CENTRAL TEXAS COLLEGE  
SYLLABUS FOR HITT 1301  
HEALTH DATA CONTENT AND STRUCTURE

Semester Hours Credit: 3

INSTRUCTOR: ____________________

OFFICE HOURS: ____________________

I. INTRODUCTION

A. **Course Description:** Introduction to systems and processes for collecting, maintaining, and disseminating primary and secondary health related information including content of health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms, and screens.

B. This is a required course in the Medical Office Technology associate degree, the Medical Office Technology Specialist certificate, the Medical Office Technology Professional certificate, the Medical Coding and Billing Associate degree and certificate, and may be used in the Medical Documentation Specialist associate degree. You will be required to demonstrate proficiency in the skills learned in this course in the internship or clinical courses.

C. This course in conjunction with other appropriate courses prepares students to enter the health related career fields.

D. Experience with medical terminology, keyboarding and document formatting skills recommended.

E. Alphanumeric coding used throughout this syllabus denotes integration of SCANS occupational competencies (C1, etc.) and foundation skills (F1, etc.).

II. LEARNING OUTCOMES

Upon successful completion of Health Data Content and Structure, the student will:

A. Analyze health record content. (F1, F2, F12, C2, C3, C5, C6, C7)

B. Describe health information management department function and purpose. (F1, F2, C1, C3, C4, C5, C7)

C. Differentiate the various types of health care facilities and their records. (F1, F2, C2, C3, C4)

D. Identify the various licensing and regulatory agencies in the healthcare industry. (F1, F2, F12, C3, C4)

August 1, 2015
III. INSTRUCTIONAL MATERIALS

A. Instructional materials for this course may be found at www.ctcd.edu/books.

B. Supplementary Materials: Medical dictionary (electronic or virtual acceptable)

IV. COURSE REQUIREMENTS

A. Reading Assignments: To be successful in this course, you must read and study the textbook. Chapter assignments including exercises and chapter reviews are required with each lesson. Even though you may not be required to turn all work in for grading, you are still responsible for the material covered in the exercises.

B. Class Assignments: Assignments must be completed by the due date to receive credit. Assignments may include forms design and completion, medical record practice exercises, and research projects.

C. Internet Exercises: There may be assignments from the resources at the textbook companion website. Even though you may not be required to turn in all work from this site for grading, you are still responsible for the assigned material.

D. Class Performance: Students enrolled in distance learning courses are expected to maintain constant progress throughout the course. Failure to do so may result in the student being administratively withdrawn by the instructor.

V. EXAMINATIONS

A. There will be exams (quizzes) to accompany the lessons of the course. These exams will cover information in the assignments, chapter reviews, and internet exercises. The majority of exam questions will be objective-type.

B. Dates for completion of the lessons, including the quizzes, will be announced in the schedule provided in the online syllabus.

C. The final exam is cumulative and will be composed of objective-type questions.

VI. SEMESTER GRADE COMPUTATION

A. Exams/Final 50%
B. Class Assignments 50%

Total 100%

For this course to be used to satisfy the requirements for an Office Technology certificate, a student must make a grade of at least a C. A student may repeat the course until he or she achieves a grade of C or better.
VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. **Course Withdrawal:** It is your responsibility as a student to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal:** Results when a student is absent an excessive number of times as defined in the current Central Texas College catalog and/or other published amendatory documentation. In such a case, the student is dropped from the course with a grade of F.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student had completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110
calendar days if the student has not completed the remaining coursework as required by the instructor, the IP will be converted to an FI and appear as an F on the student’s official transcript.

D. **Cellular Phones:** Cellular phones will be turned off while the student is in the classroom or laboratory.

E. **Americans with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Scholastic Honesty:** All students of the Office Technology program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. Cheating: giving or receiving information on an examination, homework, or projects.

4. Students found guilty of scholastic dishonesty are subject to the Office Technology Department’s disciplinary action and CTC’s disciplinary committee; in addition, students are subject to having credit for courses canceled.
VIII. COURSE OUTLINE

A. Lesson 1: Health Care Delivery Systems (Chapter 1)

1. **Learning Outcomes:** Upon completion of Lesson 1, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment:
   a. Define key terms.
   b. Summarize the history of medicine and the delivery of healthcare in the United States.
   c. List programs and services offered as part of the continuum of care.
   d. Differentiate between for-profit and not-for-profit healthcare facility ownership.
   e. Interpret the authority and responsibility associated with a healthcare facility’s organizational structure.
   f. Define and provide examples of licensure, regulation, and accreditation.
   g. Differentiate among health care providers and their disciplines.

2. **Learning Activities:**
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)

3. **Lesson 1 Overview:**
   **Chapter 1** – Health Care Delivery Systems – A summary of the development of health care beginning with ancient medicine through current delivery in the United States

B. Lesson 2: Health Information Management Professionals and Healthcare Settings (Chapters 2 and 3)

1. **Learning Outcomes:** Upon completion of Lesson 2, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment:
   a. Define key terms.
   b. Differentiate among health information management career opportunities.
   c. Identify professional associations available to health care professionals.
   d. Name the benefits of completing an academic professional practice experience.
   e. Define hospital categories and types of hospital patients.
   f. Differentiate among freestanding, hospital-based, and hospital-owned ambulatory care settings.
g. Distinguish among various types of behavioral health care facilities.

h. Detail services provided by home care and hospice agencies.

i. Explain the various types of care.

j. Describe federal, state, and local health care facilities.

2. Learning Activities:
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)

3. Lesson 2 Overview:
   a. Chapter 2 – Health Information Management Professionals – Focus on a variety of career opportunities in health care and health information management
   b. Chapter 3 – Health Care Settings – Introduction to acute care (hospitals), ambulatory and outpatient care, behavioral health care, home care and hospice, long term care, and government health care settings

C. Lesson 3: The Patient Record and the Electronic Health Record (Chapters 4 and 5)

1. Learning Outcomes: Upon completion of Lesson 3, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment:
   a. Define the patient record and explain its purpose.
   b. Delineate provider responsibilities for the patient record.
   c. Summarize the development of the patient record.
   d. Distinguish among patient record formats.
   e. Compare alternative storage methods to archived records.
   f. Summarize patient record completion responsibilities.
   g. Distinguish between computerized patient records, electronic patient records, and electronic health records.
   h. Discuss electronic record implementation issues.
   i. Define and discuss the importance of regional health information organizations.
   j. Identify the administrative and clinical applications found in electronic health records.

2. Learning Activities:
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)
Lesson 3 Overview:
  a. Chapter 4 – The Patient Record: Hospital, Physician Office, and Alternate Care Settings – Although care facilities may be different, the patient records for all facilities contain similar content and format features.

D. Lesson 4: Content of the Patient Record: Inpatient, Outpatient, and Physician Office (Chapter 6)

1. Learning Outcomes: Upon completion of Lesson 4, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment
   a. Define key terms.
   b. Explain general documentation issues that impact all patient records.
   c. Differentiate between patient administrative and clinical data.
   d. List the contents of inpatient, outpatient, and physician office records.
   e. Detail forms design and control requirements, including the role of the forms committee.

2. Learning Activities:
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)

3. Lesson 4 Overview:
   Chapter 6 – Health care providers in hospitals, outpatient settings, physician offices, and alternative care facilities must maintain a record for each patient who receives health care services. An introduction to the content of the record in these settings

E. Lesson 5: Numbering & Filing Systems, Record Storage and Circulation (Chapter 7)

1. Learning Outcomes: Upon completion of Lesson 5, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment
   a. Define key terms.
   b. Explain the differences among serial, unit, and serial-unit numbering systems.
   c. Organize records according to serial, unit, and serial-unit numbering systems.
   d. Name, define and organize records according to alphabetic and numeric filing systems.
e. Cite advantages and disadvantages in the use of alphabetic and numeric filing systems.
f. Explain the rules of, and arrange records for alphabetic, straight numerical, terminal-digit, and middle-digit filing.
g. Compare the types of filing equipment used to store records and calculate storage needs.
h. Discuss the components of a file folder.
i. Explain the procedure for organizing and managing loose filing
j. Describe circulation systems used to transport patient records.
k. Identify security measures that occur to safeguard patient records and information from theft, fire, and water damage.

2. Learning Activities:
a. Chapter exercises (F1, F2, F7, F11, F16)
b. Chapter review (F1, F2, F7, F11, F16)
c. Internet exercises (F7, F9, F10, F12, F16)
d. Lab assignment (F5, C8, C19, F16)
e. Lesson quiz (F7, F9, F10, F12, F16)

3. Lesson 5 Overview:
Chapter 7 - Numbering & Filing Systems and Record Storage & Circulation – A well-organized numbering and filing system is essential to the effective storage and retrieval of patient records.

F. Lesson 6: Indexes, Registers, and Health Data Collection (Chapter 8)

1. Learning Outcomes: Upon completion of Lesson 6, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment
a. Define key terms.
b. Identify indexes, registers, and registries maintained by health care facilities and state and federal agencies.
c. Explain the uses of indexes, registers, and registries.
d. Determine case abstracting requirements for patient records.
e. Discuss the characteristics of health data collection.

2. Learning Activities:
a. Chapter exercises (F1, F2, F7, F11, F16)
b. Chapter review (F1, F2, F7, F11, F16)
c. Internet exercises (F7, F9, F10, F12, F16)
d. Lab assignment (F5, C8, C19, F16)
e. Lesson quiz (F7, F9, F10, F12, F16)

3. Lesson 6 Overview:
Chapter 8 - Indexes, Registers, and Health Data Collection – Indexes, registers, and registries allow health information to be maintained and retrieved by health care facilities.
G. **Lesson 7: Legal Aspects of Health Information Management (Chapter 9)**

1. **Learning Outcomes:** Upon completion of Lesson 7, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment
   a. Define key terms.
   b. Identify and define health information legal and regulatory terms.
   c. Maintain the patient record in the normal course of business.
   d. Maintain confidentiality of protected health information (PHI).
   e. Comply with HIPAA privacy and security provisions.
   f. Interpret legislation that impacts health information management.
   g. Determine appropriate release of protected health information (PHI).

2. **Learning Activities:**
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)

3. **Lesson 7 Overview:**
   **Chapter 9 - Legal Aspects of Health Information Management** – A working knowledge of the legal aspects of health information management (HIM) is essential for students pursuing healthcare academic programs. This lesson provides an introduction to these concepts.

H. **Lesson 8: Coding and Reimbursement (Chapter 10)**

1. **Learning Outcomes:** Upon completion of Lesson 8, the student will achieve the following outcomes with at least 70% accuracy on a lesson assessment
   a. Define key terms.
   b. Differentiate among classifications, taxonomies, nomenclatures, terminologies, and clinical vocabularies, and state uses of each.
   c. List and explain differences among third-party payers.
   d. List and define health care reimbursement methodologies.

2. **Learning Activities:**
   a. Chapter exercises (F1, F2, F7, F11, F16)
   b. Chapter review (F1, F2, F7, F11, F16)
   c. Internet exercises (F7, F9, F10, F12, F16)
   d. Lab assignment (F5, C8, C19, F16)
   e. Lesson quiz (F7, F9, F10, F12, F16)

3. **Lesson 8 Overview:**
   **Chapter 10 – Coding and Reimbursement** – Health care providers and third-party payers use nomenclatures, taxonomies, and classification systems to collect, store, and process data for a variety of purposes.