



Health Information Technology

Course Description

Health Information Technology (HIT) is the management and use of information in Health Sciences related to, but not limited to, communications, legal & ethical implications, data management & organization, and technology applications. Completion of this course allows the student to obtain entry-level competencies defined by the American Health Information Management Association. These are nationally accepted standards of practitioner roles and functions.

Course Code: 077800

Program(s) of Study to which this course applies:

- Health Information Technology (HIT)

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1. Students will summarize the purposes and content of the medical record.				
Benchmark 1.1 The student will name and describe the various functions of a health record department. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Review the organizational chart of the HIM department. • Create a presentation on health record data collection tools. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 1.2 The student will describe the impact of information technology on the HIM profession. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Analyze the pros and cons of electronic versus paper collection of data information. • Justify the cost of an electronic records system. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.5.A.4	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).



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<p>Benchmark 1.3 The student will describe how health data/information is used by various individuals and groups.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Outline the flow of data into a patient record by various methods and entities in a health care organization. Diagram, using a flowchart, the path a patient record takes through a health record department from dismissal to permanent file. 	<p>ELA.WHST.11–12.2.b ELA.SL.11–12.4</p>	<p>LA.12.2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).</p>
<p>Benchmark 1.4 The student will identify key organizations external to the health care facility that influences data collection.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Review national guidelines regarding human subjects for research. Discuss ICD-10 implementation. 	<p>N/A</p>	<p>N/A</p>	<p>CR.5.A.4</p>	
<p>Benchmark 1.5 The student will differentiate the content of forms in medical records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Verify documentation in a health record to support the diagnosis. Verify timeliness, accuracy, completeness and appropriateness for billing purposes. 	<p>ELA.RST.11–12.5</p>	<p>LA.12.1.6.g</p>	<p>CR.1.A.4 CR.5.A.1</p>	
<p>Benchmark 1.6 The student will list the general design principles to consider when creating or revising a form/screen to collect data.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Design and generate reports using appropriate software. Coordinate, use, and maintain systems for document imaging and storage. 	<p>ELA.WHST.11–12.5-6</p>	<p>LA.12.2.1.c LA.12.2.1.f</p>	<p>N/A</p>	
<p>Benchmark 1.7 The student will distinguish between the following record formats: source-oriented, problem-oriented or integrated.</p>	<p>ELA.RST.11–12.5</p>	<p>LA.12.1.6.g</p>	<p>CR.5.A.1</p>	



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the different record formats. 				
<p>Benchmark 1.8 The student will identify and/or describe the typical forms/screens used to collect data in a patient record.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Present a mock new staff orientation session identifying typical forms/screens used to collect data in a patient record. Order supplies needed for work processes. 	<p>ELA.RST.11-12.4 ELA.WHST.11-12.2.b ELA.SL.11-12.4</p>	<p>LA.12.1.5 LA.12.2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Standard 2. Students will develop an understanding of the role of the Health Information Technology Department in a health care facility.</p>				
<p>Benchmark 2.1 The student will trace the development of the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Illustrate the history and development of the HIM profession. List and describe the existing and emerging roles of HIM professionals. 	<p>N/A</p>	<p>SS.12.4.1.c</p>	<p>NA</p>	
<p>Benchmark 2.2 The student will describe the purpose and the sponsor of various data sets and databases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Apply policy and procedures for access disclosure of personal health information. Review legal and regulatory requirements – locally and nationally. 	<p>ELA.WHST.11–12.2.b ELA.SL.11–12.4</p>	<p>LA.12 2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Standard 3. Students will demonstrate the skills, knowledge, and abilities of health information professional.</p>				



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<p>Benchmark 3.1 The student will define key words and abbreviations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Review a case study/patient chart. Use a medical dictionary. 	ELA.RST.11-12.4	LA.12.1.5	N/A	
<p>Benchmark 3.2 The student will identify the requirements for initial and continuing certification within the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Research RHIT certification requirements. Identify continuing education needs and resources. 	N/A	N/A	CR.1.B.1 CR.10.D.3	
<p>Benchmark 3.3 The student will describe the benefits of membership in a professional association.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Explain how association membership(s) contribute to the HIM profession. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
<p>Benchmark 3.4 The student will apply the AHIMA Code of Ethics to real life situations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze a case study. Debate the legality versus the ethical implications of a case study. 	ELA.WHST.11–12.9	LA.12.1.6.k	CR.1.A.4 CR.7.B.3	
<p>Benchmark 3.5 The student will name, locate and utilize various resources for HIM professional development including, but not limited to, the Journal of AHIMA, publications of AIMA, the internet web site of AIMA, other related web sites, and the FORE library.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Locate the professional resource library. 	ELA.WHST.11–12.7	LA.12.1.6.a	CR.10.D.2	



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<p>Benchmark 3.6 The student will define confidentiality and discuss concerns related to protection of patient data to preserve confidentiality.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze a case study in which confidentiality was compromised. Discuss who should have access to confidential information and why. 	<p>ELA.RST.11-12.4 ELA.SL.11-12.1</p>	<p>LA.12.1.5 LA.12.3.3.a</p>	<p>CR.3.B.2 CR.3.B.4 CR.3.C.3 CR.9.C.1</p>	
<p>Benchmark 3.7 The student will define ambulatory care, acute care, long-term care, and rehabilitation, home care, hospice and mental health care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the records kept by each. 	<p>ELA.RST.11-12.4</p>	<p>LA.12.1.5</p>	<p>N/A</p>	
<p>Benchmark 3.8 The student will file accurately using various number and filing systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Select the appropriate number & filing system. Review peer filing for accuracy. 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Standard 4. Students will evaluate the trend toward computer-based patient records and its effect on the HIM (Health Information Management) profession.</p>				
<p>Benchmark 4.1 The student will discuss the evolution of the CPR (computerized patient record) and the influences in developing voluntary standards.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Show how records are used for accreditation, licensing, and certification. 	<p>ELA.SL.11-12.1 MTH.S.IC.6</p>	<p>LA.12.3.3.a MA.12.4.2.a</p>	<p>CR.5.A.4 CR.9.B.3</p>	<p>Alignment presumes that students will analyze and interpret data to understand the evolution of and influences in developing voluntary standards (CC: MTH.S.IC.6; NE: MA.12.4.1.a, MA.12.4.2.a).</p>



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<ul style="list-style-type: none"> Analyze data to identify trends demonstrating quality, safety, and effectiveness of health care. 				
<p>Benchmark 4.2 The student will differentiate between the three types of documentation analysis: quantitative, qualitative, and statistical.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Review a case study to determine the three different types of documentation analysis used. Perform quantitative and qualitative analyses on patient records. 	MTH.S.IC.6	MA.12.4.2.a	CR.5.A.1	
<p>Benchmark 4.3 The student will describe systems/procedures for handling incomplete health records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Communicate staff performance data. Use quality improvement tools and techniques to improve performance. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.9.A.3	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
<p>Benchmark 4.4 The student will discuss manual and automated record-tracking systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the benefits of manual and automated record-tracking systems. Discuss the pros and cons of the global implications of automated record-tracking systems. 	ELA.SL.11-12.1	LA.12.3.3.a	CR.9.A.1	
<p>Benchmark 4.5 The student will discuss the value of the master patient index (MPI) in accessing patient records.</p>	ELA.SL.11-12.1	LA.12.3.3.a	CR.9.A.1	



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Discuss how MPI can increase or inhibit efficiency in the health care system. Utilize the NSTN (Nebraska Statewide Telehealth Network) system 				
<p>Standard 5. Students will examine storage and retrieval of patient data records.</p>				
<p>Benchmark 5.1 The student will identify various numbering and filing systems for storage of patient records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Query and generate reports to facilitate information retrieval. 	ELA.RST.11–12.4	LA.12.1.5	CR.9.A.1 CR.9.A.3	
<p>Benchmark 5.2 The student will describe the concept of a “unit” record and list its advantages and disadvantages.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Discuss the advantages & disadvantages of keeping client records together. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
<p>Benchmark 5.3 The student will retrieve data elements from patients records and data bases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Manage health data (such as data elements, data sets, & data bases). Construct a specific report from data files. 	ELA.RST.11–12.7	LA.12.1.6.j	CR.9.A.1 CR.9.A.3	
<p>Benchmark 5.4 The student will discuss the importance of patient record security and list ways to safeguard patient information.</p>	ELA.SL.11-12.1	LA.12.3.3.a	CR.9.A.1 CR.9.C.2	



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply confidentiality and security measures to protect the electronic health information. • Elaborate on the security measures needed to protect against patient identity theft. 				

Reference Standards Sources

- CAHIIM = Commission on Accreditation for Health Informatics and Information Management Education; <http://www.cahiim.org/accredstnds.html>
- AHIMA.org = American Health Information Management Association Contributors
- WNCC = Western Nebraska Community College; <http://www.wncc.net/programs/coursepdf/HIMS-1250.pdf>
- NHFSAC – FS = National Healthcare Foundation Standards Accountability Criteria, Foundation Standards

Contributors

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Instructor Credentials

Faculty/instructional staff and clinical coordinator must have adequate knowledge, skills, and experience that are directly pertinent to the professional curriculum content that they teach. The knowledge/skills of faculty members can be inferred from items such as professional development activities, additional certification, and student/peer review of teaching. (2005 Interpretation of Standards Associate Degree).