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### AHMS 108.50: Health Data Content and Structure

Michelle M. Boller

University of Montana - Missoula, [michelle.boller@mso.umt.edu](mailto:michelle.boller@mso.umt.edu)

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**THE UNIVERSITY OF MONTANA  
MISSOULA COLLEGE  
BUSINESS TECHNOLOGY DEPARTMENT**

**COURSE SYLLABUS**

**COURSE NUMBER AND TITLE:** AHMS 108 – Health Data Content & Structure  
**DATE REVISED:** SPRING 2016  
**SEMESTER CREDITS:** 2  
**PREREQUISITES:** None

**FACULTY:** Michelle Boller  
**E-Mail** michelle.boller@umontana.edu

**REQUIRED TEXT:** Health Information Management Technology: An Applied Approach 4th Edition. Nanette B. Sayles ISBN: 978-1-58426-352-7

**RELATIONSHIP TO PROGRAM(S):**

**COURSE DESCRIPTION:** Course content provides a broad overview and in-depth study of origin, use, content and documentation of health records. Various systems are reviewed for storage and retrieval of paper and electronic records, analysis of the medical records as it pertains to legal, regulatory and accreditation standards. Additional topics include healthcare delivery systems, privacy, confidentiality, policy regulations, reimbursement processes, and healthcare data information technology.

**STUDENT PERFORMANCE OUTCOMES:**

Upon completion of this course, the student will be able to:

1. Understand the history of health information management and its accrediting organization AHMIA
2. Identify components and users of the health record data set
3. Understand patient's right to privacy and requirements for maintaining confidentiality of health information
4. Comply with regulations and standards for creating and maintaining medical records
5. Understand terminology and technology for implementing electronic health records
6. Understand current processes, forms, and support practices for healthcare reimbursement
7. Identify techniques for storage, maintenance of health records, registries and indices
8. Identify timeliness, completeness, accuracy and appropriateness of data sources
9. Identify basic documentation for diagnosis and progress of the patient
10. Identify various functional components of integrated delivery system.

### **TIPS FOR USING THE TEXTBOOK:**

The required text book for this course is loaded with valuable information and will be an asset to learning concepts, principles, and fundamentals related to health information management.

To gain the most from this resource here are **MY** (*best tips for reading the textbook*) in preparation for tests.

1. Review the beginning of each chapter's learning objectives and key terms. These are important concepts to set the stage for what you are going to read and study.
2. **STOP** and complete every question in the "check your understanding" section. Once you have completed each section check your answers in Appendix C to ensure you are on target. If you missed any concepts review the material to guarantee you are ready to move forward.
3. Review the summary at the end of each chapter and check your understanding of the BIGGER PICTURE of the material presented. Remember, all tests in this course are open book.
4. Do not spend time trying to memorize concepts. Instead use the textbook as a resource to glean valuable information and practice critical-thinking for application of records management in the real-world.

### **STUDENT PERFORMANCE ASSESSMENT METHODS AND GRADING PROCEDURES:**

**There are no opportunities in this course for bonus, extra credit, or make-up points or make-up tests.**

**Discussions (Forums):** Participation in discussion forums is critical to enhance the online learning experience. In this course, students are required to participate in the online community of learners who interact through quality written discussions.

As needed, I will facilitate discussions but will not address posts which might influence peer learning. I might share a related idea, intervene if discussions stray from assigned topic, or tie comments together to expand learning.

The following bullet points along with the **Discussion Forum Grading Rubric** will be used to assess the quality of written communication, ability to express a clear understanding of required course materials, ability to follow directions, and student participation within each forum.

Discussion Forums are individually graded and based on **YOUR initial** post-discussion and **YOUR peer-responses** to two fellow learner's discussion.

- Initial post (YOUR response to the posted discussion question) must meet a minimum of 75 words to count toward a grade. Be brief and concise with a maximum of 200 words.
- Initial post and peer-responses must be submitted with a Moodle date stamp by midnight of the posted deadline to count toward your grade. Deadlines are posted in the syllabus and in Moodle.
- Peer responses (YOUR response to two other student's initial post) should be based on the course materials. YOUR peer-responses should meet a minimum of 50 words. Posting "I agree with you" or "Good job/ideas" is not considered adequate and does not meet grading criteria.
- Discussions should not stray from the assigned topic.
- Post and responses **must fully** address the topic question or situation as presented in each discussion. When relevant include examples from credible healthcare resources. Be sure to cite references and give credit for information presented in your discussions.
- Use the course textbook as a reference. Additional examples of credible reference sites can be found at the end of the course in Moodle under additional references. These are not the only references that can be used for cited materials; but, represent highly credible healthcare sources.

### Discussion Rubric for Grading

Criteria	Unsatisfactory 0 Points	Minimally Satisfactory 1-2 points	Satisfactory 3- 4 points	Exemplary 5 points
Quantity and Timeliness  Word count	Does not submit initial response and/or at least two peer responses by deadline.	Submit initial response and one peer response by deadline.	Submit initial response and two-peer responses 48-hours prior to deadline.	Submit initial response early (more than 48-hours prior to deadline) and two-peer responses.
Quality of written communication  Spelling and mechanics	Submit post with more than two grammatically incorrect sentences and/or more than two spelling errors.	Submit post with two grammatically incorrect sentences and/or two spelling errors.	Submit post with one grammatically incorrect sentence and/or one spelling error.	Submit post that contains grammatically correct sentences without spelling errors.
Demonstrates understanding of content and applicability to professional practice	Initial post and/or response stray from topic; shows no evidence of knowledge and understanding of course content or applicability to professional practice.	Initial post and response support inadequate evidence of knowledge and understanding of course content with minute applicability to professional practice.	Initial post and response support average knowledge and understanding of course content and provide limited applicability to professional practice.	Initial post and response demonstrate evidence of knowledge and understanding of course content, applicability to professional practice, and include relevant resources.
Generates learning within the community	Initial post and response do not attempt to elicit responses from other learners and/or are disrespectful of other learners.	Initial post and response do not attempt to elicit learning with peers or encourage reflection from other learners.	Initial post attempt to elicit peer-response and reflections from other learners and response builds upon the ideas of other learners.	Initial post elicits responses and reflections from other learners and responses build upon and/or expand views from other learners to enrich discussions.

**ASSIGNMENTS:** Please complete assignments in WORD and save it as indicted in Moodle. Please be sure to add your lastname to the filename. For instance: Assignment1boller.doc.

**TESTS:** You must be signed into (Foxfire) or (Google Chrome), the recommended browser, for Moodle to correctly display and function. If you are not using the recommended browser you may miss points due to limited functionality in a non-recommended browser. Points/questions missed due to sign-in through a non-recommended browser will not be added to your score.

- Plan accordingly to meet deadlines, use the recommended browser, and complete reading assignments before each test.

**Assignment/Test Dates can be found below**

1. Part One – Chapters 1-4
2. Part One (A) – Chapters 5-8
3. Part Two – Chapters 9-11
4. Part Three – Chapters 12-14
5. Part Four – Chapters 15-18
6. **FINAL EXAM**

**If you miss a deadline for a test no points will be awarded.**

Final grade will be determined by total points received in relationship to total points available.

**The following course outline is subject to change at the instructor digression. It is important for students to review updates and announcements in MOODLE for changes.**

<b>Learning Part 1: Healthcare Data Management</b>		
<b>Activities/Tests</b>	<b>Points Possible:</b>	<b>Due Date</b>
<b>Chapters 1-4</b>	<b>200</b>	<b>January 25<sup>th</sup>-February 14<sup>th</sup></b>
<b>Discussion/Assignment Chapter 1-4</b>	<b>100</b>	<b>February 14<sup>h</sup> 11:59 pm</b>
<b>Test Part One Chapters 1-4</b>	<b>100</b>	<b>Test Opens – February 8<sup>th</sup> 12:00 am Test Closes – February 14<sup>th</sup> at 11.59 pm</b>

<b>Learning Part 1-A: Healthcare Data Management</b>		
<b>Activities/Tests</b>	<b>Points Possible:</b>	<b>Due Date</b>
<b>Chapters 5-8</b>	<b>200</b>	<b>February 15<sup>nd</sup>- March 6<sup>th</sup></b>
<b>Discussion/Assignment Chapter 5-8</b>	<b>100</b>	<b>March 6<sup>th</sup> 11:59 pm</b>
<b>Test Part 1-A – Chapters 5-8</b>	<b>100</b>	<b>Test Opens – February 29<sup>th</sup> (12:00 am) Test Closes – March 6<sup>th</sup> (11:59 pm)</b>

<b>Learning Part 2: Health Statistics, Biomedical Research, and Quality Management</b>		
<b>Activities/Tests</b>	<b>Points Possible:</b>	<b>Due Dates</b>
<b>Chapter 9-11</b>	<b>150</b>	<b>March 7<sup>th</sup>-March 20<sup>th</sup></b>
<b><i>SPECIAL NOTE: Chapter 10</i></b> Read this chapter for overall understanding of terms and processes for data that determine statistical tracking. You will NOT be tested with mathematic or statistical calculation principles – do not panic. However, ability to calculate statistics is very important and should be considered for future course work.		
<b>Discussion/Assignment Chapter 9&amp;11</b>	<b>50</b>	<b>March 20<sup>th</sup></b>
<b>Test Part Two Chapters 9&amp;11</b>	<b>100</b>	<b>Test Opens – March 14<sup>th</sup> (12:00 am) Test Closes – March 20<sup>th</sup> (11:59 pm)</b>

<b>Learning Part 3: Health Service Organization and Delivery</b>		
<b>Activities/Tests</b>	<b>Points Possible:</b>	<b>Due Dates</b>
<b>Chapters 12-14</b>	<b>175</b>	<b>March 21st-April 10th</b>
<b>Discussion/Assignment Chapter 12-14</b>	<b>75</b>	<b>April 10th</b>
<b>Test Part Three Chapters 12-14</b>	<b>100</b>	<b>Test Opens – March 28th (12:00 am) Test Closes – April 10<sup>th</sup> (11:59 pm)</b>

<b>Learning Part 4: Information Technology and Systems Learning Part 5: Organizational Resources</b>		
<b>Activities/Tests</b>	<b>Points Possible:</b>	
	<b>300</b>	<b>April 12<sup>th</sup>- May 1st</b>
<b>Discussion/Assignment Chapter 15-18</b>	<b>100</b>	<b>May 1st</b>
<b>Test Parts Four and Five Chapters 15-18</b>	<b>100</b>	<b>Test Opens – April 25th (12:00 am) Test Closes – May 1st 11:59 pm</b>
<b>NOTICE: Final Exam</b>	<b>100</b>	<b>Test Opens – May 9<sup>th</sup> (12:00 am) Test Closes – May 13<sup>th</sup> (11:59 pm)</b>
<b>Total Points Possible</b>	<b>1025</b>	

**FINAL Grading Percent:**

- 94 - 100 A
- 88 - 93 B
- 80 - 87 C
- 74 - 79 D

**Accommodation:** Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible – (with accommodation recommended and approved through the Disability Services). I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).