



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title – Health Data Content and Structure**

**Course Prefix and Number – HITT 1301**

**Department – Health Information Technology**

**Division – Allied Health**

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture hours# : Lab/other hours #     3:2:2**

**Equated Pay hours for course - 3**

**Course Catalog Description – Introduction to 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.**

List Lab/ Other Hours
Lab Hours 2
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co requisites - None**

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by Debbie Lutringer, RHIA, CTR	Signature 	Date 9-23-10
Department Head Debbie Lutringer, RHIA, CTR	Signature 	Date 9-23-10
Division Chair Carol Derkowski, RDH, MAIE	Signature 	Date 9-27-10
Vice President of Instruction or Dean of Vocational Instruction Leigh Ann Collins, RIDH, MAIE	Signature 	Date 1-14-11



**I. Topical Outline** – Each offering of this course must include the following topics:

- A. Historical Development of the HIM Profession
  - 1. Origin
  - 2. Functions of the HIM department
  - 3. Development of the HIM practitioners and the professional organization
- B. The Medical Record (development, content, form)
  - 1. Development of a medical record
  - 2. Content of the medical record
    - a. Agencies and organizations that set standards for medical records
    - b. Basic sections
    - c. Composition of hospital records
  - 3. Composition of SNF and ICF records
  - 4. Composition of ambulatory care records
  - 5. Composition of home care and hospice records
  - 6. Composition of psychiatric records
  - 7. Tumor Registry
  - 8. Outpatient Departments
  - 9. Health information system for a radiology department
  - 10. Health information system for a clinical and pathology department
  - 11. Health information system for a physical therapy and occupational therapy departments
  - 12. Health information system for an industrial employee health clinic,
  - 13. Health information system for a university/college health center
  - 13. Medical record format
    - a. Source-oriented medical record
    - b. Problem-oriented medical record
  - 14. Technical evaluation and completion of medical records
    - a. Quantitative vs. qualitative review—definitions
    - b. Quantitative review—purpose, criteria for adequacy
    - c. Review check for deficiencies
    - d. Qualitative Analysis
    - e. Record completion procedures
- C. Clinical records as information Systems
- D. Forms design and control
- E. Numbering, filing and retention of records
- F. The medical staff
- G. Departmental Interrelationships
- H. Medical Library

**II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
Analyze health record content;	Written exams, lab projects
Describe health information management department function and purpose	Written exams, lab projects
Differentiate the various types of health care facilities and their records	Written exams, lab projects, group discussions
Identify the various licensing and regulatory agencies in the healthcare industry.	Written exams

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Green, Michelle A. and Mary Jo Bowie, Essentials of Health Information Management, 2<sup>nd</sup> Edition, Clifton Park, NJ: Delmar, Cengage Learning, 2011.

Green, Michelle A. and Mary Jo Bowie, Lab Manual to Accompany Essentials of Health Information Management, 2<sup>nd</sup> Edition, Clifton Park, NJ: Delmar, Cengage Learning, 2011.

Regular access to appropriate technology for [www.courses](http://www.courses).

**IV. Suggested Course Maximum - 20**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Regular conventional classroom or computer lab. Instructor must have training in, and access to all appropriate technology for [www.courses](http://www.courses)

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course** The final exam evaluation will be on the following scale:

93—100%	A
85—92%	B
78—84%	C
70—77%	D
69—0%	F

Final evaluation will be based on grades achieved during the semester and the final exam.

Daily Grade Average	30%
Test Average	50%
Final Exam	20%

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.