Department : Office Systems Technology

Course Title : Healthcare Organization and Supervision

Section Name : HITT 2339

Start Date : 08/22/2012

End Date : 12/08/2012

Modality : WEB Instruction

Credits : 3

Instructor Information

Name : Sandie Graves

OC Email : sgraves@odessa.edu

OC Phone # : 432-335-6426

 Office Hours:

Monday and Wednesday 8 am to 9 am
                                               10 am to 12 pm

Tuesday and Thursday 9:30 am to 11:30 am

Friday by Appointment

Monitored and open labs available Monday thru Thursday. Help from the instructor is available at your request (appointment can be setup or you may contact instructor during office hours). Tutoring is available through the LRC.

Course Description
A study of recordkeeping practices in the hospital and physician's office. Emphasis is placed on hospital and medical staff organization, record content, procedures in filing, numbering and retention of patient records, quantitative analysis, release of patient information, forms control and design, indexes and registers, reimbursement, regulatory and accrediting agencies, and alternative health care delivery systems.

Prerequisites/Corequisites
None

ICO- 1, 2, 3, 4, 6

LEARNING OUTCOMES:
At the conclusion of this course, the student should be able to:
1. Introduce health information management concepts common t allied health professional.
2. Describe characteristics of health care delivery and settings in the United States.
3. Delineate career opportunities for health information management professionals.
4. Describe types of patient records, including documentation issues associated with each.
5. Describe numbering and filing systems and record storage and circulation methods.
6. Explain indexes, registers and health data collection.
7. Introduce legal aspects of health information management.
8. Provide an overview of coding and reimbursement.

Explain medical discoveries of the Modern era

Summarize the evolution of health care delivery in the United States

Discuss the differences between primary, secondary, and tertiary care

Differentiate the types of hospital ownership

Compare the roles of a hospital governing board and administration

Name and describe medical specialties

Explain the various medical staff membership categories

Delineate the responsibilities of medical staff committees

List hospital departments, and explain the function of each

Detail services a health information management department performs

Provide examples of contract services for health information management

List hospital committees, and describe the function of each

Discuss differences among licensure, regulation, and accreditation of health care facilities

List and define hospital categories

Identify types of hospital patients

Differentiate among freestanding, hospital-based, and hospital-owned ambulatory care settings

Distinguish among various types of behavioral health care facilities

Detail services provided by a home care agency

Describe the goal of hospice care

Explain the various types of long-term care

Differentiate between the various managed care models

Name and describe federal health care facilities

Compare the responsibilities of agencies within the United States Public Health Services

Differentiate among various types of patient records

Summarize the purpose of the patient record

Provide examples of administrative and clinical data

Delineate provider documentation responsibilities

Summarize the development of the patient record

Explain the correct method for correcting documentation

Distinguish between manual and automated record formats

Discuss the importance of authentication of records

Compare alternative storage methods

Summarize patient record completion responsibilities

Explain general documentation issues that impact all patient records

Differentiate among administrative, financial, and clinical data collected on patients

List the contents of inpatient, outpatient, and physician office records

Identify accreditation standards and federal and state laws and regulations that impact patient record content

Detail forms design and control requirements, including the role of the forms committee

Explain the differences between serial, unit, and serial-unit numbering systems

Organize records according to serial, unit, and serial-unit numbering

Name and define the two major categories of filing: alphabetic and numeric

Define and organize records according to alphabetic and numeric filing systems

Cite advantages and disadvantages in the use of alphabetic and numeric filing systems

Explain the rules for straight numerical, terminal-digit, and middle-digit filing

Arrange records in alphabetic, straight numerical, terminal-digit, and middle-digit order

Compare the types of filing equipment used to store file folders
Calculate record storage needs
Discuss the components of a file folder, including color-coding, fastener position, preprinted material, and scoring and reinforcement
List and define the types of controls used in filing systems
Explain the procedure for organizing and managing loose filing
Describe circulation systems that are used to transport patient records
Identify security measures that occur to safeguard patient records and information from theft, fire, and water damage
Identify indexes, registers, and registries maintained by health care facilities and state and federal agencies
Explain the uses of indexes, registers, and registries
Determine case abstracting requirements for patient records
Discuss the characteristics of health data collection
Identify and define health information legal and regulatory terms
Maintain the patient record in the normal course of business
Maintain confidentiality of protected health information (PHI)
Comply with HIPAA privacy and security provisions
Interpret legislation that impacts health information management
Know nomenclatures and classifications, and state uses of each
Identify the structure of the Department of Health and Human Services (DHHS) and the Centers for Medicare & Medicaid Services (CMS)
List and define Medicare prospective payment systems (PPS) and fee schedules
State the function of a chargemaster and a chargemaster review
Name health care settings that submit the UB-92 and CMS-1500, respectively Explain electronic data interchange (EDI)
Define fraud and abuse
State the purpose of local coverage determinations (LCDs)
Appropriately release protected health information (PHI)

Required Materials
: Essential of Health Information Management
Principles and Practices 2nd ed.
Michelle A. Green and Mary Jo Bowie
ISBN 0-7668-4503-6

Assignments:

Assigned CHAPTER	Description	All Assignments and TEST DUE BY 11:55 pm
Intro		August 31
1	Healthcare Delivery Systems	Sept 9
2	Health Information Management Professional	Sept 22
3	Healthcare Settings	Oct 3
4	The Patient Record	October 13
5	Electronic Health Records	October 24
6	Content of the Patient Records	Nov 3
7	Numbering and Filing Systems and Record Storage and Circulation	Nov 16
8	Indexes, Registers, and Health Care Data Collection	Nov 30
9	Legal Aspects of Health Information Management	Dec 7
10	**Chapter 10 will not be covered.**	
FINAL	Dec 8-10	Dec 10

Grading Policy
No late work is accepted. No makeup tests will be given.

Grading: This class is graded on a points system. Below is a breakdown of the points available Final grades will be determined by the following :

1306-1452 points = A

1161-1305 points = B

1016-1160 points = C

871-1015 points = D

0-870 points = F

Points are subject to change depending on the number of Discussion Board questions given during the semester.

You have 5 days from the date that the grades are posted to dispute that grade. After that, I will not change your grade. It is up to you to check your grades weekly to make sure that the assignment grades were posted correctly.

Success Coaches: The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

If you consider withdrawing or dropping this class, please contact the instructor who will provide information regarding withdrawals, dropping a class or receiving an incomplete.

Scholastic Dishonesty (directly from the **Student Handbook**)

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

1. Copying from another student's test paper
2. Using test materials not authorized by the person administering the test
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator
4. Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test
5. The unauthorized transporting or removal, in whole or in part, the contents of the unadministered test
6. Substituting for another student, or permitting another student to substitute for one's self, to take a test
7. Bribing another person to obtain an unadministered test or information about an unadministered test

"Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work

"Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements

Netiquette & Discussion Expectations

There are definite differences between online classes and traditional classrooms. However, some things don't change: the practices of courtesy and respect that apply in the ordinary classroom also apply online, and require even more attention. Here are some guidelines which are adapted from Marylhurst University, Portland, Oregon.

Participate. In the online environment, it's not enough to show up during group discussions! Your group needs to hear your voice through your discussions -- to feel your presence, and they especially need your comments to add to the information, the shared learning, and the sense of community in each class.

Be persistent. Remember that we're all working in a fairly new environment. If you run into any difficulties, don't wait! Contact me immediately (see Contact Information above), or check with one of your classmates through Blackboard email/Cyber Cafe. Most problems are easily solved, but we have to hear from you before we can help.

Think before you push the "Send" button. During group discussions, did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.

Be Clear! Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments. So help us "see" you by explaining your ideas fully.

Ask for feedback! If you're not sure how your ideas and comments will be taken, ask! Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement.

Don't be inappropriate. "Flaming," or flying off the handle and ranting at someone else is unacceptable; it's the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face-to-face classroom. Any derogatory or inappropriate comments regarding race, gender, age, religion, sexual orientation, are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the physical classroom. If you have concerns about something that has been said, please let your instructor know immediately.

Be Honest. Plagiarism, cheating and other violations of ethical student behavior are serious actions in a learning community. The onus is on the student to understand the meaning of plagiarism, as well as to be aware of its consequences. Students who abuse the online

learning system are subject to the OC policies regarding Students' Rights and Responsibilities, and may be removed from the course.

DEPARTMENTAL POLICY:

NO LATE WORK ACCEPTED OR MAKE UP TESTS GIVEN.

ATTENDANCE POLICY:

Class attendance and preparation are essential in order to gain a full understanding of this course. Student attendance at EVERY class is expected. **More than five (5) absences** will jeopardize your grade. Your final grade average will drop one point for every absence over five.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **All correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **All correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability abd student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
   - provided my contact information at the beginning of the syllabus;
   - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
   - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
   - provide clear information about grading policies and assignment requirements in the course syllabus, and
   - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
   - post grades for discussion postings within one week of the discussion thread closing.
   - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
   - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
   - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
   - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
    - getting "kicked off" of the system during tests or quizzes;
    - having trouble submitting assignments; and
    - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
    - seek out help from my instructor and/or from tutors;
    - ask questions if I don't understand; and,
    - access my course several times during the week to keep up with assignments and announcements.

Disclaimer

*Students are responsible for checking for changes frequently as this syllabus may be updated often, as needed. If you have any complaints about this course and do not feel comfortable discussing the issues with me, please contact my Department Chair, Nancy Stewart at 432-335-6486 or at nstewart@odessa.edu.