This course goes by the call letters HIT 141. It is called a hybrid course meeting two times face to face and five times via eNOVA (Centra) virtual interactive computer communication.

The class meets on campus from 6:30pm until 10:20pm on Mondays, August 22 and October 17. The class meets via eNOVA from 6:30pm until 8:00pm on Mondays, August 29, September 12, September 19, September 26 and October 3.

Completion of the course earns you 3 college credits. When the class meets on campus, location is the Medical Education Campus in classroom HE-329. This is the course syllabus for Fall 2005.

The instructor for the course is Assistant Professor Barbara C. Hays, MBA, RHIA. Her office is in the Medical Education Center in Springfield, 3rd floor, suite 326, office D.

You may reach her at 703-822-6642. Her email address is bhays@nvcc.edu.

Office hours for Professor Hays for the fall semester are:
On campus:
Wednesday: 4pm to 6pm
Thursday: 12noon to 2pm and also 9:30pm to 10:30pm

Through eNOVA:
Monday: 3pm to 6pm and also 8pm to 10pm

She will be available to consult with students on a regular basis via the telephone or email.

You may get to know Ms. Hays by visiting her web site at www.nvcc.edu/home/bhays.

**Course Description**

This course is designed to provide you (as a student entering the health information management profession) with an understanding of design, management and use of healthcare data and healthcare information systems.

**Required Textbooks**

The required text is:


**Course Purpose**

The purpose of the course is to introduce you to the following topics:

- Functions of the health record
- Content and structure of the health record
- JCAHO Information Management standards
- Health information technology functions
- Healthcare data sets
- Secondary data sources
- Perspective on healthcare and health information management

**AHIMA Domains, Subdomains and Competency Tasks**

The areas covered in this course are:

**Domain I – Healthcare data**

**Subdomain A: Data structure, content and use**

1. Verify timeliness, completeness, accuracy and appropriateness of data and data sources (e.g., patient care, management, billing reports and/or databases)
2. Conduct qualitative analysis to assure that
documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status
3. Assist in the facility’s billing processes

Domain II – Health information analysis
1. Abstract records for department indices/databases/registries
2. Collect data for quality management, utilization management, risk management and other patient care related studies
3. Participate in facility-quality management program
4. Calculate and interpret descriptive healthcare studies
5. Present data in verbal and written forms

Domain III – Healthcare environment
Subdomain A: Healthcare delivery systems
1. Interpret and apply laws and accreditation, licensure and certification standards, monitor changes and communicate information-related changes to other people in the facility
2. Understand the role of various providers and disciplines throughout the continuum of healthcare services

Subdomain B: Legal issues
1. Release patient-specific data to authorized users
2. Request patient-specific information from other sources
3. Summarize patient encounter data for release to authorized users
4. Maintain and enforce patient health record confidentiality requirements

Subdomain C: Healthcare information requirements and standards
1. Assist in developing health record documentation guidelines
2. Perform quantitative analysis of health records to evaluate compliance with regulations and standards
3. Perform qualitative analysis of health records to evaluate compliance
4. Assist in preparing the facility for an accreditation, licensing and/or certification survey
5. Ensure facility-wide adherence to health information services’ compliance with regulatory requirements (e.g., ICD-9-CM Cooperating Parties coding guidelines, CMS Compliance Plan, Correct Coding Initiative)
Domain IV – Information technology and systems

Subdomain A: Information technology
1. Use common software packages (e.g., spreadsheets, databases, word processing, graphics, presentation, statistical, E-mail)
2. Use electronic and imaging technology to store medical records
3. Query facility-wide databases to retrieve information
4. Generate reports from various databases
5. Protect data integrity and validity using software or hardware technology
6. Identify common software problems

Subdomain B: Health information systems
1. Collect and report data on incomplete records and timeliness of record completion
2. Maintain filing and retrieval systems for paper-based patient records
3. Maintain integrity of master patient/client index
4. Maintain integrity of patient numbering and filing systems
5. Design forms, computer input screens and other health record documentation tools

Domain V – Organization and supervision
1. Monitor staffing levels, turnaround time, productivity and workflow for supervisory purposes
2. Determine resources (equipment and supplies) to meet workload needs
3. Develop departmental procedures
4. Develop strategic plans, goals and objectives for area of responsibility
5. Participate on intra-departmental teams/committees
6. Participate on facility-wide teams/committees responsible for health information services issues
7. Provide consultation, education and training to users of health information services
8. Use quality improvement tools and techniques to improve departmental processes
9. Plan and conduct meetings
10. Resolve customer complaints
11. Prioritize department functions and services
12. Implement staff orientation and training programs
13. Manage special projects

Course Competencies

Upon successful completion of this course, you will:
- Define term “health record” and understand the various uses of the health record
- Identify the different users of the health record
and its importance to each other

- Describe the functions of the health record
- Describe the components of health record data quality
- Understand the patient’s right to privacy and the requirements for maintaining the confidentiality of patient-identifiable health information
- Recognize the importance of information security
- Identify the roles and responsibilities of health information management professionals in the development and maintenance of health record systems
- Understand content of health records in various healthcare settings
- Understand the different formats used in healthcare organizations to store health records
- Recognize the documentation requirements of accreditation organizations and state and federal governmental agencies
- Understand the advantages of computer-based health records over paper-based health records
- Identify the usual functions provided by the health information management department
- Understand different operational techniques for managing traditional HIM functions
- Identify techniques used in the storage and maintenance of health records
- Describe the purpose, development and maintenance of registries and indexes such as the master patient index and disease and operation indices
- Discuss the functions and responsibilities of usual HIM support services, including medical transcription, coding services and statistical and research services
- Understand several techniques used in the management of the HIM department, such as policy and procedure development and the budgeting process
- Understand the differences between data and information
- Define the term healthcare data sets and describe the purpose of data sets
- Identify the basic data sets used in acute care, ambulatory care, and long term care
- Understand the unique use of the Minimum Data Set for Long Term Care and Resident Assessment Protocols in defining and addressing the care of residents in long term care facilities
- Recognize the differences between the data elements of emergency department systems and
the essential medical data set; understand the use of the data sets in hospital based emergency departments

- Understand the intent of the Joint Commission on Accreditation of healthcare Organizations’ ORYX initiative and give examples of the core measures identified through ORYX
- Identify the role that Health Plan Employer Data and Information Set and ORYX play in healthcare quality and performance improvement
- Identify the key players in the current efforts to develop standards for computer-based health records
- Define the term “health informatics standards” and explain vocabulary standards, content and structure standards, transmission (communication) standards and security standards
- Select data sets and/or standards appropriate for specific care settings for use in developing health records and health information systems
- Recognize the relationship of code sets to health informatics standards in computer-based environments
- Understand impact of the Health Insurance Portability and Accountability Act on the development of health informatics
- Distinguish between primary and secondary data and between patient-identifiable and aggregate data
- Identify the internal and external users of secondary data
- Compare the facility-specific indexes commonly found in hospitals
- Describe the registries used in hospitals according to purpose, methods of case definition and case finding, data collection methods, reporting and follow-up, and pertinent laws and regulations affecting registry operations
- Understand the terms pertinent to each type of secondary record or database
- Discuss agencies for approval and education and certification for cancer, immunization and trauma registries
- Distinguish among healthcare databases in terms of purpose and content
- Compare manual and automated methods of data collection and vendor systems with facility-specific systems
- Assess data quality issues in secondary records
- Recognize appropriate methods for ensuring data
security and the confidentiality of secondary records
- Identify the role of the health information management professional in creating and maintaining secondary records
- Describe socioeconomic, financial, clinical, primary and secondary data
- Understand the development of the health information profession from its beginnings in 1928 until the present
- Understand how professional practice must evolve to accommodate changes in the healthcare environment
- Understand the responsibilities of healthcare professionals
- Become familiar with the purpose and structure of the American Health Information Management Association
- Understand the certification processes of the American Health Information Management Association
- Complete projects related to HIM systems design/application management
- Understand key components of JCAHO Information Management standards
- Conduct a site visit to a healthcare facility and analyze the information management services of that organization

Course Requirements and Evaluation Criteria

Final grade will be determined as:

- Exam 1 15%
- Exam 2 15%
- Exam 3 15%
- Site visit project (report/presentation) 20%
- News project report 10%
- Clinical pertinence project 5%
- Forms design project 5%
- Numbering project 5%
- Data set project 5%
- Job ads projects 5%

Grading Scale and Overall Standards

You are expected to complete the course with a grade of 72% or better. This is essential because:
- You have the opportunity to practice each objective
- You likely will not pass the national RHIT, CCS, CCS-P or CCA credential exam if you do not
perform at level 72% or higher

- You should be competent to perform well on the job once you graduate. Quality is important in the healthcare field and this focus on quality begins in the classroom.

Successful completion of the course work will result in the following grade:

- 92 - 100%  A
- 82 - 91%  B
- 72 - 81%  C
- 62 - 71%  D
- Below 61%  F

Any student who receives a final score below 72 will be subject to the suspension policies of the HIT/CDC program. The policies are specified in the Student Handbook.

**Policies Regarding Late Work and Make-Up Exams**

Late work grades will be reduced in score by 20%. Make-up exams may be scheduled for urgent situations with advanced notice to the instructor. Exams missed without prior notice to the instructor may NOT be made up.

**Computer Lab Use**

All students are welcome to use computers in the Learning Resource Centers. Multiple sites throughout the campuses will accommodate laptop computer use.

If you are enrolled in the Health Information Technology or Clinical Data Coding programs, you may use the HIT and CDC computer labs on the Medical Education Campus. Before these labs may be used, you must successfully complete the program’s orientation program. In addition, you must sign in and out of the HIT and CDC computer labs.

**Blackboard Forums**

We will use Blackboard which is a virtual classroom hosted on a dedicated server maintained by the Virginia Community College System (VCCS). When you enroll in this class, you are also enrolled in the Blackboard site. The Blackboard identification for this course is HIT 141 – E97H.

Students are encouraged to participate in the online forum by posting messages from time to time in Blackboard. You will be communicating with other students registered in this class.
Professor Hays will also post announcements for all students via the Blackboard forum. Please be sure to check for this for messages.

To enter this Blackboard course, go to http://learn.vccs.edu. Click on Login and enter your logon name and password. You get your logon name and password from Student Blackboard Support section of the NVCC web site.

Your logon name is your first initial and last name + 4 assigned digits. Your password is your birth date in the form of MMDDYY. If your birthdate is September 5, 1985, your password is 090585.

When you have logged in, you will see all the courses you are enrolled in through the Blackboard system. Click on the course you want.

This course uses Centra Symposium software, enabling real-time, live, collaborative discussion and learning in a virtual classroom setting. You and your classmates will meet live with your professor, online, via your home computer. You must have access to the Internet, use the Internet Explorer browser and have a computer microphone and speakers or a computer headset with microphone.

At least one day prior to your first online eNOVA class, please follow these directions to become familiar with the Centra Symposium interface.

1. Close all applications that are open and running on your computer, including your email and any other browser sites. Leaving applications open can cause the Centra software to lock up.
2. Launch your Internet Explorer browser on your PC. The Netscape browser does not work very well with Centra. If you do not currently have Internet Explorer, go to the Microsoft Web site at the following URL (http://www.microsoft.com) to download a copy for free.
3. Enter the URL for the NVCC eNOVA server (http://centra1.nvcc.edu)
4. Press Enter on your keyboard. The eNOVA log in page appears.
5. Enter your login and password information and click Login. For all NVCC eNOVA courses, the student login is your partial VCCS email address (everything to the LEFT of the @ sign only; that’s
your first initial and last name plus 4 assigned digits). Your password is your birthdate in the form of MMDDYY. If your birthdate is September 5, 1985, your password is 090585.

6. Your MY SCHEDULE PAGE should appear. You will see the eNOVA classes you are currently scheduled to attend under the Upcoming Tab.

7. Click on the (BLUE) Attend link, located under the Start Time for the class you are scheduled to attend.

8. You will be prompted to allow an automatic download of Centra Software. Click YES. The Centra software will be downloaded to your computer and you will automatically be taken to the Centra classroom interface for your course.

9. In the lower left corner you will see a YELLOW PreSession box. While this is highlighted, you may chat with other students listed in the Participant box, as well as review the Agenda for the course.

10. Once the instructor begins the session, the yellow PreSession box will turn to a red Recording box. At that point, your professor will have control of all student microphones. The professor will guide you from here.

It is very important to read these instructors and test your system BEFORE your first scheduled class meeting in order to see if your computer is compliant with all Centra requirements and to assure that you are able to connect to the NVCC eNOVA server. It is important to do the microphone check before the first class session. Please complete this at least twenty four hours before the first class session.

Our two CENTRA resource persons for eNOVA on the Medical Education Campus are:

   Dan Alford (office 703-822-6532 and cell 703-606-4527)
   Anil Jindal (office 703-822-6670 and cell 703-409-5712)

When participating in eNOVA, you will have the capability to:

- Raise your hand to request a “virtual” microphone. The microphone, once given to you by the professor, will allow you to ask or respond to questions.
- Speak to the professor and fellow students.
- Use mark up tools and powerpoints when making a presentation.
• Participate in a survey.
• Respond to questions with “yes” or “no” response (with a single click).
• Play back a recording of the class when reviewing your notes or preparing for a test.
• Host a shared application on your computer.
• Browse class agenda and powerpoints before class begins.
• Participate in class evaluation activities.

NVCC eNOVA user support web site is http://www.nvcc.edu/depts/centra/default/asp.

If you have technical problems or questions, please contact the NVCC IT Help Desk for support. The phone number is 703-323-3330. The email address is ithelpdesk@nvcc.edu.

Student Email Accounts
As a NVCC student, you have a personal NVCC email account. Please sign on your NVCC email account as this is an official way of communication with you. You may elect to link this account to your personal email account. Go to the Learning Resource Center for help in accessing and setting up your personal links or see the instructions on the Blackboard site.

Key Academic Dates
Key dates for this first 8 week session are:
• Last day for registration – August 24
• Last day for schedule adjustments with permission – August 29
• Last day for tuition refund – August 29
• Last day to apply for December graduation – September 2
• Parking permit required – September 6
• Last day to withdraw without grade penalty/change to audit – September 24
• Exams end – October 18

Learning Environment
The Medical Education Campus community is committed to providing a learning environment that encourages the free exchange of ideas and information. To accomplish this goal, the following expectations are established for the campus community:
• That all backgrounds and cultures be respected
• That a free and civil exchange of ideas take place, so everyone in a class feels welcome to participate
• That all members of the class arrive on time, leave the class only on breaks or in case of emergency, and leave the classrooms and all college property in good condition
• That distractions be kept to a minimum. Cell phones and other electronic devices are turned off in class, labs and the library. Students remain seated throughout the class and refrain from talking with classmates while another class member or the instructor has the floor
• That each student submits his or her own work
• That consideration be given to classes in adjoining areas

Classroom Accommodations for Students Who Native Language is Not English

It is highly recommended that students seriously consider utilizing these suggestions to achieve the full benefit of the course content:
• Tape all lectures and demonstrations
• Replay tapes before taking exams
• Use the Writing Center in Student Services to assist with all written assignments
• Use the Tutoring Center in Student Services to assist with how to study and read exam material
• Practice reading aloud

Students with Disabilities (ADA)

If you have a diagnosed and documented disability, which may cause you to have difficulty with any portion of the requirements of this course, please contact the Special Needs Counselor in Student Development (HE-202B) as soon as possible so that arrangements can be made.

Attendance Policy

Regular attendance is expected and an attendance record will be maintained for each class. Students who fail to attend class during the first 25 percent of the course will be administratively withdrawn from the course by the professor for failure to attend and make satisfactory progress in the course.

College Schedule

Important dates can be found in the schedule of classes or by accessing the college web site at www.nvcc.edu/calendars. It is the student’s responsibility to read and know the dates for application for graduation, add/drop or withdrawal without grade penalty, etc.

School Closing Policy

Major radio and TV stations announce school closing because of ice and/or snow, etc. If in doubt, check the college web page at www.nvcc.edu or call NVCC campus security office at 703-822-6677 or call NOVAnet at 703-323-3770.

Disruptive Behavior Policy

Disruptive behavior or threat of physical harm will not be tolerated. This includes, but is not limited to, a variety
of behaviors such as use of cell phones, talking during lecture, reading a newspaper, and/or bothering other students. Students in violation will be asked to leave the classroom. Other disciplinary action may be taken in accordance with the policies in the college Student Handbook.

Academic Dishonesty Policy

Academic dishonesty includes cheating, plagiarism, and other forms of dishonorable conduct. Such dishonesty will not be tolerated. Penalties can range from the issuance of failing grades (on an assignment, an exam, or the course) to being referred to the Dean of Student Services for further disciplinary action, including possible expulsion from the College. More detailed information about the college policy is in the College Catalog and Student Handbook or can be viewed on the college web page at www.nvcc.edu/resources/stuhandbook.

Emergency Evacuation Procedures

Please take note of the closest fire exit to the classroom. You will find a framed emergency evacuation plan on one of the walls in each classroom. This describes the procedures that must be followed and diagrams the evacuation routes that are to be used in case of emergency. All occupants must immediately evacuate the building when the fire alarm bells/lights are activated unless the Building Warden has advised that the system is undergoing a scheduled test. Occupants will exit the building using posted evacuation routes or the nearest safe exit. Elevators will not be used during emergency evacuation. Upon exiting, occupants are to continue moving until they are at least 300 feet from the building. The instructor will assist handicapped persons to the designated assistance areas on each floor. You should take your coats and purses with you, as there is not assurance that you will be allowed to return. Evacuation procedures will be discussed during the first class session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>August 22</td>
<td>Review of syllabus</td>
<td>Review syllabus and eNOVA website</td>
</tr>
<tr>
<td>On campus</td>
<td>Complete orientation to eNOVA</td>
<td>Read Johns chapter 2</td>
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<tr>
<td></td>
<td>Discuss functions of health record</td>
<td>Review powerpoint</td>
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<td></td>
<td>Review patient health record formats</td>
<td>Select site visit location</td>
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<td></td>
<td></td>
<td>Select news reporting dates</td>
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<tr>
<td>August 29</td>
<td>Discuss continent and structure of health</td>
<td>Read Johns chapter 3</td>
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<tr>
<td>eNOVA</td>
<td>records</td>
<td>Review powerpoint</td>
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<tr>
<td></td>
<td>Present news reports 1,2,3,4</td>
<td>Prepare for news report (if</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>September 5</td>
<td>Labor day holiday – no class</td>
<td>Develop plan for site visit project</td>
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<tr>
<td>September 12</td>
<td>Review exam 1</td>
<td>*Complete exam 1 in Testing Center between September 6 and September 12 (includes chapter 2 and 3)</td>
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<tr>
<td></td>
<td>Discuss JCAHO Information Management standards</td>
<td>Review JCAHO Information Management standards</td>
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<td></td>
<td>Discuss clinical pertinence project</td>
<td>Prepare for news report (if appropriate)</td>
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<td>Present news reports 5,6,7,8</td>
<td>Submit clinical pertinence project</td>
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<tr>
<td>September 19</td>
<td>Discuss health information technology functions</td>
<td>Read Johns chapter 20</td>
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<td></td>
<td>Discuss forms design project</td>
<td>Review powerpoint</td>
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<td></td>
<td>Discuss numbering project</td>
<td>Prepare for news report (if appropriate)</td>
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<td>Present news reports 9,10,11,12</td>
<td>Submit clinical pertinence project</td>
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<tr>
<td>September 26</td>
<td>Review exam 2</td>
<td>*Complete exam 2 in Testing Center between September 20 and September 26 (includes chapter 20 and JCAHO IM standards)</td>
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<tr>
<td></td>
<td>Discuss healthcare data sets</td>
<td>Review chapters 1 and 5</td>
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<tr>
<td></td>
<td>Discuss data set project</td>
<td>Review powerpoint</td>
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<tr>
<td></td>
<td>Present news reports 13,14,15,16,17</td>
<td>Prepare for news report (if appropriate)</td>
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<td>Submit forms design project</td>
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<td></td>
<td>Submit numbering project</td>
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<tr>
<td>October 3</td>
<td>Discuss secondary data sources</td>
<td>Review chapter 4</td>
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<td></td>
<td>Discuss perspective on healthcare and health information management (including AHIMA organization)</td>
<td>Review powerpoint</td>
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<td></td>
<td>Discuss finalization of site visit report (written and verbal)</td>
<td>Prepare for news report (if appropriate)</td>
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<td></td>
<td>Discuss job ads project</td>
<td>Submit data set project</td>
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<tr>
<td></td>
<td>Present news reports 18,19,20,21,22</td>
<td>*Complete exam 3 in Testing Center between October 4 and October 17 (includes chapters 1, 4, and 5)</td>
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<tr>
<td>October 10</td>
<td>Non-instructional day at NVCC – no class meeting</td>
<td>Prepare site visit report (written and verbal)</td>
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<tr>
<td>October 17</td>
<td>Review exam 3</td>
<td>*Complete exam 3 in Testing Center between October 4 and October 17 (includes chapters 1, 4, and 5)</td>
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<td></td>
<td>Present site visit report</td>
<td>Submit site visit report</td>
</tr>
<tr>
<td></td>
<td>Discuss HIM job opportunities</td>
<td>Submit job ads project</td>
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</tbody>
</table>
**BLACKBOARD DISCUSSION FORUMS** - Students are encouraged to use the Discussion Forums for communication with each other during the semester.

**SITE VISIT PROJECT** – Each student will be assigned to a specialty site to visit. This selection will be done during the first class meeting of the semester. Possible sites are:

- Large acute care hospital (level one emergency services)
- Small acute care hospital (level two or three emergency services)
- Long term care facility
- Assisted living facility
- Rehabilitation hospital
- Psychiatric hospital
- Children’s hospital
- Specialty hospital (burn, cancer, military, other)
- Home health agency
- Hospice center
- Surgicenter
- Physician’s private office
- State, county or city sponsored clinic
- Walk-in clinic (urgent care center)
- Hospital outpatient clinic
- Military outpatient clinic
- Specialty clinic
- Family planning center
- Day services for specialty needs (senior citizens)
- Alternative medical care center
- Sports medicine center (pro or college sports team)
- Clinic in jail setting
- Fertility center
- Animal hospital (small animals)
- Animal hospital (large animals)
- Research center (NIH)
- Coroners office
- Any other specialty site identified by the student

After the site visit has been approved by the professor, the student will make contact to set up a visit date/time. The contact with the site will be made before the second class session. The visit should be scheduled to occur by early October. When the visit date/time has been selected, the student will immediately convey this information to the professor via digital drop box. The student will post the site, site contact person, telephone number of site and date/time of scheduled visit).
A list of questions is provided and must be used during the site visit and in preparing the written report. The questions are for the student’s use in preparing for the interview; do not give the site contact a copy of the questions. It is anticipated that the student will spend approximately 1 hour in interviewing the contact person at the site. An additional hour may be spent in conducting an on-site tour. The student may take pictures of the site if the site contact approves this action.

The student will prepare a minimum of a 5 page report (single spaced) answering all the questions presented by the professor. It is important to use good business style in preparing the report.

The student will also plan and deliver a 3 minute presentation for class members. Be sure to address the unique structure and services of the site. Use of pictures, powerpoints and/or other visuals is encouraged. If the student has secured copies of documentation formats used at the site, please share these during the verbal reports.

Within 4 days of the site visit, the student will prepare and send a thank you letter (formal business style) to the site contact person. A copy of this letter plus any material secured during the visit should be attached to the written report submitted to the professor.

**CLINICAL PERTINENCE PROJECT** – Each student will be given raw data gathered by a (mock) clinical pertinence review team at an acute care hospital. The student will prepare a one page report that is designed for discussion at a Performance Improvement Council meeting. Members of the Council include physicians, administrators, nurses, allied health personnel. The report MUST be limited to a single page. The report should include both narrative comments and graphic display of key pieces of information. To begin the project, the student should first analyze the data and determine what is important to demonstrate areas of excellent performance and also determine what is important to recognize areas for improvement.

The report will be posted on the digital drop box.

**RECORD ORGANIZATION – NUMBERING PROJECT** – Each student will complete an exercise arranging medical records in the following order:

- Straight alphabetic
- Soundex alphabetic
- Straight serial number
- 2-primary digit - terminal digit
- 3-primary digit – terminal digit

The report will be posted on the digital drop box.

**FORMS DESIGN PROJECT** – Each student will design a documentation tool to be completed by a diabetic patient (by the adult patient himself/herself, parent of a child or animal owner). The form may be designed for a particular population of persons who do not speak English; the
student will provide the professor a copy of the form in the English language as well as the language of the intended audience.

The purpose of the patient tool (in paper or electronic format) is to permit self-monitoring, management and education of his/her disease. Detailed specifications will be given for completion of the project.

The form will be posted on the Discussion Board so all class members may review and comment on the design. The student needs to be prepared to discuss his/her design during a class session.

**DATA SET PROJECT** – Each student will identify either a data set currently used in healthcare or an organization actively involved in setting data standards or legislation impacting data standards. Selection of topic will occur during the first class session. Students may choose one of the following:

**Data Sets**
- Uniform Hospital Discharge Data Set (UHDDS)
- Uniform Ambulatory Care Data Set (UACDS)
- Unique physician identification number (UPIN)
- Minimum Data Set for Long Term Care and Resident Assessment Protocols (MDS)
- Outcomes and Assessment Information Set (OASIS)
- Uniform Data Set for Rehabilitation Medicine (FIMS)
- Data elements for Emergency Department systems
- Core measures for ORYX
- ASTM E-1384 Content Guide for Computer-Based Patient Records
- National Practitioner Data Bank (NPDB)
- Health Plan Employer Data and Information Set (HEDIS)

**Organizations actively involved in setting data standards**
- American Society for Testing and Materials (ASTM)
- American National Standards Institute (ANSI)
- Computer-based Patient Record Institute (CPRI) – historical
- National Committee on Vital and Health Statistics (NCVHS)
- National Association of Health Data Organizations (NAHDO)

**Legislation impacting data standards**
- Health Insurance Portability and Accountability Act (HIPAA)
- Current legislative before Congress

The student will prepare a one page summary describing:
- For data set:
  - Origin
  - Purpose
• Key data set items
  o Uses and users
• For organizations actively involved in setting data standards:
  o Structure
  o Membership
  o Involvement in data set design
  o Uses and users of data set
• For legislation impacting data standards:
  o Origin
  o Summary of legislation
  o Key data set items or standards
  o Uses and users
  o Status of legislation

The report will be posted on the Discussion Board. The student needs to be prepared to discuss his/her topic during a class session.

**JOB ADS PROJECT** – Each student needs to identify four job ads or announcements or career possibilities for presentation to the class. These ads/announcements/career possibilities will fall into the following categories:

- Ad #1 – job possibility that is appropriate for self as a new HIT graduate
- Ad #2 – job goal for 2 to 3 years post graduation
- Ad #3 – job involving computerized patient record or electronic data management career
- Ad #4 – job showing personal career goal (the “BIG” dream job)

The student needs to bring these ads (mounted on paper and with student’s name recorded on the back) to the final class session. The student also needs to be prepared to discuss his/her job ads during this class session.

Job ads will be collected and posted in one of the HIM/CDC classrooms.

**NEWS PROJECT** – Each student will be assigned a date to prepare a one page summary highlighting key points of a news report dealing with a health information management “hot topic.” There is no limit to the source of this printed, published report. The summary may be done using powerpoint or other visual method. Creativity in presentation is encouraged.

The student will post the summary on the Discussion Board for all class members to review.

In addition, the student will lead a 2 minute verbal discussion on his/her topic to the class during the assigned date for this project. Topic due dates are:

<table>
<thead>
<tr>
<th>DATE</th>
<th>REPORTER</th>
<th>NEWS TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>1 –</td>
<td>2 –</td>
</tr>
</tbody>
</table>
September 12
5-
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September 19
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September 26
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October 3
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21-
22-