HEALTH INFORMATION TECHNOLOGY

**Code:** HIT 107  
**Title:** Health Information in Non-Acute Care

**Division:** Health Sciences

**Course Description:** This course includes thorough discussion of the different types of non-acute care facilities. It emphasizes National and State accrediting, licensing and certifying standards regarding documentation and management of health information in non-acute patient records. It covers the development, content, and management of health information in the non-acute setting and students develop policy and procedures and perform qualitative/quantitative analysis on medical records. It also includes release of information and other basic functions of the Information Management Technologist in the non-acute care facility. Term paper completion is facilitated by an off-site visit to a non-acute care facility.

**Prerequisite:** HIT 102, HIT 103

**Credits:** 3 cr.

**Required Materials (Check Bookstore for Latest Edition):**
Click on the bookstore for the supplies which you are attending each class.  
Rcbc.edu/bookstore

**Course Learning Outcomes:**
Upon completion of this course, students will be able to:

- Identify and describe the major characteristics of the non-acute care facilities, including goals and scope of services, without use of reference materials.
- Compare and contrast standards and regulations of the State of New Jersey, the Federal Regulations, and Standards for external accrediting agencies, i.e., Joint Commission on Accreditation of Health Care Organizations (JCAHO)
- State the function(s) of each department and the position responsible for the functions. Form a list of the essential services for each type of non-acute care facility.
- Interpret and apply laws and accreditation and licensure and certification standards appropriate to each independent non-acute care facility.
- Understand the role of various providers and disciplines throughout the continuum of healthcare services.
- Collect data for quality management, utilization management, risk management, and other patient care related studies.
- Calculate and interpret descriptive healthcare statistics appropriate to the non-acute health care setting.
- Perform quantitative analysis of health records to evaluate compliance with regulations specific to the non-acute care setting.

**GENERAL EDUCATION OUTCOMES IN THIS COURSE:**

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<th>Written and Oral Communication: Communication</th>
<th>* Students will logically and persuasively support their points of view or findings.</th>
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<td>* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.</td>
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<td>* Students will conduct investigative research which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation.</td>
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<td>Technological Competency or Information Literacy: Technology</td>
<td>* Students will demonstrate competency in office productivity tools appropriate to continuing their education.</td>
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<td>* Students will use critical thinking skills for computer-based access, analysis, and presentation of information.</td>
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<td>* Students will exhibit competency in library online database tools appropriate to accessing information in reference publications, periodicals and bibliographies.</td>
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<td>* Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.</td>
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**HIM Associate Degree Entry-Level Competencies**

**Domains, Subdomains, and Tasks**

For 2011 and beyond

- Domain: Health Data Management
○ Subdomain: Health Data Structure, Content and Standards
  ▪ Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status.
  ▪ Apply policies and procedures to ensure the accuracy of health data.
  ▪ Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.

• Domain: Health Services Organization and Delivery
  ○ Subdomain: Healthcare Delivery Systems
    ▪ Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.
    ▪ Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.
  ○ Subdomain: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues
    ▪ Adhere to the legal and regulatory requirements related to the health information infrastructure.
    ▪ Apply policies and procedures for access and disclosure of personal health information.
    ▪ Conduct privacy and confidentiality training programs.
    ▪ Apply and promote ethical standards of practice.

• Domain: Information Technology and Systems
  ○ Subdomain: Information and Communication Technologies
    ▪ Use common software applications such as spreadsheets, databases, word processing, graphics, presentation, e-mail, and so on in the execution of work processes. 2011 AHIMA Education Strategy Committee

**CORE COURSE CONTENT:**

- Introduction
- Hospital-Based Ambulatory Care
- Freestanding Ambulatory Care
- Managed Care
- Dialysis
- Correctional Facilities
- Mental Health: Long-Term and Acute Services
- Substance Abuse
• Facilities for Individuals with Mental Retardation or Developmental Disabilities
• Long-Term Care
• Rehabilitation
• Home Health Care
• Hospice
• Dental Care Settings
• Veterinary Settings
• Consulting

**COURSE ACTIVITIES:**

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

- **Speaking assignments:** students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.

- **Simulation activities:** Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.

- **Case Studies:** Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.

- **Lectures:** This format will include question and answer sessions to provide interactivity between students and instructor.

- **Speakers:** Representatives from various related fields may be invited to speak.

- **Videos:** Related topics will provide impetus for discussion.

**EDUCATIONAL TECHNOLOGY:**

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some
of your work will be submitted or completed online. Web enhancements may include online materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

**STUDENT EVALUATIONS:**

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor’s course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

**GRADING STANDARD:**

A  Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
B+ Mastery of essential elements and related concepts, showing higher level understanding.
B  Mastery of essential elements and related concepts.
C+ Above average knowledge of essential elements and related concepts.
C  Acceptable knowledge of essential elements and related concepts.
D  Minimal knowledge of related concepts.
F  Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

**COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

**OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:**
RCBC welcomes students with disabilities into the college’s educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: www.rcbc.edu/studentsupport

**ADDITIONAL SUPPORT/LABS:**

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:
- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:
- Academic Advising [www.rcbc.edu/advising](http://www.rcbc.edu/advising)
- Student Support Counseling [www.rcbc.edu/counseling](http://www.rcbc.edu/counseling)
- Transfer Center [www.rcbc.edu/transfer](http://www.rcbc.edu/transfer)

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [www.rcbc.edu/tutoring](http://www.rcbc.edu/tutoring)

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