American Public University System

The Ultimate Advantage is an Educated Mind

School of Health Sciences
HIMA250
Healthcare Delivery Systems and Documentation
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: HIMA110

Course Description (Catalog)

This course will introduce students to the healthcare delivery systems including organization, accreditation, licensure, and regulatory agencies. Students will examine the historic development, organization and characteristics of the health care delivery systems; current payment and reimbursement systems for each healthcare delivery systems; accrediting agencies applicable to health care; the functions of health care providers; organizational patterns of health care facilities; medical staff organization and bylaws. The work of accrediting, licensing, and certifying agencies, such as that of the Joint Commission, the American Osteopathic Association, Medicare, and Medicaid will be discussed in detail for each health care area.

Course Scope

This course is designed to introduce students to the healthcare delivery systems in the United States and the importance of accreditation, licensure, state and federal regulatory agencies. This course covers standards and regulations for the Joint Commission, Commission on Accreditation of Rehabilitation Facilities (CARF); & Centers for Medicare and Medicaid ServicesCMS); National Committee for Quality Assurance (NCQA); Community Health Accreditation Program (CHAP); Utilization Review Accreditation Commission (URAC); Health Employer Data Information Sets (HEDIS); Outcome and Assessment Information Set (OASIS); and Uniform Hospital Discharge Data Set (UHDDS); Students will build on knowledge from prior introduction courses on health record documentation policies and procedures

Course Objectives

1. Discuss the history of the U.S. healthcare delivery system
2. Explain the organization and characteristics of the U.S. healthcare delivery system
3. Differentiate between the functions of different healthcare providers and types of healthcare organizations
4. Compare and contrast accreditation, licensure, and regulatory agencies
5. Compile organization wide health record documentation guidelines, standards and regulations for Joint Commission (JC), Commission on Accreditation of Rehabilitation Facilities (CARF), and Center for Medicaid and Medicare Services (CMS), National Committee for Quality Assurance (NCQA), Community Health Accreditation Program (CHAP),
6. Interpret health records standards, policies and procedures
7. Validate data from secondary healthcare data sources
8. Demonstrate compliance with healthcare data sets
9. Explain the use and value of patient-centered health information technologies

Course Delivery Method

This course is delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Discussion questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:
Oachs, P and Watters, A. 2016. Health Information Management: Concepts, Principles and Practice, 5th Edition.. AHIMA, Chicago, IL. ISBN: 9781584265416

Peden, A. 2017. Comparative Health Information Management, 4th Ed. Cengage, Boston, MA. ISBN 978-1285871714

Required Reading:

AHIMA e-HIM Work Group on EHR Data Content. "Data Standard Time: Data Content Standardization and the HIM Role" *Journal of AHIMA* 77, no.2 (February 2006): 26-32.

Required Textbook for the degree program:

Candidates are expected to adhere to APA style throughout the program. The *Publication manual of the American Psychological Association (*Currently 7th ed.) should be purchased and used in all courses.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

AHIMA Home - [American Health Information Management Association.](#) (n.d.). Retrieved December 2, 2014

HIMSS - [Healthcare Information and Management Systems Society.](#) (n.d.). Retrieved December 2, 2014

Evaluation Procedures

Discussion
Please join the discussions each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each discussion by **11:59pm, ET, Wednesday**.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to **at least 2 of your classmates** in each discussion by **11:59pm, ET, Sunday**.
- Responses to classmates are significant to advance the discussion.
- All discussions can be accessed in the Discussions section of the course.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
Quizzes	20
Assignments	30
Final Examination (Comprehensive)	30
Discussion	20
TOTAL	**100%**

Grading Scale

Grade	Quality Points/ Grading Percent	Description
A	4.0/ 100 - 94	All: Very high quality, clearly above average work
A-	3.67/ 93 - 90	
B+	3.33/ 89 - 87	
B	3.0/ 86 - 84	Undergrad: Above average | Graduate: Expected performance level
B-	2.67/ 83 - 80	
C+	2.33/ 79 - 77	
C	2.0/ 76 - 73	
C-	1.67/ 72 - 70	Undergrad: Below Average | Graduate: Failing
D+	1.33/ 69 - 67	Undergrad: Unsatisfactory | Graduate: Failing
D	1.0/ 66 - 64	Undergrad: Unsatisfactory | Graduate: Failing
D-	.67/ 63 - 60	Undergrad: Unsatisfactory | Graduate: Failing
F	0.0/ 59 - 0	Undergrad: Failing | Graduate: Failing

Course Outline

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
1	The U.S. Healthcare Delivery System:History	1	Oachs and Watters, Chapter1, pages 1-7	Quiz Organizational Chart and Summary	Topic 1
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
2	The Modern U.S. Healthcare System	2	Oachs and Watters, Chapter1, pages 8-12 and 28-39 Peden, Chapter 1	Quiz	Topic 2
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
3	Health Care Providers; Healthcare	3	Oachs and Watters, Chapter1, pages 13-27	Quiz Healthcare	Topic 3

			Peden, Chapter 2	Policy	
	Settings; Hospital- Based Care				

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
4	Licensure, Certification, and Accreditation	4	Oachs and Watters, Chapter1, pages 31-33 Peden: Read the Regulatory Issues section of Chapters 3-7	Quiz	Topic 4

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
5	Roles of Regulatory Organizationsin Health Information	5	Peden: Read the Regulatory Issues section of Chapters 8-13 The Joint Commission About Us: The JointCommission FAQs: The JointCommission	Preparationfor Joint Commission	Topic 5

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
6	Health Information Standards; Primary and Secondary Data Sources	6, 7	Peden: Read the Documentation section ofChapters 3-13 Oachs and Watters, Chapter6, pages 170-182 AHIMA e-HIM Work Group on EHR Data Content. "Data Standard Time: Data Content Standardization and the HIM Role" Journal of AHIMA 77, no.2 (February 2006): 26-32.	Create Health Information Documentation Policies Validate Data from Secondary Sources	Topic 6

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Discussion(s)
			Guidelines for Medical Record Documentation [Public Policy - NCQA's](#) Maimone, C. Reliable Healthcare Data. AHIMA. [www.ahima.org/~/media/AHIMA/Files/Conferences-Events/MX10214_Consumer.ashx](#)		
7	Patient Centered Health Information Technologies	8, 9	Oachs and Watters, Chapter 14	Create Education for Consumers	Topics 7
8	Health Care Data Sets; Wrap Up, Final Exam	8	Greenberg, Marjorie S. and Judith Miller Jones. "Toward Standardization of Health Information." Journal of AHIMA 68, no.2 (1997): 22-28.	Data Sets Final Exam	

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.
[Drop/Withdrawal Policy](#)[Plagiarism Policy](#)
[Extension Process and Policy](#)[Disability Accommodations](#)

Academic Writing Requirements:
The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the APA Publication Manual. All written assignments must be submitted in APA format style unless otherwise noted in the assignment directions.

Health Information Management Program Policies
Assignment and Coursework Grading Policy
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70%(C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date. Please refer to the student handbook for additional information. Student Handbook

Use of Online Sources such as Course Hero
Use of Online Sources such as Course Hero In addition to the university's plagiarism policy, students who are found to have submitted materials plagiarized from any online source, such as Course Hero, will be reported to the university and may fail the course and/or be expelled APUS. Use of said materials is academic dishonesty and will not be tolerated.

Self-Plagiarism
Each course in the program has unique course learning objectives designed to build professional knowledge and skills. To accomplish these learning objectives, all work submitted for a course must be original and cannot be a resubmission of one's own previous work. When repeating a course, students must submit newly created work as well.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Library Guide for your course is located
This guide provides pointers for getting started with your research. It includes links to key library subscription resources, including article databases, journals, and books, as well as open web content. If you would like additional help with your research projects, or with learning how to use library resources, don't hesitate to contact the library.

 If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

2018 AHIMA Entry-Level Competencies Health Information Management Baccalaureate

Domain I. Data Structure, Content, and Information Governance

Competency
I.1. Compare diverse stakeholder perspectives through the delivery of health care services.
I.4. Recommend compliance of health record content across the health system.

Domain V. Health Law & Compliance

Competency
V.4. Analyze the impact of policy on health.

Domain VI. Organizational Management & Leadership

Competency
VI.8. Facilitate consumer engagement activities.