

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
(309) 692-4092 (800) 251-4299

Summer 2019

Course: HI260 Alternate Healthcare Settings

Credit: 4 Quarter Hours

Method of Delivery: eLearning

Course Description: This course explores healthcare settings in the United States and issues related to each. Changes in the healthcare settings will be addressed as well as regulatory issues, documentation requirements, reimbursement, funding, information management, data flow, coding, data sets, and trends.

Prerequisite: None

Text(s) & Manual(s): Comparative Health Information Management, Fourth Edition

ISBN: 978-1-285-87171-4

Author: Ann H. Peden, PhD, RHIA, CCS

Publisher: Delmar Cengage

Materials needed for this course:

Additional Supplies: None

Hardware/Software and Equipment: None

Topics:

1. Introduction
2. Hospital-Based Care
3. Freestanding Ambulatory Care
4. Managed Care
5. Dialysis
6. Correctional Facilities
7. Mental Health: Long-Term and Acute Services
8. Substance Abuse
9. Facilities for Individuals with Intellectual or Developmental Disabilities
10. Long-Term Care
11. Rehabilitation
12. Home Health Care
13. Hospice
14. Dental Care Settings
15. Veterinary Settings
16. Consulting
17. Cancer Registry

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

1. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements throughout the continuum of healthcare.
2. Describe the differing types of organizations, services, and personnel and their interrelationships across the healthcare delivery system.
3. Identify the different types of organizations, services, and personnel and their interrelationships across the healthcare delivery system.

AHIMA Entry Level Competencies (2014)

| Associate Competencies | Baccalaureate Competencies | Assessment Item |
|--|----------------------------|---|
| I.B.4. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements throughout the continuum of healthcare. | | Week 12 Overview Paper -Write a paper that provides an overview of the different healthcare settings that you learned about this quarter. Explain the roles and responsibilities of HIM professionals and other key members of the healthcare delivery team for each setting. Include how each setting fits into the continuum of healthcare. Compare the payment system used in each setting, explaining the role of the corresponding data sets. In your final paragraph, determine which healthcare setting(s) you think you would like to pursue employment at following graduation and discuss why you prefer the specific setting(s). |
| VI.F.3. Describe the differing types of organizations, services, and personnel and their interrelationships across the healthcare delivery system. | | Week 12 Overview Paper -Write a paper that provides an overview of the different healthcare settings that you learned about this quarter. Explain the roles and responsibilities of HIM professionals and other key members of the healthcare delivery team for each setting. Include how each setting fits into the continuum of healthcare. Compare the payment system used in each setting, explaining the role of the corresponding data sets. In your final paragraph, determine which healthcare setting(s) you think you would like to pursue employment at following graduation and discuss why you prefer the specific setting(s). |

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|--|---|--|
| | <p>VI.F.5. Identify the different types of organizations, services, and personnel and their interrelationships across the healthcare delivery system.</p> | <p>Week 12 Overview Paper -Write a paper that provides an overview of the different healthcare settings that you learned about this quarter. Explain the roles and responsibilities of HIM professionals and other key members of the healthcare delivery team for each setting. Include how each setting fits into the continuum of healthcare. Compare the payment system used in each setting, explaining the role of the corresponding data sets. In your final paragraph, determine which healthcare setting(s) you think you would like to pursue employment at following graduation and discuss why you prefer the specific setting(s).</p> |
|--|---|--|

Midstate Grading scale:

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

Academic Integrity:

Academic integrity is a basic principle of the College’s function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student’s personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

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Plagiarism:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

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Instructor: Cindy Heskett, RHIT
Midstate email: csheskett@midstate.edu

Room/phone: 236/309-692-4092
Office Hour(s): posted on website

Policies and Procedures:

1. This course is being administered as flex learning. The schedule will state what day and time the classroom component will be, as it would be with a regular classroom course, while eLearning is available at all times. If you plan to attend in the classroom please let the instructor know at least one day prior to the date of the classroom meeting time so that an adequate number of classroom materials can be printed.

Flex courses are taught both on-campus and through eLearning. Flex courses offer personalized learning where students can choose each week whether they want to attend on-campus, via eLearning, or both.

- On-campus = If a student attends an on-campus course, he or she will be counted as present.
 - eLearning = To be considered in attendance for an eLearning course, the student must participate each week by submitting substantial, gradable work.
2. All work is to be submitted on time unless unusual circumstances occur. If you miss class, you are expected to use your course outline to determine what you missed. You will have seven days to make arrangements to make up the missed work without penalty. The grade will drop 10% for each week you delay in completing material following the seven day grace period. Late work will NOT be accepted without prior approval from the instructor. This includes homework and quizzes.
 3. All work must be in APA format, including in-text citations and a reference page. Any time you are citing a fact or concept that was not your own work, you must cite the source.
 4. If you attend the classroom component, you are expected to be on time. If you must arrive late, or leave early during class, please let the instructor know ahead of time and enter and leave the classroom quietly to avoid disturbing others.
 5. Academic dishonesty is never tolerated and will be referred to the dean.
 6. If you are in the classroom, cell phone ringers must be silenced and absolutely no texting or taking calls will be allowed during class.
 7. The final exam must be completed. Failure to do so will result in failure of the course.
 8. In order to maintain equal work in both online and classroom components of this course, all students, both classroom and eLearning, must complete weekly reflections.
 9. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research papers, but also discussion forum postings. Discussion postings must be in your own words and references must be cited.
 10. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the

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previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

Participation Requirements:

1. If you are attending the course via eLearning, discussion responses must be posted by Sunday night at the end of the week. In order to receive full credit for online discussion, you must also respond to at least one other student in a meaningful manner with either a value-added comment or an insightful question about the posting of your classmate. Students attending in the classroom must come prepared to discuss the assigned question and must actively participate in discussion in the classroom in order to receive full credit.
2. Attendance is expected, not suggested. Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

Examination Information: A pretest is administered during Week 1. The pretest is for assessment purposes only to determine what the students' knowledge level is at the start of the quarter. The pretest is not included in the final grade. There will be weekly quizzes and a final exam in Week 12. The final exam is comprehensive in nature.

Methods of evaluating student performance:

All assignments, projects, quizzes, assessment items and the final examination must be completed. If all required elements are not done, the student will not pass this course. A course average grade of C or better is required to be considered passing for this course.

| | |
|---------------------------------|------------|
| Discussions | 25% |
| Weekly Reflections | 20% |
| Assignments | 25% |
| <u>Quizzes & Final Exam</u> | <u>30%</u> |
| Total | 100% |

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Instructor's Grading Scale:

| CLASSROOM DISCUSSION QUESTION GRADING GUIDELINES | |
|---|------------|
| Initial posting | 40 points |
| <ul style="list-style-type: none"> • Answers minimal requirements of question without supporting evidence = 10 points • Minimal response with supporting evidence = 20 points • Complete response with supporting evidence = 40 points | |
| Response to a classmate | 40 points |
| <ul style="list-style-type: none"> • Simple response lacking insight or adding value = 20 points • Insightful response adding value to the initial response = 40 points | |
| Correct spelling and grammar in postings for the week | 20 points |
| <ul style="list-style-type: none"> • Professional and respectful response = 20 points • Unprofessional or disrespectful response = 0 points | |
| Total points per weekly discussion | 100 points |

| ELEARNING DISCUSSION QUESTION GRADING GUIDELINES | |
|--|------------|
| Initial posting | 30 points |
| <ul style="list-style-type: none"> • Answers the minimal requirements of the question without supporting evidence = 10 point • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points | |
| Response to posting of a classmate | 30 points |
| <ul style="list-style-type: none"> • Posting the minimal requirements without supporting evidence = 10 points • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points | |
| Correct spelling and grammar in postings for the week | 20 points |
| <ul style="list-style-type: none"> • No spelling errors = 20 points • One or two spelling errors = 10 points • More than two spelling errors = 0 points | |
| Correct grammar in postings for the week | 20 points |
| <ul style="list-style-type: none"> • No grammar errors = 20 points • One or two grammar errors = 10 points | |
| More than two spelling errors = 0 points | |
| Total points per weekly discussion | 100 points |

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Weekly Reflection: Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week’s course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

| WEEKLY REFLECTION GRADING GUIDELINES | |
|--|------------|
| <ul style="list-style-type: none"> • Two complete paragraphs with supporting evidence = 40 points • One paragraph with supporting evidence or two minimal paragraphs without supporting evidence = 20 points • Answers the minimal requirements of the question without supporting evidence = 10 points • No posting = no points | 40 points |
| Correct spelling in postings for the week <ul style="list-style-type: none"> • No spelling errors = 30 points • 1 misspelled word = 20 points • 2-3 misspelled words = 10 point • More than 3 misspelled words = 0 points | 30 points |
| Correct grammar in postings for the week <ul style="list-style-type: none"> • No grammar/mechanical errors = 30 points • 1 grammar/mechanical error = 20 points • 2-3 grammar/mechanical errors = 10 points • More than 3 grammar/mechanical errors = 0 points | 30 points |
| Total points per weekly discussion | 100 points |

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| WRITING ASSIGNMENT GRADING GUIDELINES | | | |
|--|--|---|--|
| | -20 | -10 | -0 |
| Introduction | Does not state objectives clearly | States objectives clearly, plus includes thesis statement | Also includes necessary info for reader's understanding of topic |
| Paragraph Development | Paragraphs are not well developed, not using minimum number of sentences nor complex sentences | Paragraphs are somewhat developed, using simple sentences, and with the minimum number of sentences | Paragraphs are fully developed, using multiple, complex and compound sentences |
| Content | Does not cover content appropriately | Major areas of content are included, but lacking sufficient detail | All pertinent content is covered |
| Mechanics (this includes APA formatting) | More than 3 errors | Between 1-3 errors | No errors |
| Spelling | More than 3 misspelled words | Between 1-3 misspelled words | No misspelled words |

| Week | Topic |
|-------------|-------------------|
| Week 1 | Chapter 1 |
| Week 2 | Chapters 2 & 3 |
| Week 3 | Chapter 4 |
| Week 4 | Chapter 5 |
| Week 5 | Chapter 6 |
| Week 6 | Chapters 7 & 8 |
| Week 7 | Chapter 9 |
| Week 8 | Chapters 10 & 11 |
| Week 9 | Chapters 12 & 13 |
| Week 10 | Chapters 14 & 15 |
| Week 11 | Chapters 16 & 17 |
| Week 12 | Final Examination |

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Course Outline

Week One

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Describe important changes affecting healthcare delivery in the United States.
2. Explain the impact of healthcare changes on the health information professional.
3. Identify expanding opportunities available to health information professionals.

Assignments

1. Complete the pretest.
2. **Read:** Chapter 1, pages 1-23.
3. Listen to the recorded lecture.
4. **Discussion 1:** The first discussion post shall consist of two paragraphs. The first paragraph will simply be an introduction of you. Please include your name, major, and any professional or personal information that you wish to share. The second paragraph should address backup plans. Since this class requires an online component, it is important to have access to a reliable computer. What is your backup plan in the event that you experience computer or internet access problems?
5. **Discussion 2:** Read Critical Thinking Question #3 on page 24. Write one paragraph with regard to the similarities and one paragraph to discuss the differences.
6. **Homework:**
 - a. Complete Knowledge-Based Questions 1, 2, 7, 8, and 9 on page 24.
 - b. Complete the Web Activity on page 24.
7. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Two

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Describe types of ambulatory care provided by hospitals.
2. Explain regulatory and accreditation standards that apply to hospital-based ambulatory care.
3. Discuss documentation issues in hospital-based ambulatory care.
4. Describe reimbursement methods for hospital-based ambulatory care.
5. Identify coding and classification systems used in hospital-based ambulatory care.
6. Describe data sets utilized for hospital-based ambulatory care.
7. Cite factors in avoiding legal risk in ambulatory care.
8. Define roles of the health information management professional in hospital-based ambulatory care.
9. List the types of freestanding ambulatory centers and differentiate among them regarding the kinds of programs and services they offer.
10. Define basic terms related to freestanding ambulatory care facilities.

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11. List the major agencies or organizations that set standards for the facility and interpret their standards.
12. Discuss pertinent record completion, filing, quality assessment, coding and indexing, and computer systems for freestanding ambulatory care facilities.
13. Discuss payment systems for freestanding ambulatory care.

Assignments

1. **Read:** Chapters 2 and 3, pages 29-114.
2. Listen to the online lecture.
3. **Discussion 1:** Read the Case Study on page 66 and answer the question regarding the processes that need to be examined.
4. **Discussion 2:** Read the Case Study on page 115 and answer the two questions in paragraph form. Write one paragraph to identify the problems. The second paragraph should include the resolutions to the problems.
5. **Homework:**
 - Complete Knowledge-Based Questions 1, 6, 7, 8, 11, and 13 on page 65
 - Complete Critical Thinking Question 2 on page 65.
 - Complete Knowledge-Based Questions 1, 3, 4, 6, and 7 on pages 114-115.
 - Complete Critical Thinking Questions 1, 2, and 3 on page 115.
6. **Quiz:** Complete the Chapters 2 and 3 quiz
7. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Three

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Identify the various forms of managed care organizations and compare how they are structured.
2. Explain why the term, "member," is used to refer to individuals in this setting.
3. Determine the accreditation organization most appropriate for each form of managed care organization.
4. Describe the types of reimbursement that a managed care organization receives and the various methods of reimbursing providers of care.
5. Describe the concept of coordination of benefits and explain why it is important to a managed care organization.
6. Explain why the structure of the managed care organization affects the way healthcare documentation is managed.
7. Identify the basic requirements for a managed care computer system.
8. Explain why the health plan employer data and information set (HEDIS) is helping improve the quality of healthcare delivery in managed care.

Assignments

1. **Read:** Chapter 4, pages 118 – 151
2. Listen to the online lecture.
3. **Discussion:** Read the Case Study on page 152 and answer questions 1, 2, and 3.

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4. **Homework:**
 - Complete Knowledge Based Question 2, on page 151.
 - Complete Critical Thinking Questions 3 and 7 on page 151.
5. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Four
Objectives

Upon completion of this week's assignments, the student will be able to:

1. Describe the care given to patients with end-stage renal disease (ESRD).
2. Describe how and by whom dialysis facilities are surveyed for compliance with various regulations and standards.
3. List key documentation requirements for dialysis patient records.
4. State the source of payment for most dialysis treatment in the United States.
5. Explain the role of the ESRD networks in the collection and aggregation of data on dialysis patients.
6. Describe quality improvement activities in ESRD organizations.
7. Describe the role of the health information management professional in organizations dealing with ESRD.

Assignments

1. **Read:** Chapter 5, pages 154 – 182.
2. Listen to the online lecture.
3. **Discussion:** Read the Case Study on pages 183-184 and discuss your responses for questions 1 and 2.
4. **Homework:**
 - Complete Knowledge Based Questions 1, 2, 3, and 5 on page 182.
 - Complete Critical Thinking Questions 1 and 2 on page 183.
5. **Quiz:** Complete the Chapter 4 and 5 quiz.
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Five
Objectives

Upon completion of this week's assignments, the student will be able to:

1. Identify the types of correctional facilities that exist and the responsible authority for each.
2. Identify the various healthcare delivery models that may exist in correctional institutions.
3. Distinguish between the various types of licensure and certification available for correctional professionals.
4. Recognize the different accrediting organization and the strengths and weaknesses of each.
5. Discuss the role of HIPAA in correctional facilities.

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6. Describe situations where the application of technology can help reduce costs and increase access to healthcare.

Assignments

1. **Read:** Chapter 6 pages 186 – 218
2. Listen to the online lecture.
3. **Discussion Forum:** Complete Critical Thinking Question number one on page 218. Instead of explaining the different arguments for and against the issue, choose a position and argue your point with each other.
4. **Homework:**
 - Complete Knowledge Based Questions 3 and 4 on page 218.
 - Complete Critical Thinking Question 3 on page 218.
 - Complete the Case Study on page 219, answer questions 1 and 2.
5. **Quiz:** Complete the Chapter 6 quiz
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Six

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Describe the various settings and caregivers commonly associated with provision of mental health services and substance abuse treatment.
2. Evaluate the impact of state and federal laws and regulations on the treatment of mentally ill persons and substance abuse clients.
3. Describe the components of the "typical" mental health and substance abuse treatment records, both inpatient and outpatient.
4. Discuss current reimbursement issues related to mental health and substance abuse treatment.
5. Compare DSM-IV and ICD-9-CM as they relate to coding of substance abuse client records.
6. Discuss quality improvement and utilization management within mental health and substance abuse facilities.
7. Discuss the role of the health information manager in mental health and substance abuse facilities.
8. Discuss the current state and use of computer technology in managing mental health treatment and substance abuse client information.
9. Identify the specific legal and ethical considerations associated with the confidentiality of mental health and substance abuse treatment records.
10. Describe the role of CARF and JCAHO in setting substance abuse treatment standards.

Assignments

1. **Read:** Chapters 7 and 8, pages 221-312
2. Listen to the online lecture.
3. **Discussion 1:** Read and discuss Critical Thinking Question 1 on page 266.
4. **Discussion 2:** Complete Critical Thinking Question 3 on page 312.

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5. Homework:

- Complete Knowledge-Based Questions 6, 7, and 8 on page 266.
- Complete Knowledge-Based Questions 1, 2, 4, and 5 on page 312.
- Complete the Case Study on page 313.

6. Weekly reflection: Submit the weekly reflection by Monday at 8:00 AM.

Week Seven

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Discuss the major differences in services provided to an individual living in an ICF/MR as compared to other settings.
2. Explain various methods of record keeping and the natural separation of information into sections or divisions for long-term care in an ICF /MR settings.
3. Explain the need for utilizing various coding systems, all of which are designed to provide for the care of the individual.
4. Explain the need for utilizing various coding systems to study and research the causes of mental retardation and developmental disabilities in order to help prevent their occurrence.
5. Discuss the process involved in risk management in the tracking of all accident/incident reports.
6. Apply the technical features of this chapter to assist with health information management in practical work settings.

Assignments

1. **Read:** Chapter 9, pages 316- 351
2. Listen to the online lecture.
3. **Discussion:** Read the Case Study on page 345 and answer all three questions within the forum.
4. **Homework:**
 - Complete Knowledge-Based Questions 2, and 4 on page 351.
 - Complete Critical Thinking Question 2 on page 351.
 - Complete the Web Activity on page 351.
5. **Quiz:** Complete the Chapters 7-9 quiz.
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Eight

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Describe the type of care typically associated with long-term care facilities.
2. Discuss the stringent impact of federal regulation on the long-term care industry and the relationship that this has on information management documentation content.
3. Identify the significance of state and federal surveys to long-term care facilities.
4. Describe the types of reimbursement and payer relationships within a long-term care facility.

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5. Describe the purpose of the Minimum Data Set 2.0 and its use in the federal survey process and in case-mix payment systems.
6. Identify the priorities for health information management in the long-term care setting.
7. Identify and describe the various levels of rehabilitative care.
8. Describe the major accrediting agencies for rehabilitation.
9. List the members of a multidisciplinary rehabilitation team.
10. Describe key features of the inpatient rehabilitation facility prospective payment system (IRF PPS).
11. Explain classification systems used to grade severity of injury/disability and relate them to outcome measures.
12. Define basic rehabilitation terms and distinguish between the concepts of impairment, disability, and handicap.
13. Review sample forms used to track a person's progress in rehabilitation.
14. Analyze current trends in rehabilitation.

Assignments

1. **Read:** Chapters 10 and 11, pages 353 – 444
2. Listen to the online lecture.
3. **Discussion:** Discuss all three questions related to the Case Study on page 398..
4. **Homework:**
 - Complete Knowledge-Based Questions 1, 2, and 5 on page 398.
 - Complete Critical Thinking Questions 2 and 3 on page 398.
 - Complete Knowledge-Based Questions 8, 9, 10, and 11 on page 444.
 - Complete Critical Thinking Questions 1 and 2 on page 444.
 - Complete the Web Activity on page 444.
5. **Quiz:** Complete the Chapters 10 and 11 quiz
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Nine

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Explain the basic operations of a home health care company and identify potential future trends of the industry.
2. Discuss the importance of data collection, analysis, and reporting to be competitive in the current managed care environment.
3. Identify the types and services of home health care agencies.
4. Discuss the advantages of home health care.
5. Explain the growth of home health care.
6. List the agencies or organizations that develop standards for home health care.
7. Explain the purpose of the Outcome and Assessment Information Set (OASIS).
8. Discuss the importance of outcome-based quality improvement (OBQI) and outcome-based quality management (OBQM) in the home care setting.
9. Describe the hospice patient.

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10. Define the term, “hospice,” and describe the difference between hospice care and traditional acute care.
11. Describe the composition and role of the interdisciplinary team in providing hospice care to patient, families, and significant others.
12. Define the four reimbursement levels of hospice care – routine home care, respite care, pain and symptom management, and continuous care – and discuss components of appropriate documentation of these levels of care.
13. Analyze the use of hospice benefit periods, reimbursement caps, and per diem versus service payments.
14. Describe the roles played by volunteers in hospice care and issues relating to the volunteer documentation in the medical record.
15. Discuss the capture of clinical visit information to track the cost of hospice care.
16. Discuss the Medicare Conditions of Participation relating to hospice care.
17. Describe a utilization review plan in the hospice setting.
18. Discuss bereavement care and documentation following the death of the hospice patient.

Assignments

1. **Read:** Chapters 12 and 13, pages 446–506
2. Listen to the online lecture.
3. **Discussion:** Read the Case Study on page 476 and discuss all three questions.
4. **Homework:**
 - Complete Knowledge-Based Questions 2, 5, and 6 on page 475.
 - Complete Critical Thinking Questions 1 and 2 on page 475.
 - Complete Knowledge-Based Questions 3, 5, and 8 on page 506.
5. **Quiz:** Complete the Chapters 12 and 13 quiz
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Ten

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Identify the different practitioners associated with dental care and describe their roles.
2. Describe documentation requirements specific to the practice of dentistry.
3. Explain the importance of medical history in dentistry.
4. Discuss the potential impact of managed care on dental practices.
5. Describe utilization management strategies used in dentistry.
6. Identify specific risks associated with dentistry and strategies to manage the risks.
7. List the information needs of the dental office.
8. Identify the important components of a dental computer system.
9. Describe potential career opportunities for HIM practitioners.
10. List at least five similarities between veterinary and human health records.
11. Explain why SNOMED-CT is preferred over SNVDO as a veterinary nomenclature and describe its importance to human and animal welfare in the twenty-first century.

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12. Explain the necessity of maintaining records for groups of animals rather than individual animals in particular veterinary care settings.
13. Illustrate the interaction between veterinary and human medicine professionals.
14. Describe the client's rights in information ownership and be able to identify the client in a given situation.
15. Identify key organizations that provide the most current information relating to the practice of veterinary health information management.

Assignments

1. **Read:** Chapters 14 and 15, pages 508– 573.
2. Listen to the online lecture.
3. **Discussion:** Complete Web Activity 1 on page 574 and discuss your findings.
4. **Homework:**
 - Complete Knowledge-Based Questions 1, 2, and 4 on page 547.
 - Complete Critical Thinking Questions 1 and 4 on page 547.
 - Complete Knowledge-Based Questions 1, 2, and 3 on page 574.
 - Complete Critical Thinking Questions 1 and 3 on page 574.
 - Complete Web Activity 2 on page 574.
5. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

Week Eleven

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Analyze the advantages and disadvantages of consulting.
2. Assess personal strengths and weaknesses.
3. Recognize the importance of establishing a productive working relationship with the administrative staff of a healthcare facility.
4. Develop a business plan.
5. Develop action plans.

Assignments

1. **Read:** Chapters 16 and 17, pages 576 – 629.
2. Listen to the online lecture.
3. **Discussion:** Discuss the Case Study questions on pages 599-600.
4. **Homework:**
 - Complete Knowledge-Based Questions 2, 4, and 9 on page 599.
 - Complete the Web Activity on page 599.
 - Complete Knowledge-Based Questions 1 and 3 on page 629.
 - Complete Critical Thinking Question 1 on page 629.
 - Complete the Web Activity on page 630.
 - Complete the Case Study on page 630.
5. **Quiz:** Complete the Chapters 14-17 quiz.
6. **Weekly reflection:** Submit the weekly reflection by Monday at 8:00 AM.

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Week Twelve

Assignments

1. Complete Final Examination
2. Complete Course Evaluation.
3. **Overview Paper:** Using APA format, write a paper that provides an overview of the different healthcare settings that you learned about this quarter. Explain the roles and responsibilities of HIM professionals and other key members of the healthcare delivery team for each setting. Include how each setting fits into the continuum of healthcare. Compare the payment system used in each setting, explaining the role of the corresponding data sets. In your final paragraph, determine which healthcare setting(s) you think you would like to pursue employment at following graduation and discuss why you prefer the specific setting(s).
4. **Final weekly reflection:** Each student must submit a 2-3 paragraph report to the Final Weekly Reflection drop box. Please devote one paragraph each to two concepts that you found most personally important and/or valuable from this quarter. In the third paragraph, please share information regarding what you liked best about the course, what you liked least about the course and any comments or suggestions for improvement. The weekly reflection is due by Monday at 8:00 AM.