article</p>	Read Text Chapter 5: Clinical Terminologies, Classifications, Code Systems Discussion: D-5 How does using clinical terminologies aid in the interoperability of healthcare data? Assignment: A-5 Student Workbook Chapter 5 Test: T-5 (Unit 1-4) Chapters 1-4
Unit 6 Due Date for Unit: 3/5/2017	Reimbursement	<ul style="list-style-type: none"> Summarize the components and workflow in the healthcare revenue cycle. 	Read Text Chapter 15: Revenue Management and Reimbursement Discussion: D-6 Find an article about healthcare reimbursement, revenue, or Medicare billing fraud and discuss the finding with the class. Assignment: A-6 Student Workbook Chapter 15

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Unit # & Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 7 Due Date for Unit: 3/12/2017	Accreditation and Licensing	<ul style="list-style-type: none"> Describe how healthcare organizations use policy and procedure to comply with regulations and standards. Explain the accreditation and licensing processes for healthcare organizations. 	Read Text Chapter 8: Health Law Discussion: D-7 What special problems do healthcare facilities face in responding to discovery requests involving the EHR? Assignment: A-7 Student Workbook Chapter 8
Unit 8 Due Date for Unit: 3/26/2017	Ethics in Health Information Management	<ul style="list-style-type: none"> Summarize the AHIMA Code of Ethics. Explain the consequences of a breach of healthcare ethics. 	Read Text Chapter 21: Ethical issues in Health Information Management Discussion: D-8 Identify a healthcare case involving a breach of ethics in the news and discuss the consequences of the breach. Assignment: A-8 Student Workbook Chapter 21 Test: T-8 (Unit 5-7) Chapters 5, 15, 8
Unit 9 Due Date for Unit: 4/2/2017	Privacy and Access to Health Information	<ul style="list-style-type: none"> Apply policies and procedures surrounding issues of access and disclosure of protected health information. 	Read Text Chapter 9: D-9 Data Privacy and Confidentiality Watch video (Films on Demand): <i>The case for HIPAA risk assessments at</i> http://plp5.mxcc.commnet.edu/login?url=http://fod.info.base.com/PortalPlaylists.aspx?wID=103971&xtid=52816 (Films Media Group, 2012) Discussion: Do you think there are any problems with the HIPAA Privacy Rule's exceptions to the authorization requirement? Assignment: A-9 Student Workbook Chapter 9
Unit 10 Due Date for Unit: 4/9/2017	Quality Management and Performance Improvement	<ul style="list-style-type: none"> Describe the use of healthcare data to identify trends in the quality, safety, and effectiveness of healthcare services. Describe how healthcare organizations use policy and procedure to comply with regulations and standards. 	Read Text Chapter 18: Performance Improvement Discussion: D-10 You have just been given a promotion to a recently created job in your facility called the "clinical quality manager." Your job is to analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. What steps would you take in the first months of your new job? Assignment: A-10 Student Workbook Chapter 10
Unit 11 Due Date for Unit: 4/16/2017	Operation of the HIM Department: Budget	<ul style="list-style-type: none"> Plan budgets for the HIM department. Explain accounting methodologies. Explain budget variances. 	Read Text Chapter 19: Management Discussion: D-11 Visit the AHIMA website at http://www.ahima.org and local state CTHIMA website and discuss how you can get involved and volunteer. Assignment: A-11 Student Workbook Chapter 19 Test: T-11 (Week 8-10) Chapters 21,9,18
Unit 12 Due Date for Unit: 4/23/2017	Operation of the HIM Department: Information Systems	<ul style="list-style-type: none"> Explain the process used in the selection and implementation of health information management systems. 	Read Text Chapter 11: Health Information Technologies Discussion: D-12 What health IT systems directly and indirectly impact HIM coding and how? Assignment: A-12 Student Workbook Chapter 11

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Unit # & Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 13 Due Date for Unit: 4/30/2017	Operation of the HIM Department: Diversity	<ul style="list-style-type: none"> Explain regulations and accreditation requirements that support diversity and cultural competence in healthcare. 	Read Text Chapter 20: Human Resource Management and Professional Development Watch Video (YouTube) "Putting the Human back into Human Resources" at https://youtu.be/OMq2TijmqCl (Schaefer, 2014) Discussion: D-13 Training is needed for a target HIM employee unit. Propose a training agenda and delivery method and discuss your choices and options. Assignment: A-13 Student Workbook Chapter 20
Unit 14 Due Date for Unit: 5/7/2017	Review	Review	Watch video (Films on Demand): " <i>Competent care in a culturally diverse nation</i> " at http://plp5.mxcc.commnet.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wid=103971&xtid=52851 (Films Media Group, 2016)
Unit 15 Due Date for Unit: 5/14/2017	Final Exam	Final Exam	Test: T-15 Final Exam Units 11-13, Chapters 19, 11, 20

References

AHIMA. (2010, June 17). Health informaiton management careers: Department of labor video contest. Retrieved 1 2, 2017, from <https://youtu.be/u2-77IreWn4>

Films Media Group. (2012). The case for hipaa risk assessments. Retrieved 1 2, 2017, from <http://plp5.mxcc.commnet.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wid=103971&xtid=52816>

Films Media Group. (2016). Competent care in a culturally diverse nation. Retrieved 1 2, 2017, from <http://plp5.mxcc.commnet.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wid=103971&xtid=52851>

Hippocrates. (n.d.). Hippocratic Oath. (M. North, Trans.) National Library of Medicine. Retrieved 1 2, 2017, from https://www.nlm.nih.gov/hmd/greek/greek_oath.html

Schaefer, M. (2014, September 8). Outting the human back into human resources. TEDx Talks. Retrieved 1 2, 20147, from <https://youtu.be/OMq2TijmqCl>