



Missouri Department of Higher Education

Building Missouri's future...by degrees

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Jefferson College

Program Title: Health Information Technology

Degree/Certificate: Associate of Applied Science in Health Information Technology

Options: Not Applicable

Delivery Site(s): Jefferson College Arnold Campus

CIP Classification: 51.0707

Implementation Date: Fall 2012

Cooperative Partners: None

AUTHORIZATION:

Dr. Joyce A. Banjac
 Vice President Chief Academic Officer
 Jefferson College

Joyce A. Banjac
 Signature

12/1/11
 Date

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Institution Name Jefferson College
Program Name Associate of Applied Science in Health Information Technology
Date November 2011

B. Market Demand

- National, state, regional, or local assessment of labor need for citizens with these skills

National-

The U.S. Bureau of Labor Statistics states that there will be a shortage of 51,000 qualified Health Information Technology (HIT) workers over the next 5 years. American Health Information Management Association (AHIMA) estimated that 6,000 jobs need to be filled within the industry on a yearly basis. They conducted a survey that stated 83% of employers favored credentials, 70% said employees with credentials help reduce fraud and abuse concerns, and 68% said credentials improve the delivery of quality health care and decrease the time spent training employees.

The AHIMA Vision 2016 proposes that the coding requirement be raised to requiring an associate degree. A survey AHIMA conducted showed only 51% of current coders in the industry possess that educational background. AHIMA stated HIT associate degree programs address multiple concepts of the profession including legal and regulatory standards, privacy and monitoring of paper and electronic health records. Previously President Bush stated that Americans should have access to their health information via an electronic format by 2014. This demand has increased the need for qualified professionals to compile, maintain and analyze patient information.

The Occupational Outlook Handbook 2010-2011 Edition states that Medical Records and Health Information Technicians employments is expected to increase by 20% by 2018, much faster than the average for all occupations. It states there were 172,500 jobs in 2008 and that they predict 207,600 in 2018. Based on those numbers job prospects should be very good, particularly for technicians with strong computer software skills. Technicians can specialize in many aspects of health information including: analysis, coding, transcription, tumor registry, release of information, etc.

State, Regional and Local-

Governor Nixon has stated goals of creating jobs and transforming Missouri's economy. He stated that we are fighting for every worker who needs a new skill to compete and for the student who dreams of college and a career. Community Colleges must be part of the resolution of the ongoing shortage of qualified professionals for the local healthcare organizations.

Missouri's Hot Jobs 2006-2016 states a need for associate degree prepared health information technicians and predicts 2000 openings for the role in a 10 year time frame. Missouri's long term goal



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for Health Information Technicians employment is over 5,500 positions in Medical Records and Health Information Technology with average annual openings over 200. Places of employment include hospitals, physicians' offices, legal services, insurance companies and long-term facilities. Currently, there are only 4 associate level programs in the state of Missouri that are accredited thru the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Jefferson College will be seeking accreditation through this accrediting body beginning in Fall 2012. Jefferson College will also strive to meet the demands of students by offering as many on-line classes as possible after the initial 2 years of the program.

In Jefferson and St. Genevieve Counties there are no associate level programs for this profession. While there are programs in the St. Louis area this is not time or cost effective for the individuals further south. We have had individuals inquire about this type of program and have received a demand from local employers via an advisory board meeting held a few months back. This type of program appeals to career change students along with individuals currently in the field wanting to increase their skills. Both two and four year HIT/ HIM programs are responding to the continual growth in the healthcare field and striving to provide qualified professionals for the technician roles.

C. Societal Need

- General needs which are directly related to employment

There is a continual need for professionals qualified to work in the health care field. The HIT program at Jefferson College will be part of the resolution to this ongoing problem. Comments made by our advisory board mentioned the difficulty finding qualified and credentialed individuals to work in their offices. By not having these professionals readily available they are forced to outsource services at a much higher rate. The current workforce is also aging and there is a continued need for new qualified professionals to train as future replacements. Health information technicians provide support to the healthcare professionals that deliver the patient care to our community.

The implementation of the Health Information Technology for Economic and Clinical Health (HITECH) Act, adoption of ICD-10CM/PCS by October 2013, AHIMA's Vision 2016 and continued demand for Electronic Health Records by 2014 all support the increased need for an associate level program in our area.

The HITECH Act is aiming for everyone to benefit from an electronic health record and an interoperable health care system. Activities included in the achievement of this act include coordination between states, establishing unity to the public health community in case of emergency, ensuring the workforce is trained to utilize electronic health records and to work together to provide necessary technical support to providers.

ICD-10-CM will contain 68,000 diagnosis codes compared to 13,000 in ICD-9-CM. ICD-10-PCS will also have 87,000 procedure codes. Both systems for ICD-10 will allow coders to specify more accurately and help reduce coding errors. This will also help reduce costs and improve the quality of health care. The downside will be with the addition of so many new codes medical coder's productivity

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will decrease. This decrease will present a new demand for our AAS in HIT to help produce qualified health information technicians that specialize in coding.

AHIMA's Vision 2016 proposes that coders will require an associate level degree and that will also increase the demand for associate level programs to supply qualified health information technicians. As stated above, healthcare demands are expected to continue to increase so the need for coders will be needed in different areas including hospitals, physician offices, legal systems, insurance companies, etc.

The hope of having all patient documentation in an electronic version by 2014 will be difficult to obtain, however all organizations will have at least a plan of action to reach that point. Health information technicians are the professionals that will have the knowledge and skills to assist these organizations through this transition period and in the future.

Missouri is continuing to grow and healthcare workers are at a constant demand. The U.S. Department of Health and Human Services, Administration of Aging states that one in every Americans is age 65 or older. The area of Missouri that Jefferson College serves has continued growth in the aging population. This stresses the importance of building a strong health care community, including long-term care facilities which will be potential employers for our graduates. It was stressed in our advisory board meeting that new qualified professionals are needed to maintain confidentiality, security, integrity and availability of patient information for all health care providers currently and in the future.

Methodology used to determine "B" and "C" above.

Sources include:

- Occupational Outlook Handbook
- American Health Information Management Association
- U.S. Bureau of Labor Statistics
- Health Information Technology Advisory Board at Jefferson College
- Labor Statistic Internet Research
- Missouri Department of Economic Development
- Governor Nixon's State of State Address
- Missouri Economic Research and Information Center
- Health Guide USA
- U.S. Department of Health and Human Services- Administration of Aging

Duplication and Collaboration

- If similar programs currently exist in Missouri, what makes the proposed program necessary and/ or distinct from the others at public institutions, area vocational technical schools, and private sector career schools?

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Jefferson College covers a large portion of the population south of St. Louis. While there are other HIT programs in the St. Louis area demand for a program further south has been expressed by many. The Applied Associate of Science (AAS) in Health Information Technology (HIT) degree will be similar to the four other CAHIIM accredited two year HIT programs in Missouri. Jefferson College will be seeking accreditation through CAHIIM in Fall 2012. Jefferson College will also seek articulation agreements with St. Louis University and Stephens College to facilitate a smooth transfer of the AAS HIT degree to the Baccalaureate programs offered at those Universities in the future.

- Does delivery of the program involve collaborative effort with any external institution or organization? If yes, please complete form CL.

No. The only time the program will require external support will be for the Professional Practice Experience. These experiences will be obtained through local facilities and contracts will be obtained prior to the students working at those organizations.

Institutional Characteristics

Jefferson College is a student-centered comprehensive community college, committed to providing an accessible, quality college experience as it strives to meet the diverse needs of students and the community. Superior teaching and services foster a supportive learning environment, which promotes intellectual, social, and personal growth. A strong general education curriculum, college transfer and technical programs, personal enrichment courses, and on-campus experiences prepare students to succeed in their careers, further their education, and prosper in a diverse world. Jefferson College's ongoing assessment of students, programs, and services assures that it is a responsive and progressive community college. We value student growth, student master of skills, student centered services, diversity, assessment, shared governance, professional growth, academic freedom and community service.

Jefferson College is accredited by the Missouri Department of Elementary and Secondary Education and the Coordinating Board for Higher Education.

Jefferson College is committed to assisting students with knowledge, skills and perspectives for our ever changing world. Health care professionals are consistently needed in our workforce and implementing the Health Information Technology (HIT) program will help fulfill the need in our area. The college will continue to maintain and build new relationships with local employers. The HIT program will utilize their advisory board to ensure the needs from employers are met. The program director will work to ensure the HIT program is consistently staying in tune with the upcoming technological advancements in the profession to ensure our graduates are on the cutting edge of our profession.

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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	25	31	32	33
Part Time	0	3	5	4	4
Total	10	28	36	36	37

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Form SE - Student Enrollment Projections



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PROGRAM STRUCTURE

A. Total credits required for graduation: 66-68

B. Residency requirements, if any: Course/ Program Fees are assessed based on residency status.

C. General education: Total credits: 36-38

Courses (specific courses OR distribution area and credits):

COL 101	Introduction to College or	(1-3) cr.
GUD 136	Mastering the College Experience	
BIT 122	Medical Terminology	(3) cr.
BIO 211	Anatomy & Physiology I	(4) cr.
ENG 101	English Composition I	(3) cr.
MTH 128	Intermediate Algebra	(3) cr.
HST 103	US History I or	(3) cr.
PSC102	Missouri Governments and Constitutions	
BIO 212	Anatomy & Physiology II	(4) cr.
SPD 105	Oral Communications	(3) cr.
PSY 101	General Psychology	(3) cr.
CIS 133	Microcomputer Software Applications	(3) cr.
BIO 245	Pathophysiology	(3) cr.
BIT 140	Internet Communications	(3) cr.

D. Major requirements: Total credits: 30

HIT 100	Introduction to Health Information Technology	(3) cr.
HIT 110	Healthcare Quality & Performance Improvement	(3) cr.
HIT 120	Healthcare Privacy & Security	(3) cr.
HIT 200	Coding I	(3) cr.
HIT 210	Healthcare Statistics	(3) cr.
HIT 220	Electronic Health Systems	(3) cr.
HIT 230	Coding II	(3) cr.
HIT 240	Healthcare Legal & Ethical Issues	(3) cr.
HIT 250	Healthcare Billing & Reimbursement	(3) cr.
HIT 260	Professional Practice	(3) cr.

E. Free elective credits: There are no electives in the associate degree (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

A supervised professional practice experience will be completed with a local hospital, physician's office, clinic or other health care setting with specific projects established that relate to the daily duties that a health information technologist would complete. Students will have specific projects to be completed at the designated site and will submit a one page written report for each assigned task. An ongoing notebook will be completed during the professional practice experience and reviewed by the instructor.

G. Any unique features such as interdepartmental cooperation:

Not applicable



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Jefferson College
Program Name Associate of Applied Science in Health Information Technology
Date November 2011

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Jefferson College has students complete a series of placement tests for math, science, English, etc. Results of these tests are used as a guide for the Admissions team when placing students in specific classes and programs. Students seeking an Associate of Applied Science in Health Information Technology will complete these tests and be placed accordingly. No special entry process or qualification is required. Students will be required to have a physical examination, tuberculosis test, criminal background check and drug screen if the affiliate organization requires this to complete their final Professional Practice course. This program is for individuals striving to obtain a career as a health information technologist.

- Characteristics of a specific population to be served, if applicable.

This program is for individuals striving toward retraining in their current job and/or to obtain a career as a health information technologist.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Health Information Technology (HIT) faculty must meet one or both of the following requirements: The HIT program must have a program director. The director must be certified as a Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT) and have a minimum of a baccalaureate degree. There is no exception to the required AHIMA credential. One full time faculty member is also required for the program. Faculty members should possess a baccalaureate degree, expertise in the content area taught, knowledge of educational strategies and work

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experience in the professional field. Any faculty members teaching coding classes will be required to be certified as an RHIA, RHIT, CCS or CCS-P. The program director and faculty members will participate in continuing professional development related to their role, responsibilities, classes taught and the health information management profession.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Full time faculty will be assigned 75% of the credit hours for the health information technology program. The remaining portion will be covered by adjunct faculty who are specialized towards specific topics/ classes.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Students completing the HIT program will be required to complete a professional practice clinical experience. These activities will provide exposure in a professional manner to the work environment, work load and particular experiences and activities. The program expectation is that the students are prepared to sit for the national registry examination for Registered Health Information Technicians (RHIT).

Enrollment Projections

- Student FTE majoring in program by the end of five years.

Please see Student Enrollment Projection Sheet. An estimated 33 full-time majors will be in the program by the end of five years.

- Percent of full time and part time enrollment by the end of five years.

An estimated 70% will be full time and 30% part time by the end of five years.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Based on enrollment projections and an 80% graduation success rate the Health Information Technology (HIT) Program would have 10 graduates after three years of implementation and 21 graduates after five years of implementation. Job placement rates within the industry look positive for graduates at greater than 75%. Jefferson College anticipates placing 90% of its graduates from the HIT program into work specific to the skills or a closely related field. The remaining 10% is allotted for unrelated fields and/or transfer to different programs. The HIT program is designed in coordination with the four-year universities in Missouri. The college will pursue articulation agreements for graduates that desire to continue on to a four year degree program.

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- Special skills specific to the program.

Graduates of the HIT program will be ready to enter the workforce utilizing skills including: maintaining, compiling and reporting health information, planning facilities, abstracting and coding, analyzing health records and managing risk and quality assurance. Upon CAHIIM accreditation of the program, students completing the HIT program will be eligible to sit for the American Health Information Management Association (AHIMA) certification exam for Registered Health Information Technologists (RHIT).

- Proportion of students who will achieve licensing, certification, or registration.

Faculty anticipates that 80% of the HIT students upon completion of the program will sit for the AHIMA RHIT examination.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Upon completion of all programs at Jefferson College students are required to complete an exit examination and the Work Keys examination per their specified HIT AAS degree. The Work Keys examination includes sections on reading for information, applied mathematics and locating information. Upon CAHIIM accreditation of the HIT program, students completing the HIT program will be eligible to sit for the American Health Information Managements Association (AHIMA) certification examination for Registered Health Information Technologists

- Placement rates in related fields, in other fields, unemployed.

Jefferson College anticipates placing 90% of its graduates from the HIT program into work specific to the skills or a closely related field. The remaining 10% is allotted for unrelated fields and/or transfer to different programs.

- Transfer rates, continuous study.

The HIT program is designed in coordination with the four-year universities in Missouri. The college will pursue articulation agreements for graduates that desire to continue on to a four year degree program.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

Jefferson College will seek HIT Associate of Applied Science in Health Information Technology Degree Program accreditation through the Commission of Accreditation for Health Informatics and Information Management (CAHIIM). Program accreditation standards require that the program be in place, managed by a program director with appropriate credentials along with appropriate curriculum addressing entry level competencies as provided by AHIMA and program's goals, assessments and outcomes to provide ongoing self-assessment of the program. Candidacy status will be sought beginning Fall 2012 semester. Accreditation will be obtained within the two-year period allowed for accreditation approval.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys.
- Expected satisfaction rates for employers, including timing and method of surveys.

Jefferson college students take an exit survey prior to graduation. The college sends an additional survey at 6 and 9 months after the student has completed their program. Phone calls and emails are also used as communication tools to find out information from the student regarding where they are or are not employed, etc. Also, the HIT program has an advisory board required by CAHIIM. This group will give suggestions to assist with ongoing curriculum improvement and program development. The board members will be a resource to determine satisfaction rates for the area employers.

Other Relevant Information

a. General Oversight

General oversight of the HIT program will rest with the Career and Technical Education Division Dean and Division Chair.

b. Support Services

Successfully getting through college requires skill and sense of direction. At times, students may need help along the way to satisfy the demands that college and busy life plan on them. Student Support Services- Project SUCCESS can help students develop excellent academic skills and acquire a sense of direction that will allow them to achieve their educational goals at Jefferson College and beyond.

Student Support Services is a federally funded TRIO program providing:

- Academic Assistance

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- Career Counseling
- Transfer Counseling
- Financial Guidance
- Cultural Enrichment

All services are free to eligible students. Eligibility guidelines include:

- 1) Low income, and/or
- 2) First generation college students, and/or
- 3) Students with a documented disability.

Project SUCCESS staff is committed to helping students graduate and/or transfer from Jefferson College. Appointments are available to students at all locations.

All full-time, degree seeking students are assigned appropriate advisors to assist in long-term academic decision making as well as current course selection. Many academic advisors are faculty members who specialize in advising students majoring in fields they teach. Currently enrolled students are encouraged to schedule an appointment to meet with their assigned advisor.

New students are required to make an advising appointment.

After being admitted to Jefferson College, an advisor will assist the student in registering for classes during a one-on-one appointment. New students are required to complete the First Year Experience requirement by enrolling in COL 101, Introduction to College: Strategies for Success, or GUD 136, Mastering the College Experience.

c. Disability Support Services

Students with disabilities can utilize support services offered by Disability Support Services by registering with the program coordinator. Students must provide documentation of their disability from a qualified professional in a timely manner to receive accommodations. An Assistive Technology Center is available for students who require adaptive technology and/or additional resources.



STATE OF MISSOURI
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Postsecondary Career Education Program Approval Request

WHEN SUBMITTING A CAREER EDUCATION PROGRAM APPROVAL REQUEST TO THE DEPARTMENT OF HIGHER EDUCATION, PLEASE RETURN THIS COMPLETED FORM TO THE COORDINATOR OF CAREER EDUCATION AT THE ABOVE ADDRESS

TO BE COMPLETED BY INSTITUTION

Institution Name:

County District Code:

Career Education Program Title:

Degree/Certificate:

Options:

Proposed CIP Code:

Implementation Date:

Date Proposal Submitted to DHE:

College Website for Course Listing:

List all CTE courses that are part of this program.

FOR DESE USE ONLY

Approved by Coordinating Board

Date:

Approved by DESE

Date:

Entered into Division Program Directory

Date:

Last Name

First Name

Date of Birth

ASSOCIATE OF APPLIED SCIENCE
Degree Plan
HEALTH INFORMATION TECHNOLOGY

Effective 2012-2013

COURSE TITLES	COURSE NUMBERS	COMPLETED	ENROLLED	NEED
Introduction to College or Mastering the College Experience (1-3)	COL 101 or GUD 136			
Medical Terminology (3)	BIT 122			
Introduction to Health Information Technology (3)	HIT 100			
Anatomy & Physiology I (4)	BIO 211			
English Composition I (3)	ENG 101			
US History I or Missouri Governments and Constitutions (3)	HST 103 or PSC 102			
Anatomy & Physiology II (4)	BIO 212			
Oral Communications (3)	SPD 105			
Intermediate Algebra (3)	MTH 128			
General Psychology (3)	PSY 101			
Microcomputer Software Applications (3)	CIS 133			
Pathophysiology (3)	BIO 245			
Internet Communications (3)	BIT 140			
Coding I (3)	HIT 200			
Healthcare Statistics (3)	HIT 210			
Electronic Health Systems (3)	HIT 220			
Healthcare Privacy & Security (3)	HIT 120			
Coding II (3)	HIT 230			
Healthcare Legal & Ethical Issues (3)	HIT 240			
Healthcare Billing & Reimbursement (3)	HIT 250			
Healthcare Quality & Performance Improvement (3)	HIT 110			
Health Information Technology Professional Practice (3)	HIT 260			
Student Signature/Date				
Advisor Signature/Date				

Total Credit Hours: 66-68

Created October 20

**Jefferson College AAS, HIT Program
Curriculum Sequence 2012-2013**

COURSE NUMBERS	COURSE TITLES	Credits
	Sequence	
	First Semester- Fall 2012	
COL 101 or GUD 136	Introduction to College or Mastering the College Experience	1-3
BIT 122	Medical Terminology	3
HIT 100	Introduction to Health Information Technology	3
BIO 211	Anatomy & Physiology I	4
ENG 101	English Composition I	<u>3</u>
		14-16
	Second Semester- Spring 2013	
BIO 212	Anatomy & Physiology II	4
HIT 110	Healthcare Quality and Performance Improvement	3
MTH 128	Intermediate Algebra	3
HIT 120	Healthcare Privacy and Security	3
CIS 133	Microcomputer Software Applications	<u>3</u>
		16
	Summer Semester- 2013	
BIO 245	Pathophysiology	3
BIT 140	Internet Communications	<u>3</u>
		6
	Third Semester- Fall 2013	
HIT 200	Coding I	3
HIT 210	Healthcare Statistics	3
HIT 220	Electronic Health Systems	3
PSY 101	General Psychology	3
HST 103 or PSC 102	US History I or Missouri Governments and Constitutions	<u>3</u>
		15
	Fourth Semester- Spring 2014	
HIT 230	Coding II	3
HIT 240	Healthcare Legal and Ethical Issues	3
HIT 250	Healthcare Billing and Reimbursement	3
SPD 105	Oral Communications	3
HIT 260	HIT Professional Practice	<u>3</u>
		15
	Total Hours:	66-68

Health Information Technology Course Descriptions

General Education Course Descriptions

ENG 101 English Composition I (3 Credits)

Prerequisite: COMPASS writing skills score of 70 or higher within the past two years, ACT English score of 18 or higher within the past two years, ENG099 with a grade of “C” or better, or ENG034 with a grade of “C” or better. English Composition I offers the student the opportunity to learn to write competent expository essays and to do preliminary research. Students will review grammar and mechanics, but the emphasis is on the writing process. Non-native speakers of English who do not qualify for ENG 101, based on the required test scores, must take ENG 031, English as a Second Language I; ENG 032, English as a Second Language II, ENG 033, English as a Second Language III; and/ or ENG 034, English as a Second Language IV. (F,S,Su,O)

SPD 105 Oral Communication (3 Credits)

Prerequisite: None

Oral Communication involves the student in both interpersonal (one-to-one) communication and public speaking. This course will require tests and activities demonstrating understanding of principles of interpersonal communication and speeches demonstrating skill in both informative and persuasive speaking. Oral Communication fulfills the oral communication requirement for the Associate of Arts and Associate of Arts in Teaching degrees. (F,S,O)

PSY 101 General Psychology (3 Credits)

Prerequisite: None

General Psychology deals with the scientific study of behavior and mental processes found in humans and animals. This course partially fulfills the social and behavioral science requirement for the Associate of Arts and Associate of Arts in Teaching Degrees. (F,S,Su,O)

MTH 128 Intermediate Algebra (3 Credits)

Prerequisite: COMPASS algebra score of at least 42 within the past two years, ACT math score of 18 or higher within the past two years, or MTH 002 with a grade of “C” or better.

Intermediate Algebra continues the development of the algebraic skills introduced in Beginning Algebra. This course counts as an elective toward the Associate of Arts degree. (F,S,Su,O)

BIO 211 Anatomy & Physiology I (4 Credits)

Prerequisite: High school biology and chemistry or equivalent (BIO 101 and CHM 101), with a grade of “C” or better within the previous five years of registration date.

Anatomy and Physiology I examines the structure and function of cells, tissues, organs, and organ systems. Although all organ systems are introduced, special emphasis is given to the integumentary, skeletal, muscular, nervous, and endocrine systems. Laboratory time is required. Anatomy and Physiology I will fulfill the laboratory science requirement for the Associate of Arts and Associate of Arts in Teaching degrees. Students cannot apply both BIO120 and BIO211 toward graduation. (F,S)

BIO 212 Anatomy & Physiology II (4 Credits)
Prerequisite: BIO211 with a grade of “C” or better or special permission of the Dean; BIO 120 will not fulfill the prerequisite for BIO 212.
Anatomy and Physiology II is a continuation of BIO211 with emphasis on cardiovascular, lymphatic, respiratory, digestive, excretory and reproductive systems. Laboratory time is required. (F,S,Su)

BIO 245 Pathophysiology (3 Credits)
Prerequisite- BIO 212 with a grade of “C” or better.
This course presents an overview of human disease processes and examines how common diseases affect homeostasis. The pathological basis of signs and symptoms in cells, organs, and inter-related body systems are presented. Required for the AAS degree in Health Information Technology. (F,S,Su)

HST 103 U.S. History I to Reconstruction (3 Credits)
Prerequisite: None
U.S. History I shows the development of the United States from Columbian contact through post Civil War reconstruction. This course is designed to help students understand and function in their society. U.S. History I fulfills the Missouri and U.S. Constitutions requirements and partially fulfills the history-political science requirement for the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science degrees. (F,S,O)

COL 101 Introduction to College/ Strategies for Success (1 Credit)
Prerequisite: None
Introduction to College: Strategies for Success introduces students to college life. This course emphasizes orientation to the college, behavioral expectations of college students, required skills for academic success, Jefferson College resources, and essential college/workplace issues such as time management, decision making, and goal setting. (F,S,Su,O)

Information Systems Component Course Descriptions

BIT 140 Internet Communications (3 Credits)
Prerequisite: None
Internet Communications provides students with an exploratory platform for many Web and communication tools. The course emphasizes cutting-edge technology and tools for productivity. This exploratory course provides students with an opportunity to connect with global learning communities through the Web and to learn some of the latest communication tools. (S,O)

CIS 133 Microcomputer Software Applications (3 Credits)
Prerequisite: None
Microcomputer Software Applications gives practical experiences using widely utilized microcomputer software application programs: word processing (Word), spreadsheet (Excel), database (Access), and presentation (PowerPoint). Students will also learn basic Windows functions and briefly explore the Internet. Students may need to work in the computer laboratory

outside of class in order to complete the assignments. This course fulfills the computer literacy graduation requirement for degree-seeking students. (F,S,Su,O)

HIT Core Curriculum Course Descriptions: Year 1

HIT 100 Introduction to Health Information Technology (3 Credits)

Pre/ Co-requisite: BIT 122

This course provides an introduction to health information technology and the organization of healthcare delivery in the acute care setting. Analysis of health records in paper, hybrid and electronic formats will form the basis of classroom discussion. Emphasis is on the documentation requirements for licensure, accreditation and certification. Other topics include data sets, storage and retrieval and the use and structure of healthcare data, record assembly and analysis, chart location, master patient index, physician documentation and release of information. (F,S)

HIT 110 Healthcare Quality & Performance Improvement (3 Credits)

Prerequisite: HIT 100 with a grade of “C” or better.

This course introduces students to the theory, practice and management of quality performance and improvement. Examination of peer review processes, collection tools, data analysis and reporting techniques will be reviewed. Utilization, risk, and case management are blended concepts used throughout this course. Regulatory quality monitoring requirements and outcome measures monitoring are addressed. (S)

HIT 120 Healthcare Privacy and Security (3 Credits)

Prerequisite: HIT 100 with a grade of “C” or better.

This course will focus on the privacy and security of protected health information in the medical field. HIPAA standards and security measures will be reviewed in an acute and outpatient setting. Case studies will be utilized to give real world examples. (S)

BIT 122 Medical Terminology: (3 Credits)

Prerequisite: None

Medical Terminology provides a broad survey of the language of medicine and health technologies. Students will learn to accurately spell and define common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities. This course emphasizes the formation, definition, and pronunciation of medical terms and the use of reference materials. A brief presentation of anatomy and physiology precedes the content concerning disorders. (F,O)

HIT Core Curriculum Course Descriptions: Year 2

HIT 200 Coding I (3 Credits)

Prerequisite: BIO 245 with a grade of “C” or better

This course introduces the theory, structure, and organization of the International Classification of Disease (ICD)-9-Clinical Modification (CM) coding system. The principles, guidelines, and

conventions utilized to accurately assign codes to diagnoses and procedures with ICD-9-CM are examined in detail. The role of ICD-9-CM codes in billing and reimbursement will be included. (F)

HIT 210 Healthcare Statistics (3 Credits)

Prerequisite: MTH 128 or higher with a “C” or better and HIT 110 with a grade of “C” or better. This course entails a study of healthcare statistics with a focus on the commonly used rates and percentages computed principally on hospital inpatients. It will also include an in-depth study of hospital statistics, sources, definitions, collection, reporting, and presentation of data. Non-acute care data and examples will also be included in the lessons. (F)

HIT 220 Electronic Health Systems: (3 Credits)

Prerequisite: ENG 101 with a grade of “C” or better and HIT 110 with a grade of “C” or better. This course emphasizes the role of information technology in healthcare, describes key elements of health information systems, defines the electronic health record (EHR), and establishes the context of the EHR within the scope of health information technology (HIT). (F)

HIT 230 Coding II (3 Credits)

Prerequisite: HIT 200 with a grade “C” or better. This course introduces the theory, structure, and organization of the Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) Level II coding systems. The application of coding principles used to accurately assign CPT and HCPCS Level II codes to health records forms the basis of class discussion. The role of CPT and HCPCS Level II in billing and reimbursement will be included. (S)

HIT 240 Healthcare Legal and Ethical Issues (3 Credits)

Prerequisite: HIT 240 with a grade of “C” or better. This course investigates ethical issues in healthcare while examining the procedures and laws that regulate the content, confidentiality, disclosure, use, and retention of health information. Patient rights/advocacy, advanced directives, privacy, release of information, and security policies and procedures of healthcare organizations will be emphasized. (S)

HIT 250 Healthcare Billing and Reimbursement (3 Credits)

Prerequisite: HIT 210 with a grade of “C” or better. This course prepares students to review health care payment, illustrate the reimbursement cycle, and comply with regulatory guidelines. Chargemaster maintenance and reimbursement monitoring and reporting are emphasized. Ambulatory Payment Classification Systems and other prospective payment systems, the revenue cycle, chargemaster, Resource Based Relative Value Scale, regulatory guidelines and billing processes will be covered. (S)

HIT 260 Health Information Technology Professional Practice (3 Credits)

Prerequisite: HIT 200 with a grade of “C” or better, HIT 210 with a grade of “C” or better, HIT 220 with a grade of “C” or better. The course is designed to help the student gain the entry-level competencies as set forth by the American Health Information Management Association (AHIMA). The student can utilize health

information technology experiences both in an acute care facility and alternate health care settings, such as nursing homes, ambulatory clinics, physician offices, and hospice agencies. The Jefferson College HIT Faculty and the health care facility staff will guide the students during this offsite learning experience. All students will participate in a mandatory orientation provided by the Jefferson College HIT Faculty before beginning their coursework outside the college. During the course a review regarding the components for the Registered Health Information Technician Exam will be covered. (S)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 100 Introduction to Health Information Technology
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Fall 2012
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – \$35 Student Membership of American Health Information Management Association.
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
Davis, Nadine, & LaCour, Melissa (2007). *Health Information Technology* (2nd ed.). St. Louis, MO: Saunders Elsevier.
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies
- G. Library resources: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 100

Introduction to Health Information Technology

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 100 Introduction to Health Information Technology

I. CATALOGUE DESCRIPTION

- A. Pre/ Co-requisite: BIT 122
- B. Credit hour award: 3
- C. Description: Introduction to Health Information Technology provides an introduction to this field and the organization of healthcare delivery in the acute care setting. Analysis of health records in paper, hybrid, and electronic formats will form the basis of classroom discussion. Emphasis is on the documentation requirements for licensure, accreditation, and certification. Other topics include data sets, storage and retrieval, and the use and structure of healthcare data, record assembly and analysis, chart location, master patient index, physician documentation, and release of information. (F,S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Define key Health Information Technology words and abbreviations.	Class Lecture Summative Examination
Describe the development of the Health Information Technology profession.	Class Discussion/Activity Written Project/Paper Summative Examination
Identify the requirements for initial and continuing certification within the Health Information Technology profession.	Class Discussion/Activity Summative Examination
Describe the various functions of a Health Record Department.	Class Discussion/Activity Summative Examination
Describe the impact of technology on the Health Information Technology profession.	Class Discussion/Activity Written Project/Paper Summative Examination
Describe some of the existing and emerging roles in the Health Information Technology profession.	Class Discussion/Activity Written Project/Paper Summative Examination
Locate various resources for Health Information Technology professional development, including, but not limited to, the Journal of AHIMA, publications of AHIMA, the Internet web site of AHIMA, other related web sites, and the FORE Library.	Class Discussion/Activity Written Project/Paper
Outline the flow of data into a patient record by various methods and entities in a health care organization.	Class Discussion/Activity Summative Examination
Describe how health data/information is used by various individuals and groups.	Class Discussion/Activity Written Project/Paper Summative Examination
Discuss concerns related to protection of patient data to preserve confidentiality.	Class Discussion/Activity Written Project/Paper
Identify key organizations external to the health care facility that influence data collection.	Class Discussion/Activity Summative Examination

Compare the following record formats: source-oriented, problem-oriented, or integrated.	Class Discussion/Activity Summative Examination
Review the evolution of the CPR (computerized patient record).	Class Discussion/Activity Written Project/Paper Summative Examination
Compare the three types of documentation analysis: quantitative, qualitative, and statistical.	Class Discussion/Activity Summative Examination
Describe systems for handling incomplete health records.	Class Discussion/Activity Written Project/Paper Summative Examination
Outline the path a patient record takes through a health record department from dismissal to permanent file.	Class Discussion/Activity Written Project/Paper Summative Examination
Identify various numbering and filing systems for storage of patient records.	Class Discussion/Activity Written Project/Paper Summative Examination
Compare manual and automated record-tracking systems.	Class Discussion/Activity Written Project/Paper Summative Examination
Summarize the value of the master patient index (MPI) in accessing patient records.	Class Discussion/Activity Summative Examination
List ways to safeguard patient information.	Class Discussion/Activity Written Project/Paper Summative Examination

III. COURSE OUTLINE

- A. Health Care Delivery Systems
 - 1. Health Care Professionals
 - 2. Health Information Management
 - 3. Comparison of Facilities
 - 4. Legal and Regulatory Environment

- B. Paying for Health Care
 - 1. Reimbursement
 - 2. Insurance
 - 3. Government Influence on Reimbursement

- C. Collecting Health Care Data
 - 1. Basic Concepts
 - 2. Key Data Categories
 - 3. Medical Decision Making
 - 4. Describing Data
 - 5. Organization of Data Elements in a Health Record
 - 6. Data Quality

- D. Acute Care Records
 - 1. Clinical Flow of Data
 - 2. Clinical Data
 - 3. Data Quality

- 4. Accreditation
- E. Health Information Management Processing
 - 1. Data Quality
 - 2. Post-discharge Processing
 - 3. Other Health Information Management Roles
- F. Coding and Reimbursement
 - 1. Coding
 - 2. Prospective Payment Systems
 - 3. Billing
 - 4. Impact of Coding
- G. Health Information Management Issues in Alternative Settings
 - 1. Ambulatory Care
 - 2. Ambulatory Care: Radiology and Laboratory
 - 3. Ambulatory Care: Ambulatory Surgery
 - 4. Long term Care
 - 5. Behavioral Health Facilities
 - 6. Rehabilitation Facilities
 - 7. Hospice
 - 8. Home Health Care
 - 9. Other Specialty Facilities
- H. Storage
 - 1. The Paper Perspective
 - 2. Master Patient Index
 - 3. Filing
 - 4. Alternative Storage Methods
 - 5. Chart Locator Systems
 - 6. Security of Health Information
- I. Statistics
 - 1. Organized Collection of Data
 - 2. Data Retrieval
 - 3. Reporting of Data
 - 4. Statistical Analysis of Patient Information
 - 5. Routine Institutional Statistics
- J. Quality and Uses of Health Information
 - 1. The Quality of Health Care
 - 2. Quality Management Theories
 - 3. History and Evolution of Quality in Health Care
 - 4. Monitoring the Quality of Health Information
 - 5. Health Information in Quality Activities
 - 6. Organization and Presentation of Data
 - 7. Health Care Facility Committees
 - 8. Uses of Health Information
- K. Confidentiality and Compliance
 - 1. Confidentiality

2. Health Insurance Portability and Accountability Act
3. Access
4. Consent
5. Release of Information
6. Preparing for a Record Release
7. Internal Requests for Information
8. Sensitive Records
9. Federal, Corporate, and Facility Compliance

L. Electronic Records

1. The Evolution of the Electronic Health Record
2. Government and Private Sector Intervention
3. Advantages of and Barriers to Implementing an Electronic Health Record
4. Electronic Health Record Management
5. Career Opportunities

M. HIM Department Management

1. Human Resources
2. Organization Charts
3. Health Information Management Workflow
4. Department Planning
5. Prioritization of Department Functions
6. Evaluation of Department Operations and Services
7. Department Policies and Procedures
8. Health Information Personnel
9. Employee Productivity
10. Employee Evaluations
11. Hiring Health Information Management Personnel
12. Fair Employment Practices
13. Department Equipment and Supplies
14. Ergonomics

N. Training and Development

1. Orientation
2. Training
3. In-service Education
4. Educating the Public
5. Continuing Education
6. Communication
7. Department Meetings

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/discussions in classroom

V. REQUIRED TEXTBOOK

Davis, Nadine, & LaCour, Melissa (2007). *Health Information Technology* (2nd ed.). St. Louis, MO: Saunders Elsevier.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class handouts
- B. Current internet resources
 - 1. On-line reference materials
 - 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Written Projects or Papers will equal 30% of total course grade. This will consist of 1-3 assignments focused on health information technology theory and principles.
- B. Summative Written Examinations: 4 examinations worth up to 60%
- C. Attendance/participation grade will equal 10% of total course grade
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 110 Healthcare Quality and Performance Improvement
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2013
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
Spath, Patrice (2009). *Fundamentals of Healthcare Quality Management* (3rd Edition). Forest Grove, OR: Brown-Spath & Associates.
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies
- G. Library resources: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 110

Healthcare Quality and Performance Improvement

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 110 Healthcare Quality and Performance Improvement

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 100 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course introduces students to the theory, practice and management of quality performance and improvement. Examination of peer review processes, collection tools, data analysis and reporting techniques will be reviewed. Utilization, risk, and case management are blended concepts used throughout this course. Regulatory quality monitoring requirements and outcome measures monitoring are addressed. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Compare quality assurance/resource and quality assessment.	Class Discussion/Activity Summative Examination
Review the importance of continuous quality improvement and methods of achieving this program.	Class Discussion/Activity Written Project/Paper Summative Examination
Identify Health Information Technology Department's role in quality assessment, including clinical pertinence, quality review of transcription of reports, and quality review of filing records and/or loose sheets.	Class Discussion/Activity Written Project/Paper Summative Examination
Outline the functions of the quality resource, utilization management and risk management committees.	Class Discussion/Activity Written Project/Paper Summative Examination
Define the scope of service for a Peer Review Organization.	Class Discussion/Activity Summative Examination
Identify the components of quality resource, utilization management and risk management administration.	Class Discussion/Activity Summative Examination
Define the term Corporate Compliance.	Class Discussion/Activity Written Project/Paper Summative Examination
Discuss Health Information Technology’s role in compliance programs.	Class Discussion/Activity Written Project/Paper Summative Examination
Discuss abuse and fraud and Health Information Technician’s role in protecting against it.	Class Discussion/Activity Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

- A. Quality Assessment and Improvement
 - 1. Quality Assurance
 - 2. Quality Assessment
 - 3. Origin of Quality Improvement (QI)

4. Defining QI
 5. Quality Improvement tools
- B. Applying QI to Medical Records
1. Performance Monitoring
 2. Clinical Pertinence
 3. Compliance Programs
 4. Fraud and Abuse
- C. Resource Management
1. Historical forces in Utilization Review
 2. Integrating Utilization into the Quality Management program
 3. Case-mix Systems
 4. Preadmission Review
 5. Continuing Care Plans
 6. Medicare Guidelines
 7. Monitoring ancillary services
 8. Analysis and Use of Data
 9. Critical/Clinical Pathways
 10. Disease Management
 11. Case Management
- D. Risk Management
1. Objectives/integration of a program
 2. Mechanisms for case identification
 3. Various risk-control programs
 4. Incident Reports
 5. Various data sources utilized in risk management activities
 6. Ways to reduce risk for a facility
 7. Risk control programs
- E. Quality Monitoring and Improvement
1. Purposes of quality assurance/resource
 2. Characteristics of quality assurance/resource
 3. External and internal influences that have caused hospitals to monitor quality
 4. Terms and acronyms used in quality improvement programs in healthcare
 5. Sources from which data can be collected
- F. Applying QI to Medical Records
1. Collection tools to gather data for a quality improvement study
 2. Screen patient records using performance indicator and collection tools
 3. How the health information department can use QI techniques
 4. Data collection tools for clinical pertinence review
 5. Designing a Compliance Plan
- G. Resource Management
1. Components of a Utilization Management plan
 2. Describe “severity of illness” and “intensity of service” criteria
 3. The relationship between discharge planning and Utilization Review (UR)
 4. The relationship between UR and insurance companies

5. Examples of over and under utilization
6. Define the origin and purpose of critical/clinical pathways
7. The relationship between health information and the development of a pathway for a facility
8. The relationship between disease management versus case management

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/discussions in classroom

V. REQUIRED TEXTBOOK

Spath, Patrice (2009). *Fundamentals of Healthcare Quality Management* (3rd^t Edition). Forest Grove, OR: Brown-Spath & Associates.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current internet resources
 1. On-line reference materials
 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Written projects or journal/papers will equal 30% of total course grade consisting of 1-3 assignments focused on application of health information technology theory and principles
- B. Summative Written Examinations: 4 examinations worth up to 60%
- C. Attendance/Participation grade will equal 10% of total course grade
- D. Grading Scale:
A = 90-100%
B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 120 Healthcare Privacy and Security
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2013
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – N/A
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
Beaver, K. & Herold, R. (2007). *The Practical Guide to HIPAA Privacy and Security Compliance* (1st ed.). Boca Raton, FL: Auerbach Publications.
 - b. Recommended Textbooks: N/A
 - c. Supplies: Pens, pencils with erasers, and notebook – Cost varies
 - d. Library Resource: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following
Attach the following documents

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 120

Healthcare Privacy and Security

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 120 Healthcare Privacy and Security

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 100 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course will focus on the privacy and security of protected health information in the medical field. HIPAA standards and security measures will be reviewed in an acute and outpatient setting. Case studies will be utilized to give real world examples. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Define security and privacy.	Class Discussion/Activity Written Project/Paper Summative Examination
Explain the importance of security and privacy in medical records.	Class Discussion/Activity Written Project/Paper Summative Examination
Reproduce a security policy.	Class Discussion/Activity Written Project/Paper Summative Examination
Reproduce a privacy policy.	Class Discussion/Activity Written Project/Paper Summative Examination
Implement a security or privacy plan.	Class Discussion/Activity Written Project/Paper
Produce a security and privacy checklist for an entity.	Class Discussion/Activity Written Project/Paper Summative Examination
Review a business associate agreement and ensure privacy is met for both parties.	Class Discussion/Activity Written Project/Paper Summative Examination
Prepare a HIPAA training guide.	Class Discussion/Activity Written Project/Paper Summative Examination
Explain pros and cons of outsourcing technology and how privacy and security can be maximized.	Class Discussion/Activity Written Project/Paper Summative Examination
Perform privacy rule Gap Analysis.	Class Discussion/Activity Summative Examination
Produce privacy and security procedures to avoid breaches.	Class Discussion/Activity Written Project/Paper Summative Examination

Review costs for an entity and provide accurate information for cost savings.	Class Discussion/Activity Summative Examination
Explain upcoming changes with HIPAA and Healthcare	Class Discussion/Activity Written Project/Paper Summative Examination

III. COURSE OUTLINE

- A. Introduction to HIPAA
 - 1. How HIPAA Came to Be
 - 2. What does HIPAA Cover?
 - 3. Organizations that must Comply with HIPAA
 - 4. HIPAA Penalties and Enforcement

- B. Preparing for HIPAA Changes
 - 1. Background
 - 2. Managing Change
 - 3. Creating the Mindset

- C. HIPAA Cost Considerations
 - 1. Background
 - 2. Privacy Implementation Costs and Maintenance
 - 3. Costs related to Providing Protected Health Information (PHI)
 - 4. Security Implementation Costs and Maintenance

- D. The relationship between Privacy and Security
 - 1. Appropriate and Reasonable Safeguards
 - 2. Access Control and Information Integrity
 - 3. Policies and Procedures
 - 4. Compliance Monitoring and Audit

- E. HIPAA Privacy Rule Requirements Overview
 - 1. General Rules for Protected Health Information Uses and Disclosures
 - 2. Minimum Necessary
 - 3. Business Associates
 - 4. Marketing
 - 5. Individual Access to Protected Health Information
 - 6. Administrative Requirements
 - 7. Minors

- F. Performing a Privacy Rule Gap Analysis and Risk Analysis
 - 1. Gap Analysis
 - 2. Risk Analysis

- G. Writing Effective Privacy Policies
 - 1. Notice of Privacy Practices
 - 2. Steps to complete before posting a Privacy Policy

- H. Crafting a Security Implementation Plan
 - 1. Background

2. Key points
- I. Privacy Rule Compliance Checklist
 1. Risk Management (General Principles, Patient Record Requirements, Incident Reports)
 2. Quality Management (Peer Review Privileges, National Practitioner Data Bank)
- J. Security Rule Compliance Checklist
 1. Administrative Safeguard Requirements
 2. Physical Safeguard Requirements
 3. Technical Safeguard Requirements
- K. Healthcare Provider Issues
 1. Background
 2. Patient Charts
 3. Business Associate Agreements
 4. Marketing
- L. Health Plan, Employer and Business Associate Issues
 1. What is a Health Plan?
 2. Government and Law Enforcement
 3. Organizational Requirements
 4. Worker's Compensation
 5. What you can expect to hear from Covered Entities
- M. Building a HIPAA Compliance Technology Infrastructure
 1. Overview
 2. Looking Deeper into Specific Technologies (i.e. access control, data backup, encryption, operating systems)
 3. Mobile Computing Concerns
 4. Personal Digital Assistants
- N. Crafting Security Incident Procedures and Contingency Plans
 1. Background
 2. Handling Security Incidents
 3. Basics of Contingency Planning
- O. Outsourcing Technology Services
 1. Background
 2. What Functions to Outsource
 3. Common Outsourcing Mistakes
- P. HIPAA Training, Education and Awareness
 1. Creating an Effective Awareness Plan
 2. Training
 3. Measure Effectiveness
- Q. Performing ongoing HIPAA Compliance Reviews and Audits
 1. Background

2. Privacy Issues
3. Security Issues
4. Making Audits Work

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/ discussions in classroom

V. REQUIRED TEXTBOOK

Beaver, K. & Herold, R. (2007). *The Practical Guide to HIPAA Privacy and Security Compliance* (1st ed.). Boca Raton, FL: Auerbach Publications.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class handouts
- B. Current internet resources
 1. On-line reference materials (AHIMA Virtual Lab)
 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Written Projects or Papers will equal 30% of total course grade. Consisting of 1-3 assignments focused on application of health information technology theory and principles
- B. Summative Written Examinations: 4 examinations worth up to 60%
- C. Attendance/participation grade will equal 10% of total course grade

IX. Grading Scale:

- A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%

F = 0-59.9%

X. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

XI. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 200 Coding I
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Fall 2013
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – (\$50) AHIMA Virtual Lab/ 3M Encoder.
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
 - 1) Lovaasen, K. & Schwerdtfeger, J. (2011). ICD-9-CM Coding Theory and Practice with ICD-10 (1st ed.). St. Louis, MO: Elsevier/ Saunders.
 - 2) Hart, Anita (2012). ICD-9-CM for Hospitals and Payers Volumes 1, 2 & 3 (Current Edition). White Stone, VA: Ingenix
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies

G. Library resources: N/A

V. Attach the following documents

A. General education matrix: N/A

B. Computer literacy form: N/A

C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 200

Coding I

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA
Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 200 Coding I

I. CATALOGUE DESCRIPTION

- A. Prerequisite: BIO 245 Pathophysiology with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course introduces the theory, structure, and organization of the ICD-9-CM coding system. The principles, guidelines, and conventions utilized to accurately assign codes to diagnoses and procedures with ICD-9-CM are examined in detail. The role of ICD-9-CM codes in billing and reimbursement will be included. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Label ICD-9-CM codes to selected diagnoses and procedures in an inpatient setting.	Class Discussion/Activity Summative Examination
Select diagnoses and procedures to be coded after being given medical reports and records.	Class Discussion/Activity Summative Examination
Arrange diagnoses and procedures according to Uniform Hospital Discharge Date Set (UHDDS) guidelines.	Class Discussion/Activity Summative Examination
Label Present On Admission (POA) indicators to diagnoses.	Class Discussion/Activity Summative Examination
Use Medical Severity Diagnosis Related Group (MS DRG) decision trees to determine the optimal Diagnosis Related Group (DRG) for a given set of data.	Class Discussion/Activity Summative Examination
Use the Federal Register to determine relative weights and reimbursement for selected MS DRGs.	Class Discussion/Activity Written Project/Paper Summative Examination
Operate an Encoder to determine correct codes and group data to DRGs.	Class Discussion/Activity Virtual Lab Assessment Summative Examination
Compare International Classification of Diseases (ICD)-10 diagnosis and procedure coding systems to ICD-9-CM.	Class Discussion/Activity Written Project/Paper Summative Examination
Select ICD-10-CM and ICD-10-PCS codes to selected diagnoses and procedures.	Class Discussion/Activity Summative Examination
Identify key aspects of other classification systems (i.e. ICD-O (Oncology), Diagnosis and Statistical Manual of Mental Disorders (DSM)-IV, Systemized nomenclature of medical-clinical terms (SNOMED), etc.).	Class Discussion/Activity Written Project/Paper Summative Examination
Compose an effective physician query.	Class Discussion/Activity Written Project/Paper Summative Examination
Outline the elements of a coding compliance program.	Class Discussion/Activity

	Written Project/Paper Summative Examination
Perform infectious disease/neoplasm coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform nervous system coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform endocrine, nutritional and metabolic coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform circulatory coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform respiratory coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform digestive coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform skin and subcutaneous tissue coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform musculoskeletal coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform genitourinary coding.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform coding related to pregnancy, childbirth and puerperium.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform codes regarding E codes and injuries.	Class Discussion/Activity Summative Examination Virtual Lab Assessment
Perform coding regarding burns, adverse effects and poisonings.	Class Discussion/Activity Summative Examination Virtual Lab Assessment

III. OUTLINE OF TOPICS

- A. The Rationale for and History of Coding
 - 1. Application of Coding
 - 2. Nomenclature and Classification
 - 3. Historical Timeline of Coding
 - 4. Difference between International Classification of Diseases 9th version and 10th version (ICD-9-CM and ICD-10-CM)
 - 5. Different Coding Organizations and Credentials
 - 6. Standards of Ethical Coding
 - 7. Compliance and Confidentiality of Coding

- B. Health Record as the Foundation of Coding
 - 1. Purposes of various forms and reports in a health record
 - 2. Principal Diagnoses
 - 3. Principle Procedures
 - 4. Basic Guidelines for Reporting Diagnoses/ Procedures
 - 5. Types of Documentation Acceptable for Assigning Codes
 - 6. Explain the Query Process.

- C. ICD-9-CM Format and Conventions
 - 1. Identify the Format of the ICD-9-CM and ICD-10-CM Code Book.
 - 2. Apply the Conventions and Guidelines.

- D. Basic Steps of Coding
 - 1. Assigning a Diagnosis or Procedure from the Alphabetic Index
 - 2. Basic Steps of Coding
 - 3. Using the Alphabetic Index and Tabular List

- E. General Coding Guidelines for Diagnosis
 - 1. ICD-9-CM and ICD-10-CM Official Guidelines for Coding and Reporting
 - 2. Determining whether Signs, Symptoms and Manifestations Require Separate Code Assignment
 - 3. Assigning ICD-9-CM and ICD-10-CM Diagnoses for Late Effects

- F. General Coding Guidelines for Procedures
 - 1. Identifying the format of Volume 3, Tabular List and Alphabetic Index of Procedures
 - 2. Applying the Conventions and ICD-9-CM Official Guidelines for Coding and Reporting
 - 3. Principal Procedures
 - 4. Significant Procedures
 - 5. Surgical Hierarchy
 - 6. When to Code Operative Approaches and Closures
 - 7. Assign Codes for Canceled or Converted to Open Procedures.
 - 8. Compare and Contrast Endoscopic versus Open Procedures.
 - 9. Hospital Policies Regarding Procedure Code Assignment
 - 10. Assign Procedure Codes using ICD-9-CM and ICD-10-CM.

- G. Reimbursement Methodologies
 - 1. Describe the complexities of MS-DRGs and hospital reimbursement.
 - 2. Identify Key Elements of a Uniform Bill (UB)-04.
 - 3. Description of Charge Master
 - 4. Explain Medical Necessity.
 - 5. Calculate Case-Mix Index.

- H. Symptoms, Signs, Ill Defined Conditions and V Codes
 - 1. Assign the correct ICD-9-CM and ICD-10-CM codes in accordance with Official Guidelines for Coding and Reporting.
 - 2. Major differences between ICD-9-CM and ICD-10-CM related to the Signs

and Symptoms and V (5th edition of manual) Codes

3. Determine when to assign Signs and Symptoms Code.

- I. Infectious and Parasitic Diseases/Neoplasms
 - 1. Differences between ICD-9-CM and ICD-10-CM related to Infectious and Parasitic (Diseases)
 - 2. Assign V Codes and Procedure Codes related to Infectious and Parasitic Diseases.
 - 3. Explain common Treatments, Medications, Laboratory Values and Diagnostic Tests.
 - 4. Identify neoplastic diseases.
 - 5. Assign V codes and procedure codes related to neoplasms.

- J. Endocrine, Nutritional and Metabolic Diseases, and Immunity Disorders
 - 1. Apply and assign the correct ICD-9-CM and ICD-10-CM codes.
 - 2. Identify major differences between ICD-9-CM and ICD-10-CM.
 - 3. Assign V codes and procedure codes related to the endocrine, nutritional, and metabolic diseases and immunity disorders.
 - 4. Identify common treatments, medications, laboratory values, and diagnostic tests.

- K. Diseases of the Nervous System and Sense Organs
 - 1. Identify major differences between ICD-9-CM and ICD-10-CM related to the nervous system and sense organs.
 - 2. Apply and assign the correct ICD-9-CM and ICD-10-CM codes in accordance with Official Guidelines for Coding and Reporting.
 - 3. Assign V Codes and procedure codes related to the nervous system and sense organs.

- L. Diseases of the Circulatory System
 - 1. Identify major differences between ICD-9-CM and ICD-10-CM related to diseases of the circulatory system.
 - 2. Identify diseases of the circulatory system.
 - 3. Assign V codes and procedure codes to the circulatory system.

- M. Diseases of the Respiratory System
 - 1. Apply and assign correct ICD-9-CM and ICD-10-CM codes.
 - 2. Identify major differences between ICD-9-CM and ICD-10-CM related to respiratory system.
 - 3. Identify diseases of the respiratory system.
 - 4. Assign V codes and procedure codes related to the respiratory system.

- N. Diseases of the Digestive System
 - 1. Identify major differences between ICD-9-CM and ICD-10-CM related to the digestive system.
 - 2. Identify diseases of the digestive system.
 - 3. Assign the V codes and procedure codes related to the digestive system.

- O. Diseases of the Skin and Subcutaneous Tissue
 - 1. Identify major differences between ICD-9-CM and ICD-10-CM related to the

- skin and subcutaneous tissue.
 - 2. Identify diseases of the skin and subcutaneous tissue.
 - 3. Assign the V codes and procedure codes related to the skin and subcutaneous tissue.
- P. Diseases of the Musculoskeletal System and Connective Tissue
- 1. Identify major differences between ICD-9-CM and ICD-10-CM related to diseases of the musculoskeletal system and connective tissue.
 - 2. Identify diseases of the musculoskeletal system and connective tissue.
 - 3. Assign V codes and procedure codes to the musculoskeletal system and connective tissue.
- Q. Diseases of the Genitourinary System
- 1. Apply and assign correct ICD-9-CM and ICD-10-CM codes.
 - 2. Identify major differences between ICD-9-CM and ICD-10-CM related to genitourinary system.
 - 3. Identify diseases of the genitourinary system.
 - 4. Assign V codes and procedure codes related to the genitourinary system.
- R. Complications of Pregnancy, Childbirth and Puerperium
- 1. Identify major differences between ICD-9-CM and ICD-10-CM related to pregnancy, childbirth and the puerperium.
 - 2. Recognize conditions and complications of pregnancy, childbirth and the puerperium.
 - 3. Assign the V codes and procedure codes related to pregnancy, childbirth and the puerperium.
- S. Diseases of the Skin and Subcutaneous Tissue
- 1. Identify major differences between ICD-9-CM and ICD-10-CM related to the skin and subcutaneous tissue.
 - 2. Identify diseases of the skin and subcutaneous tissue.
 - 3. Assign the V codes and procedure codes related to the skin and subcutaneous tissue.
- T. Injuries and E Codes
- 1. Apply and assign correct ICD-9-CM and ICD-10-CM codes.
 - 2. Identify major differences between ICD-9-CM and ICD-10-CM related to injuries and E codes.
 - 3. Identify diseases of the injuries and E codes.
 - 4. Assign V codes and procedure codes related to injuries and E codes.
- U. Burns, Adverse Effects and Poisonings
- 1. Identify major differences between ICD-9-CM and ICD-10-CM related to burns, adverse effects and poisonings.
 - 2. Recognize conditions and complications of burns, adverse effects and poisonings.
 - 3. Assign the V codes and procedure codes related to burns, adverse effects and poisonings.

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/discussions in classroom

V. REQUIRED TEXTBOOKS

- A. Lovaasen, K. & Schwerdtfeger, J. (2011). ICD-9-CM Coding Theory and Practice with ICD-10 (1st ed.). St. Louis, MO: Elsevier/ Saunders.
- B. Hart, Anita (2012). ICD-9-CM for Hospitals and Payers Volumes 1, 2 & 3 (Current Edition). White Stone, VA: Ingenix.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. AHIMA Virtual Laboratory/3M Encoder
- D. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current internet resources
 - 1. On-line reference materials
 - 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Virtual Laboratory Online Assignments will equal 30% of total course grade, consisting of 1-3 assignments focused on application of health information coding theory and principles.
- B. Summative Written Examinations: 4 examinations worth up to 60%
- C. Attendance/participation grade will equal 10% of total course grade.
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%

F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 210 Healthcare Statistics
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Fall 2013
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees - None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
 - 1) Koch, Gerda (2008). *Basic Allied Health Statistics and Analysis (3rd ed.)*. Clifton Park, NY: Delmar Publishers
 - 2) Spath, Patrice (2009). *Healthcare Quality Management Student Workbook (3rd ed.)*. Forest Grove, OR: Brown-Spath & Associates
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies
- G. Library resources: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 210

Healthcare Statistics

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 210 Healthcare Statistics

I. CATALOGUE DESCRIPTION

- A. Prerequisite: MTH 128 with a grade of “C” or better and HIT 110 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course entails a study of healthcare statistics with a focus on the commonly used rates and percentages computed principally on hospital inpatients. It will also include an in-depth study of hospital statistics, sources, definitions, collection, reporting, and presentation of data. Non-acute care data and examples will also be included in the lessons. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Identify common abbreviations used in health care statistics.	Class Discussion/Activity Summative Examination
Compute the inpatient census bed counts.	Class Discussion/Activity Summative Examination
Distinguish which formulae include newborns.	Class Discussion/Activity Summative Examination
Describe the types of deaths most likely to be considered "coroner's cases."	Class Discussion/Activity Written Project/Paper Summative Examination
Compute standard deviation.	Class Discussion/Activity Summative Examination
Identify common vital statistics.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a scatter diagram.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a frequency distribution graph.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a histogram graph.	Class Discussion/Activity Summative Examination
Construct a bar graph.	Class Discussion/Activity Summative Examination
Construct a line graph.	Class Discussion/Activity Summative Examination
Construct a pie graph.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a pictograph.	Class Discussion/Activity

	Summative Examination
Construct a flow chart.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a cause and effect diagram.	Class Discussion/Activity Written Project/Paper Summative Examination
Construct a pareto graph.	Class Discussion/Activity Written Project/Paper Summative Examination
Compute the mean.	Class Discussion/Activity Summative Examination
Compute the mode.	Class Discussion/Activity Summative Examination
Compute median.	Class Discussion/Activity Summative Examination
Compute the range.	Class Discussion/Activity Written Project/Paper Summative Examination
Compute variation.	Class Discussion/Activity Summative Examination
Compute the daily inpatient census occupancy rates.	Class Discussion/Activity Summative Examination
Compute inpatient service day death rates.	Class Discussion/Activity Written Project/Paper Summative Examination
Compute average daily census.	Class Discussion/Activity Written Project/Paper Summative Examination
Compute discharge days length of stay.	Class Discussion/Activity Summative Examination
Compute autopsy rates.	Class Discussion/Activity Written Project/Paper Summative Examination
Distinguish between population and sample.	Class Discussion/Activity Written Project/Paper Summative Examination
Distinguish between variable and constant.	Class Discussion/Activity Summative Examination
Distinguish between qualitative and quantitative data.	Class Discussion/Activity Written Project/Paper Summative Examination
Distinguish between ungrouped and grouped data.	Class Discussion/Activity Summative Examination
Distinguish between descriptive and inferential statistics.	Class Discussion/Activity Summative Examination

III. COURSE OUTLINE

- A. Statistical Terminology and Health Care Data
 - 1. Statistics and Data
 - 2. Scope of Book
 - 3. Role of Health Information Technology Professional
 - 4. Requestors of Data
 - 5. Uses of Data
 - 6. Users of Healthcare Data
 - 7. Sources of Healthcare Data
 - 8. Governmental Data Collection
 - 9. Patient Data Collection
 - 10. Statistical Data Terms, Definitions and Abbreviations

- B. Healthcare Overview and Patient Data Collection
 - 1. Healthcare Overview
 - 2. Hospital
 - 3. Long Term Care Facility
 - 4. Specialized Facilities
 - 5. Ambulatory Care; Outpatient Care
 - 6. Payers/ Payment Providers/ Third Party Payers
 - 7. Bed/ Bassinet Classification
 - 8. Medical Care/ Medical Staff/ Medical Service Units
 - 9. Transfers
 - 10. Patient Data Collection
 - 11. Sources of Statistical Data

- C. Mathematical Review
 - 1. Review of Basic Mathematical Functions
 - 2. Fractions
 - 3. Decimals
 - 4. Percentages
 - 5. Rates/Ratio/Proportion
 - 6. Averaging
 - 7. Rounding Data
 - 8. Converting to another Form

- D. Census
 - 1. Census
 - 2. Hospital Patients
 - 3. Hospital Departments
 - 4. Hospital Units and Services
 - 5. Census Taking
 - 6. Total Inpatient Service Days
 - 7. Deaths/ Discharges
 - 8. Census Calculation Tips
 - 9. Beds/ Bassinets

- E. Percent of Occupancy
 - 1. Bed/Bassinets Count Terms

2. Rate Formula
 3. Beds
 4. Bed/ Bassinet Count Day Terms
 5. Occupancy Ratio/ Percentage
 6. Occupancy Percentage for a Period
- F. Length of Stay/ Discharge Days
1. Terms
 2. Calculating Length of Stay
 3. Total Length of Stay
 4. Average Length of Stay
 5. Day on Leave of Absence
- G. Hospital Mortality Rates
1. Terms
 2. Death Rates
 3. Gross Death Rate
 4. New Death Rate
 5. Newborn Death Rate
 6. Surgical Death Rates
- H. Obstetrical Related Rates
1. Terms
 2. Natality Classifications
 3. Hospital OB Mortality Rates
 4. Cesarean Section Rates
- I. Autopsy Rates
1. Terms
 2. Coroner's Cases
 3. Additional Autopsy Information
 4. Autopsy Rates
- J. Miscellaneous Rates
1. Infection Rates
 2. Consultation Rates
 3. Complication Rate
 4. Comorbidity Rate
 5. Bed Turnover Rates
- K. Vital Statistics Data/ Rates
1. Vital Statistics Certificates
 2. Obstetrical- Related Mortality Rates
 3. Morbidity Data and Rates
 4. Vital Statistics Mortality Rates
 5. Measures of Fertility
- L. Frequency Distribution
1. Introduction
 2. Terms Related to a Frequency Distribution

3. Creating a Frequency Distribution
4. Ranks/ Percentiles

- M. Measure of Tendency and Variation
1. Measure of Central Tendency
 2. Curves of Frequency Distribution
 3. Measures of Variability

- N. Data Presentation
1. Tables
 2. Charts/ Graphs

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/ discussions in classroom

V. REQUIRED TEXTBOOKS

- A. Koch, Gerda (2008). *Basic Allied Health Statistics and Analysis* (3rd ed.). Clifton Park, NY: Delmar Publishers
- B. Spath, Patrice (2009). *Healthcare Quality Management Student Workbook (3rd ed.)*. Forest Grove, OR: Brown-Spath & Associates

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class handouts
- B. Current internet resources
 1. On-line reference materials
 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Homework will equal 40% of total course grade

- B. Summative Written Examinations – 4 examinations worth 50%
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 220 Electronic Health Systems
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Fall 2013
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor’s edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
Gartee, Richard (2012). *Electronic Health Records- Understanding and Using Computerized Medical Records (2nd ed.)*. Upper Saddle River, NJ: Prentice Hall Publishing
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies

G. Library resources: N/A

V. Attach the following documents

A. General education matrix: N/A

B. Computer literacy form: N/A

C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 220

Electronic Health Systems

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA
Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 220 Electronic Health Systems

I. CATALOGUE DESCRIPTION

- A. Prerequisite: ENG 101 with a grade of “C” or better and HIT 110 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course emphasizes the role of information technology in healthcare, describes key elements of health information systems, defines the electronic health record (EHR), and establishes the context of the EHR within the scope of health information technology (HIT). (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Review how the healthcare/public health information infrastructure is used to collect, process, maintain, and disseminate data.	Class Discussion/Activity Summative Examination
Describe how societal, organizational, and individual factors influence, and are influenced by, healthcare/public health communications.	Class Discussion/Activity Written Project/Paper Summative Examination
Examine the influences of social, organizational, and individual factors on the use of information technology by end users.	Class Discussion/Activity Summative Examination
Apply legal and ethical principles to the use of information technology and resources in healthcare/public health settings.	Class Discussion/Activity Written Project/Paper Summative Examination
Plan with communication and informatics specialists in the process of design, implementation, and evaluation of healthcare/public health programs.	Class Discussion/Activity Written Project/Paper Summative Examination
Demonstrate effective written and oral skills for communicating with different audiences in the context of electronic health systems.	Class Discussion/Activity Written Project/Paper
Use information technology to access, evaluate, and interpret healthcare/public health data.	Written Project/Paper Summative Examination
Outline a better understanding about the theoretical and practical opportunities and challenges in implementing and utilizing patient-centered eHealth applications.	Class Discussion/Activity Written Project/Paper Summative Examination
Review the role of HIPAA as it applies to various types of electronic records.	Class Discussion/Activity Summative Examination
Prepare for the costs and benefits of implementing EHR and PHR solutions into practice settings.	Class Discussion/Activity Written Project/Paper
Review eHealth Solutions for reducing errors and transforming healthcare quality.	Class Discussion/Activity Summative Examination
Outline best practices and guidelines for the use of eHealth applications (e.g. Electronic health records [EHRs], Personal health records [PHRs]).	Class Discussion/Activity Written Project/Paper Summative Examination
Predict future trends in patient-centered computing and eHealth.	Class Discussion/Activity Written Project/Paper
Interpret consumers’ perspectives on eHealth applications and technologies and their viewpoints about the impact on healthcare costs, quality and	Class Discussion/Activity Written Project/Paper

satisfaction.	Summative Examination
Describe consumer uses of Health Information Technology with electronic health records.	Class Discussion/Activity Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

- A. Electronic Health Records—An Overview
 - 1. Definition of Electronic Health Records
 - 2. Comparison of using paper vs. electronic medical records
 - 3. Adoption of an Electronic Medical Record

- B. Functional EHR Systems
 - 1. Format of Electronic Medical Records
 - 2. Standardized codes for Electronic Medical Record formats
 - 3. Electronic Medical Record History

- C. Learning Medical Record Software (Review of software typically used in an acute care setting)

- D. Increased Familiarity with the Software
 - 1. Saving work as printed encounters
 - 2. Output encounter notes to PDF or XPS files

- E. Data Entry At The Point of Care
 - 1. Entering data at the time of the encounter
 - 2. Increasing data entry speed by using Electronic Medical Records
 - 3. Electronic Health Record lists and forms

- F. Understanding Electronic Orders—Coding
 - 1. Computerized Order Entry
 - 2. Electronic Prescriptions
 - 3. Graphing lab test results and vital signs

- G. Problem Lists, Results Management, and Trending
 - 1. Problem Lists
 - 2. Pending Orders
 - 3. Electronic Results
 - 4. Long term Care
 - 5. Behavioral Health Facilities
 - 6. Rehabilitation Facilities
 - 7. Hospice
 - 8. Home Health Care
 - 9. Other Specialty Facilities

- H. Data Entry Using Flow Sheets and Anatomical Drawings
 - 1. Flow sheets
 - 2. Annotate medical illustrations electronically

- I. Using the EHR to Improve Patient Health
 - 1. Preventative Care- Immunizations
 - 2. Preventative Care -Pediatrics Visits
 - 3. Create Growth Charts
 - 4. Graph Additional Types of Data

- J. Privacy and Security of Health Records
 - 1. HIPAA Privacy
 - 2. Data Encryption
 - 3. Electronic Signatures

- K. Using the Internet to Expedite Patient Care
 - 1. Medicine Online
 - 2. Telemedicine
 - 3. Medical Research
 - 4. E-visits

- L. Electronic Medical Record Coding and Reimbursement
 - 1. Understanding the relationship between the encounter note and the Evaluation and Management Codes
 - 2. Key components that determine the billing code

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/ discussions in classroom.

V. REQUIRED TEXTBOOK

Gartee, Richard (2012). *Electronic Health Records- Understanding and Using Computerized Medical Records (2nd ed.)*. Upper Saddle River, NJ: Prentice Hall Publishing.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current internet resources
 - 1. On-line reference materials
 - 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Summative Written Examinations (approximately 4 examinations worth 50% of final grade). These examinations will be based primarily on textbook readings and may include multiple choice, fill-in-the-blank, short answer, and essay questions.
- B. Written Project/ Papers (2 papers worth 40% of final grade)
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 230 Coding II
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2014
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

I.

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor’s edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees – N/A
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook:
Hayden, Dehandro (2009). *Principles of CPT Coding (6th ed.)*. Chicago, IL: American Medical Association Press.
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies
- G. Library resources: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 230

Coding II

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA
Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 230 Coding II

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 200 Coding I with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course introduces the theory, structure, and organization of the CPT and HCPCS Level II coding systems, the application of coding principles used to accurately assign CPT and HCPCS Level II codes to health records forms the basis of class discussion, and the role of CPT and HCPCS Level II in billing and reimbursement will be included. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Identify the purpose of the Current Procedural Terminology (CPT) Manual.	Class Discussion/Activity Summative Examination
Identify placement of CPT codes on Center for Medicare and Medicaid Services (CMS)-1500 insurance form.	Class Discussion/Activity Summative Examination
Outline diagnoses and procedures according to Uniform Hospital Discharge Data Set (UHDDS) guidelines.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Review the symbols used in the CPT manual.	Class Discussion/Activity Summative Examination
List the major sections found in the CPT manual.	Class Discussion/Activity Summative Examination
Interpret information in section guidelines and notes.	Class Discussion/Activity Summative Examination
Summarize and apply modifiers.	Class Discussion/Activity Summative Examination
Explain the utility of Coding Clinic.	Class Discussion/Activity Summative Examination
Summarize when to assign unlisted and Category III codes.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Locate terms in the CPT index.	Class Discussion/Activity Summative Examination
Identify content of CPT appendices.	Class Discussion/Activity Summative Examination
Identify the three factors of E/M code assignment.	Class Discussion/Activity Summative Examination
Explain the levels of Evaluation and Management (E/M) service.	Class Discussion/Activity Summative Examination
Identify critical elements of Documentation Guidelines.	Class Discussion/Activity Summative Examination
Identify Healthcare Common Procedure Coding System (HCPCS)	Class Discussion/Activity

modifiers.	Summative Examination Virtual Lab Assignment
Analyze separate procedure designation.	Class Discussion/Activity Summative Examination
Compare professional and facility services.	Class Discussion/Activity Summative Examination
Identify the major factors in wound repair.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Compute area and degree of burns.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Know elements of endoscopic procedures.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Analyze cast application, strapping procedures, and traction.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Know the coding rules of arteries and veins.	Class Discussion/Activity Summative Examination
Define the critical terms in maternity and delivery services.	Class Discussion/Activity Summative Examination
Analyze services in the global maternity and delivery package.	Class Discussion/Activity Summative Examination
Apply E/M codes to services and procedures.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Apply surgery, radiology, pathology and laboratory, and medicine codes to services and procedures.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
Summarize the use of venipuncture with pathology and laboratory services.	Class Discussion/Activity Summative Examination
Analyze the coding of immunizations.	Class Discussion/Activity Summative Examination Virtual Lab Assignment
List the major features of Level II National Codes.	Class Discussion/Activity Summative Examination
Compare Medicare Parts A, B, and C.	Class Discussion/Activity Summative Examination
Define “participating provider.”	Class Discussion/Activity Summative Examination
Explain the framework of Medicare fraud and abuse.	Class Discussion/Activity Summative Examination

III. OUTLINE OF TOPICS

- A. Introduction to CPT Nomenclature
 - 1. What is CPT Nomenclature?
 - 2. How is CPT Nomenclature Used?
 - 3. How was the CPT Nomenclature Developed?

4. By whom and how are Suggestions for Changes to the CPT Nomenclature reviewed?
 5. Categories of CPT Codes
 6. Category I CPT Codes
 7. Category II CPT Codes
 8. Category III CPT Codes
 9. When are CPT Codes Implemented?
 10. The HCPCS System
- B. CPT Nomenclature Basics
1. Section Numbers and Their Sequences
 2. Instructions for Using the CPT Nomenclature
 3. Format for the Terminology
 4. Code Symbols
 5. Guidelines
 6. Modifiers
 7. Unlisted Procedure or Service
 8. Appendices
 9. Alphabetic Index
- C. Evaluation and Management (E/M) Services
1. Classification of E/M Services
 2. Definitions of Commonly Used Terms
 3. Instructions for Selecting a Level of E/M Services
 4. Procedures Included with E/M Codes
- D. Surgery- General Guidelines
1. CPT Nomenclature Surgical Package Definition
 2. Follow-up Care
 3. Add-on Codes
 4. CPT Codes Exempt from Modifier 51
 5. Endoscopic/ Laparoscopic/ Arthroscopic vs. Open Procedures
 6. Integumentary System
 7. Musculoskeletal System
 8. Respiratory System
 9. Cardiology System
 10. Digestive System
 11. Female Genital System
 12. Maternity Care and Delivery
 13. Nervous System
 14. Skin and Wounds
 15. Arteries
- E. Radiology/ Pathology and Laboratory
1. Supervision and Interpretation
 2. Diagnostic Radiology
 3. Mammography
 4. Interventional Radiology
 5. Vascular/ Non Vascular Radiology
 6. Diagnostic Ultrasound

7. Radiation Oncology
8. Organ or Disease Oriented Panels
9. Therapeutic Drug Assays
10. Pathology Consultations
11. Urinalysis
12. Hematology and Coagulation
13. Microbiology
14. Cytopathology

F. Medicine

1. Immunizations
2. Infusions and Injections
3. Dialysis

G. Modifiers

1. Review of all CPT Modifiers
2. Modifiers for Ambulatory Surgery Center
3. Modifiers for Repeat Procedures

H. Outpatient Reporting- Hospital Outpatient Prospective Payment System (OPPS)

1. OPPS Primary Objectives
2. Payment Status Indicators for the Hospital OPPS
3. General Instructions for CPT Code Use
4. National Correct Coding Initiative (NCCI) Edits/ Outpatient Code Editor (OCE)
5. Specific Medicare OPPS Policies

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Peer interactive activities/ discussions in classroom.

V. REQUIRED TEXTBOOK

Hayden, Dehandro (2009). *Principles of CPT Coding (6th ed.)*. Chicago, IL: American Medical Association Press.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs).
- C. Paper, notebooks, pens, pencils with erasers.

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current internet resources
 - 1. On-line reference materials
 - 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Virtual Laboratory Online Assignments will equal 30% of total course grade, consisting of 1-3 assignments focused on application of health information coding theory and principles.
- B. Summative Written Examinations: 4 examinations worth up to 60%
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies, as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 240 Healthcare Legal and Ethical Issues
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2014
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees - None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbooks:
 - 1) McWay, Dana (2003). *Legal Aspects of Health Information Management*. (2nd ed.). Clifton Park, NY: Delmar Publishers.
 - 2) Aiken, Tonia (2009). *Legal and Ethical Issues in Health Occupations* (2nd ed.). St. Louis, MO: Saunders Elsevier.
 - b. Recommended Textbooks: N/A
 - c. Pens, pencils with erasers, and notebook – Cost varies
- G. Library resources: N/A

- V. Attach the following documents
 - A. General education matrix: N/A
 - B. Computer literacy form: N/A
 - C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 240

Healthcare Legal and Ethical Issues

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 240 Healthcare Legal and Ethical Issues

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 120 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: Healthcare Legal and Ethical Issues investigates ethical issues in healthcare, while examining the procedures and laws that regulate the content, confidentiality, disclosure, use, and retention of health information. Patient rights/advocacy, advanced directives, privacy, release of information, and security policies and procedures of healthcare organizations will be emphasized. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Demonstrate how to respond appropriately to requests for information from the patient record.	Written Project/Paper
Distinguish between appropriate access to patient health information and a breach of confidentiality.	Class Discussion/Activity Summative Examination
Identify information that can be disclosed from the patient record without the patient’s authorization.	Class Discussion/Activity Written Project/Paper Summative Examination
Recognize a valid patient authorization for release of confidential information.	Class Discussion/Activity Summative Examination
Describe the elements to be included in an informed consent for treatment.	Class Discussion/Activity Written Project/Paper Summative Examination
Identify health care situations when an informed consent may not be necessary.	Class Discussion/Activity Written Project/Paper Summative Examination
Explain the requirements imposed on health care by the confidentiality of Alcohol and Drug Abuse Patient Records.	Class Discussion/Activity Written Project/Paper Summative Examination
Review the Health Insurance Portability and Accountability Act as it relates to privacy and security of patient health information.	Class Discussion/Activity Written Project/Paper Summative Examination
Explain the need for methods or special considerations given to HIV/AIDS related patient information.	Class Discussion/Activity Summative Examination
Explain the phrase “the medical record is a legal document.”	Class Discussion/Activity Written Project/Paper Summative Examination
Summarize a request for information to be used in a legal setting.	Class Discussion/Activity Written Project/Paper Summative Examination
Know the proper procedure for documenting and correcting patient record entries so they will be useful as evidence.	Class Discussion/Activity Summative Examination
Evaluate the legal requirements of developing a computer-based patient record.	Class Discussion/Activity Written Project/Paper Summative Examination

Explain the role the statute of limitations plays in establishing the length of time patient records should be retained.	Class Discussion/Activity Written Project/Paper Summative Examination
Describe ethical theories, principles and tools that are important when making ethical decisions.	Class Discussion/Activity Written Project/Paper Summative Examination
Discuss the primary ethical obligation of protecting patient privacy and confidentiality in an era of increasing demands for access to health information.	Class Discussion/Activity Written Project/Paper Summative Examination
Identify professional values and obligations of a Health Information Technology professional.	Class Discussion/Activity Summative Examination

III. COURSE OUTLINE

- A. Workings of the American Legal System
 1. Public and Private Law
 2. Sources of Law
 3. Constitutions
 4. Statutes
 5. Administrative Decisions and Regulations
 6. Judicial Decisions
 7. Legislative, Executive and Judicial Branches of Government
 8. Quasi- Legal Requirements

- B. Court Systems and Legal Procedures
 1. Court Systems
 2. Jurisdiction
 3. Court Structure
 4. Legal Process
 5. Beginning the lawsuit
 6. Discovery
 7. Pretrial Conference
 8. Trial
 9. Appeal
 10. Satisfying the judgment
 11. Alternative Dispute Resolution

- C. Principle of Liability
 1. Health-Care Relationships (Physician-Patient, Hospital-Patient, Hospital-Physician)
 2. Theories of Liability (Non-intentional and intentional torts, breach of contract)
 3. Defenses and Limitations on Liability (Statute of Limitation, Charitable Immunity, Good Samaritan Statutes, Contributory and Comparative Negligence, Assumption of Risk)

- D. Patient Record Requirements
 1. Function and Use of the Medical Record
 2. Legal Requirements for the Medical Record Content
 3. Retention Requirements
 4. Record Destruction

- E. Access to Patient Information
 - 1. Ownership of Health Information
 - 2. Notice of Use and Disclosure
 - 3. Access by or on Behalf of the Patient
 - 4. Access by the researcher
 - 5. Access by the Business Associate
 - 6. Access Pursuant to Reporting Laws
 - 7. Access to Adoption Records

- F. Confidentiality and Informed Consent
 - 1. Confidentiality- Constitutional, Statutory and Common Law Basis
 - 2. Informed Consent- Historical Development and Scope of Informed Consent Doctrine

- G. Judicial Process of Health Information
 - 1. Medical Records as Evidence (Hearsay and Privilege)
 - 2. Responses to Legal Process (Subpoenas, Court Orders, Response Methods)

- H. Specialized Patient Records
 - 1. Drug and Alcohol Abuse
 - 2. Mental Health and Developmental Disability Care
 - 3. Home Health Care
 - 4. Genetic Information

- I. Risk Management and Quality Management
 - 1. Risk Management (General Principles, Patient Record Requirements, Incident Reports)
 - 2. Quality Management (Peer Review Privileges, National Practitioner Data Bank)

- J. HIV Information
 - 1. Testing
 - 2. Patient Confidentiality
 - 3. Legal Challenges

- K. Computerized Patient Records
 - 1. Accreditation and Licensure Issues
 - 2. Liability Issues
 - 3. Electronic Health Issues

- L. Health-Care Fraud and Abuse
 - 1. Major Laws Addressing Fraud and Abuse
 - 2. Law Enforcement Agencies
 - 3. Compliance Programs

IV. METHOD(S) OF INSTRUCTION

- A. Lecture

- B. Readings from textbook
- C. Supplemental handouts/case studies
- D. Peer interactive activities/discussions in classroom

V. REQUIRED TEXTBOOKS

- A. McWay, Dana (2003). *Legal Aspects of Health Information Management*. (2nd ed.). Clifton Park, NY: Delmar Publishers.
- B. Aiken, Tonia (2009). *Legal and Ethical Issues in Health Occupations* (2nd ed.) St. Louis, MO: Saunders Elsevier.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class handouts
- B. Current internet resources
 1. On-line reference materials (AHIMA Virtual Lab)
 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Written Projects or Papers will equal 30% of total course grade. Consisting of 1-3 assignments focused on application of health information technology theory and principles
- B. Summative Written Examinations – 2 examinations worth up to 30%
- C. Quizzes: 4 quizzes worth 30%
- D. Attendance/participation grade will equal 10% of total course grade
- E. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 250 Healthcare Billing and Reimbursement
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2014
- D. Delivery:
 - 1. On-site: Arnold campus

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor's edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees - None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbooks:
 - 1) Johns, M. (2007). *Health Information Management Technology: An applied approach*. (3rd ed.). Chicago, Illinois: American Health Information Management Association.
 - 2) Smith, G. (2010). *CPT/HCPCS coding (2010 edition)*. Chicago, Illinois: American Health Information Management Association.
 - 3) Readings from the Body of Knowledge (BOK) will be selectively assigned and are accessible through the Communities of Practice (COP) available only to members of the American Health Information Management Association

- b. Recommended Textbooks: N/A
- c. Pens, pencils with erasers, and notebook – Cost varies

G. Library resources: N/A

V. Attach the following documents

- A. General education matrix: N/A
- B. Computer literacy form: N/A
- C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 250

Healthcare Billing and Reimbursement

3 Credit Hours

Prepared by:
Niki Vogelsang, MBA, RHIA
Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 250 Healthcare Billing and Reimbursement

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 210 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: This course prepares students to review health care payment, illustrate the reimbursement cycle, and comply with regulatory guidelines. Chargemaster maintenance and reimbursement monitoring and reporting are emphasized. Ambulatory Payment Classification Codes (APCs) and other prospective payment systems, the revenue cycle, chargemaster, Resource Based Relative Value Scale (RBRVS), regulatory guidelines and billing processes will be covered. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Distinguish between: population and sample, variable and constant, qualitative and quantitative data, ungrouped and grouped data, descriptive and inferential statistics.	Class Discussion/Activity Summative Examination
Explain the relationship between coding and billing.	Class Discussion/Activity Written Project/Paper Summative Examination
Define specified reimbursement terms.	Class Discussion/Activity Written Project/Paper Summative Examination
Define revenue cycle and state the major steps in the process.	Class Discussion/Activity Written Project/Paper Summative Examination
Discuss the role of Health Information Technology in each step in the revenue cycle.	Class Discussion/Activity Written Project/Paper Summative Examination
Define, identify, and categorize specified terms and processes into their corresponding steps in the revenue cycle.	Class Discussion/Activity Summative Examination
Describe the Charge Description Master (CDM) and the typical data types found on it.	Class Discussion/Activity Summative Examination
Distinguish between the Center for Medicare and Medicaid Services Form 1450 and 1500.	Class Discussion/Activity Summative Examination
Identify the coded data requirements of the Uniform Billing (UB) Form-04.	Class Discussion/Activity Summative Examination
Discuss the structure of the Ambulatory Payment Classification Code (APCs) system.	Class Discussion/Activity Written Project/Paper Summative Examination
Explain the different claim dispositions.	Class Discussion/Activity Written Project/Paper Summative Examination

Review different outpatient code edits.	Class Discussion/Activity Summative Examination
Describe Prospective Payment Systems (PPS) other than hospital inpatient and outpatient.	Class Discussion/Activity Written Project/Paper Summative Examination
Compare the different Prospective Payment Systems (PPS) to Diagnosis Related Group (DRG).	Class Discussion/Activity Written Project/Paper Summative Examination
Describe Resource Based Relative Value Scale (RBRVS) and its components.	Class Discussion/Activity Written Project/Paper Summative Examination
Calculate the payment after given the Geographic Practice Cost Index, the Relative Value Unit (RVU) tables, the conversion factor, and the name of a procedure.	Class Discussion/Activity Written Project/Paper Summative Examination
Describe Ambulatory Surgery Centers and their reimbursement system.	Class Discussion/Activity Written Project/Paper Summative Examination
Compare Ambulatory Surgery Centers to hospital outpatient surgery.	Class Discussion/Activity Summative Examination

III. COURSE OUTLINE

- A. Clinical Vocabulary and Classification Systems
 1. Introduction
 2. History and Importance of Clinical Vocabularies
 3. Classifications and Nomenclatures
 4. International Classification of Disease
 5. Implementation of ICD-10-CM
 6. ICD-9-CM to ICD-10-CM transition issues
 7. The Coding Process
 8. Coding Technology

- B. Reimbursement Methodologies
 1. Introduction
 2. History of Healthcare Reimbursement in the United States
 3. Pre-Medicare/ Medicaid Campaigns for National Health
 4. Medicare/ Medicaid Programs
 5. Cost Management
 6. Development of Prepaid Health Systems
 7. Commercial Insurance
 8. Not-for-profit and For-profit Healthcare Plans
 9. Blue and Blue Shield Plans
 10. Government Sponsored Plans
 11. Managed Care
 12. Fee-For-Service Reimbursement Methodologies
 13. Episode-of-Care Reimbursement Methodologies
 14. Capitation
 15. Global Payment
 16. Prospective Payment

- C. Medicare Prospective Payment Systems
 1. Medicare Acute Inpatient Prospective Payment System (IPPS)
 2. Medicare Resource Based Relative Value Scale System (RBRVS)
 3. Medicare Skilled Nursing Facility Prospective Payment System
 4. Medicare and Medicaid Outpatient Prospective Payment System
 5. Ambulatory Surgery Center Prospective Payment System (ASC PPS)
 6. Medicare Home Health Prospective Payment System (HH PPS)
 7. Medicare Ambulance Fee Schedule
 8. Medicare Inpatient Rehabilitation Facility (IRF) Prospective Payment System
 9. Medicare Long Term Hospital (LCH) Prospective Payment System
 10. Medicare Inpatient Psychiatric Facilities (IPFs) Prospective Payment System

- D. Processing of Reimbursement Claims
 1. Coordination of Benefits
 2. Submission of Claims
 3. Explanation of Benefits and Medicare Summary Notice Remittance Advice
 4. National Correct Coding Initiative (NCCI)
 5. Electronic Data Interchange

- E. Reimbursement Support Process
 1. Management of the Fee Schedules
 2. Management of the Chargemaster
 3. Maintenance of the Chargemaster
 4. Management of the Revenue Cycle
 5. Management of Documentation and Coding Quality

- F. Coding and Corporate Compliance
 1. History of Fraud and Abuse and Corporate Compliance in Healthcare
 2. Elements of Corporate Compliance
 3. Relationship between Coding Practice and Compliance

- G. Recovery Audit Contractor (RAC) Program
 1. Introduction
 2. Upcoming Trends for the RACs

- H. Secondary Data Sources
 1. Introduction
 2. Difference between Primary and Secondary Data Sources
 3. Purposes and Users of Secondary Data Sources
 4. Types of Secondary Data Sources
 5. Processing and Maintenance of Secondary Sources

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts

D. Peer interactive activities/ discussions in classroom

V. REQUIRED TEXTBOOKS

- A. Johns, M. (2007). *Health Information Management Technology: An applied approach. (3rd ed.)*. Chicago, Illinois: American Health Information Management Association.
- B. Smith, G. (2010). *CPT/HCPCS coding (2010 ed.)*. Chicago, Illinois: American Health Information Management Association.
- C. Readings from the Body of Knowledge (BOK) will be selectively assigned and are accessible through the Communities of Practice (COP) available only to members of the American Health Information Management Association.

VI. REQUIRED MATERIALS

- A. Textbook
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current internet resources
 - 1. On-line reference materials
 - 2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Quizzes will equal 30% of total course grade
- B. Summative Written Examinations – 4 examinations worth up to 60%
- C. Attendance/Participation grade will equal 10% of total course grade
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Health Information Technology program and will be referred to the college for disciplinary action. (See College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)

**ACADEMIC AFFAIRS COMMITTEE
COURSE PROPOSAL**

I. Course Identification

- A. Course title – HIT 260 Health Information Technology Professional Practice
- B. Degree(s)/Certificate(s) toward which the course will apply: AAS required for Health Information Technology
- C. First semester course will be offered: Spring 2014
- D. Delivery:
 - 1. On-site: Arnold campus
 - 2. Off-Site: Local hospitals, clinics, etc.

II. Transferability of course: None

III. Rationale for course addition, deletion, or change

- A. Relationship to other courses in the curriculum
 - 1. New course
- B. Linkage to program goals and objectives: Satisfies the mandatory core requirement in Health Information Technology to prepare students for a career in this discipline.
- C. Initiating agency, governing body, or institution as may apply Jefferson College Niki Vogelsang – Program Director for Health Information Technology
- D. Other rationale as may apply: This is a standard course included in most Health Information Technology curricula.

IV. General information

- A. Projected staff needs: 1 instructor
- B. Projected student enrollment: 20
- C. Space requirements—HIT classroom with computer capability.
- D. List and cost of required equipment and/or supplies to be furnished by the college
 - 1. Existing inventory – N/A
 - 2. Required purchases: Instructor’s edition of textbooks - No cost
- E. Equipment transfer requirements where applicable: None
- F. Costs to the Student
 - 1. Laboratory fees - None
 - 2. List and cost of required equipment and/or supplies needed by the student: as referenced in the course syllabus.
 - a. Required Textbook: N/A
 - b. Recommended Textbook:
Johns, Merida (2012). *Registered Health Information Technician (RHIT) Exam Preparation*. (Current Edition). Chicago, IL: American Health Information Management Association
Publisher
 - c. Pens, pencils with erasers, and notebook – Cost varies
 - d. Drug Screen/ Background Check
 - e. Professional Attire

3. Library resources:

a. Recommended Textbook:

Johns, Merida (2012). *Registered Health Information Technician (RHIT) Exam Preparation*. (Current Edition). Chicago, IL: American Health Information Management Association Publisher

G. N/A

V. Attach the following documents

A. General education matrix: N/A

B. Computer literacy form: N/A

C. Official course syllabus in the following

JEFFERSON COLLEGE

COURSE SYLLABUS

HIT 260

Health Information Technology Professional Practice

3 Credit Hours

Prepared by:

Niki Vogelsang, MBA, RHIA

Health Information Technology Program Director

Created on Date: 10-11-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair

HIT 260 Health Information Technology Professional Practice

I. CATALOGUE DESCRIPTION

- A. Prerequisite: HIT 200 with a grade of “C” or better, HIT 210 with a grade of “C” or better and HIT 220 with a grade of “C” or better.
- B. Credit hour award: 3
- C. Description: The course is designed to help the student gain the entry-level competencies as set forth by the American Health Information Management Association (AHIMA). The student can utilize health information technology experiences both in acute care facilities and alternate health care settings, such as nursing homes, ambulatory clinics, physician offices, and hospice agencies. The Jefferson College HIT Faculty and the health care facility staff will guide the students during this offsite learning experience. All students will participate in a mandatory orientation provided by the Jefferson College HIT Faculty before beginning their coursework outside the college. During the course, a review regarding the components for the Registered Health Information Technician Exam will be covered. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Review professional dress attire.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Review the development of the HIT Profession.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Identify the requirements for initial and continuing Certification within the HIT profession.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Apply knowledge and technical skills in the performance of Professional Practice Experience activities related to health information technology in acute care facilities and alternative health care settings.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Observe and apply skills related to health information technology roles in other disciplines, such as, performance improvement, medical staff credentialing, utilization review, risk management, physician clinics, hospice and skilled nursing facilities.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Describe some of the existing and emerging roles in the HIT Profession.	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Investigate entry-level competencies in selected areas related to the Domains, Subdomains and Competency Tasks of the American Health Information Management Association (AHIMA).	Site Director Evaluation Posting to Stars Discussion Board Professional Practice Notebook
Discover emerging technology, regulations, and advances in the Health Information Management profession.	Site Director Evaluation Posting to Stars Discussion Board

III. OUTLINE OF TOPICS

(Supervised Fieldwork Experience in a Clinical or Community Setting)

- A. Self-directed Professional Development Activities
- B. Applying the HIT Curriculum Model during fieldwork
- C. Integration of skills, abilities and attitudes learned in the classroom
- D. Midterm fieldwork performance evaluation
- E. Student midterm feedback form
- F. Readings
- G. Assignments
- H. Professional behaviors evaluation
- I. HIT fieldwork performance form

IV. METHOD(S) OF INSTRUCTION

- A. Posting to Stars Discussion Board
- B. Supplemental handouts

V. REQUIRED TEXTBOOKS- N/A

Recommended Textbook:

Johns, Johns (2012). *Registered Health Information Technician (RHIT) Exam Preparation. (Current Edition)*. Chicago, IL: American Health Information Management Association Publisher.

VI. REQUIRED MATERIALS

- A. A computer with internet access (available through the Jefferson College Labs)
- B. Paper, notebooks, pens, pencils with erasers
- C. Professional attire

VII. SUPPLEMENTAL REFERENCES

- A. Class handouts
- B. Current internet resources
 - 1. On-line reference materials

2. American Health Information Management (AHIMA) web-site

VIII. METHOD OF EVALUATION

- A. Site Director Evaluation will equal 60% of total course grade. This includes attendance at the clinical site.
- B. Postings to Stars Discussion Board will equal 20% of total course grade
- C. Completion of Professional Practice Notebook will equal 20% of total course grade.
- D. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

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