



## Course Syllabus

### HITT 1253 – Legal and Ethical Aspect of Health Information

**Catalog Description:** Concepts of confidentiality, ethics, health care legislation, and regulations relating to the maintenance and use of health information. Lecture, 2; Lab, 0; Contact, 32

#### Prerequisites:

**Semester Credit Hours:** 2  
**Lecture Hours per week:** 2  
**Contact Hours per Semester:** 32  
**State Approval Code:** 510700

**Course Subject/Catalog Number:** HITT 1253  
**Course Title:** Legal and Ethical Aspects of Health Information

**Course Rationale:** Students planning to enter the Health Information Technology, Medical Coding Field, of Medical Administrative Assistant field need to have a clear understanding of the major impact ethical and legal issues have on these professions.

**Instructional Goals and Purposes:** To introduce students to the major ethical principles and legal issues and regulations that guide health information management decision making. To emphasize to students the importance of maintaining confidentiality of health information.

#### Learning Objectives:

1. Identify and discuss the major ethical principles that guide health information management decision making.
2. Apply and promote ethical standards of practice.
3. Interpret professional values and obligations inherent in the American Health Information Management (AHIMA) Code of Ethics.
4. Apply federal, state, and local statutes, administrative laws and regulations with regard to the use and disclosure of health information.
5. Demonstrate appropriate health information disclosure practices.
6. Maintain user access logs/systems to track access to and disclosure of identifiable patient data.
7. Explain the HIPAA privacy standards and rules with regard to health information use and disclosure.
8. Apply confidentiality and security measures to protect electronic health information.
9. Identify Health Information Management departmental and organizational data and information system security policies.

## Specific Course Objectives (Includes Scans Information):

### **Ethical Issues in Health Information Technology, *Health Information Management Technology*, Chpt. 14, p. 649-677**

After studying this chapter, the student should be able to:

1. Explain the role, values, and ethical obligations of the HIM Professional to build an ethical health information system.
2. Identify the major ethical principles that guide health information management decision making.
3. Identify professional values and obligations inherent in the Code of Ethics, including those important to patients, the healthcare team, employers, the public, peers and colleagues, and professional associations.
4. Identify the steps in an ethical decision-making process are used to resolve ethical issues.
5. Describe some of the core ethical problems health information management, including those related to the release of health information and coding.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

### **Introduction to the American Legal System, *Medical Records and the Law*, Roach, Chpt. 1, p. 1-15, *Health Information Management Technology*, Chpt. 15, 686-688**

After studying this chapter, the student should be able to:

1. Distinguish between public and private law, civil and criminal law, and tort and contract actions.
2. Discuss how the federal constitution delineates governmental authority.
3. Identify the two specific procedural protections that the due process clause generally requires and when they are required.
4. Discuss the concept of equal protection.
5. Give examples of the rights encompassed by the constitutional right to privacy.
6. Explain what happens when local, state, and federal law overlap.
7. Give examples of administrative agencies, describing their source of authority and how they regulate the public.
8. Discuss how courts make law, defining the principles of *stare decisis* and *res judicata*.
9. Name the three branches of government and outline the responsibilities of each.
10. Distinguish among trial courts, appeals courts, and supreme courts.
11. Explain the relationship between state and federal courts.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

### **Medical Records and Managed Care, *Medical Records and the Law*, Roach, Chpt. 2, p. 19-24**

After studying this chapter, the student should be able to:

1. Define utilization management and utilization review organization.
2. Explain the role of patient information with respect to the utilization management process.
3. Compare and contrast the following: HMO, PPO, IPA, GPWW, consolidated medical group, PHO, MSO, foundation model IDS, physician ownership model IDS, PBM, and disease management organization.
4. Identify the characteristics of the managed care industry that have changed the nature of patient records.
5. Describe the changes in medical records standards made in response to the growth of managed care – whether instituted by legislatures, accreditation organizations, or health information managers.
6. Describe the information protected by the HIPAA Privacy Rule and explain how privacy rules affect health plans.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Medial Records Requirements, *Medical Records and the Law*, Roach, Chpt. 3, p. 31 – 48**  
**Legal Aspects of Health information Management, *Health Information Management Technology*, Chpt. 15, p. 693-699**

After studying this chapter, the student should be able to:

1. Identify the governmental and private entities that establish medical records requirements.
2. List the types of information contained in a patient record.
3. Explain why it is important for a record to be complete and accurate.
4. Give examples of the information that state law may require in a medical record.
5. Discuss the role of CMS with regard to medical records content and retention.
6. Describe how private associations address medical records content and retention, giving examples of the information that associations require.
7. List the sources of law governing medical record retention, providing examples of state law requirements.
8. Define statute of limitations and discuss how a statute of limitations affects record retention practices.
9. Explain how medical research and storage space impact medical records retention.
10. Recommend considerations for medical records destruction policy.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Medical Records Entries, *Medical Records and the Law*, Roach, Chpt. 4, p. 51 - 69**

After studying this chapter, the student should be able to:

1. Illustrate how legibility and accuracy are important to the quality of medical records.
2. Give examples o how entry errors and poor legibility can create difficulties for a healthcare provider in defending against a claim of poor medical care.
3. Explain how inaccurate or incomplete entries can affect claims review and the payment for services.
4. Discuss the standards that govern the completeness, accuracy, and legibility of medical records.
5. Define what timeliness means with respect to medical records entries, and the consequences of failing to comply with this standard.
6. Distinguish between authorship and countersignatures of medical records entries.
7. Explain why authentication is a key element of medical records security, and what standards apply to how and when records are authenticated.
8. Define auto-authentication and recommend safeguards for auto-authentication systems.
9. Discuss how verbal orders affect the quality of medical records entries, and what specific policies should be in place to govern how these orders are received and recorded.
10. List the types of errors that occur in medical records entries, and give proper procedures for correcting or altering a medical record.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Document Consent to Treatment, *Medical Records and the Law*, Roach, Chpt. 5, p. 73-100**

After studying this chapter, the student should be able to:

1. Distinguish between express and implied consent.
2. Identify the information that must be disclosed for informed consent.
3. Briefly distinguish informed consent and the authorization required by the HIPAA Privacy Rule.
4. Explain what a patient must show to prove causation in a consent case.
5. Describe the emergency exception to the informed consent requirement.
6. Define the therapeutic privilege and waiver of consent.
7. Outline how informed consent applies to criminal suspects and prisoners.
8. Identify who can give consent.
9. Discuss the effect of refusal of consent.
10. Discuss the application of informed consent to minors.
11. Distinguish between emancipated minors and mature minors
12. Compare the responsibility for obtaining consent among physicians and other healthcare providers, facilities, and organizations.

13. Outline the requirements for informed consent documentation and explain that documentation of HIPAA authorizations relating to the use and disclosure of health information may be combined with informed consent documentation.
14. Distinguish between the different types of consent forms and their uses.
15. Discuss how and when consent may be withdrawn.
16. Briefly explain the HIPAA preemption rule.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Access to Health Information, *Medical Records and the Law*, Roach, Chpt. 6, p. 103-245, Ownership and Control of the Health Record, *Health Information Management Technology*, Chpt. 15, 700-731**

After studying this chapter, the student should be able to:

1. Describe the types of health information protected by confidentiality laws.
2. Explain the general rule regarding ownership of medical records information.
3. Describe the key provisions of the HIPAA Privacy Rule, to whom they apply, and how they affect access to health information.
4. Summarize other federal confidentiality laws that may affect health information.
5. Describe what is meant by the exercise of professional judgment.
6. Give examples of state laws that protect the confidentiality of medical records information.
7. Summarize the rights of patients and third parties to access medical records information, including sensitive information such as alcohol and drug abuse patient records and psychiatric records.
8. Explain the law governing access to protected health information by individual patients and their person representatives.
9. Describe the authority allowing healthcare providers to charge record duplication fees.
10. Summarize the additional rights provided to individuals in federal health information protection laws.
11. Summarize the laws or accreditation standards governing the use of medical records in utilization review and quality assurance activities.
12. Describe the rights and obligations of business associates.
13. Summarize the additional rights provided to individuals in federal health information protection laws.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Reporting and Disclosure Requirements, *Medical Records and the Law*, Roach, Chpt. 7, p. 247- 265**

After studying this chapter, the student should be able to:

1. Give examples of mandatory reporting laws.
2. Explain how the Privacy Rule affects a provider's obligations under mandatory disclosure laws.
3. Discuss the persons or facilities subject to the reporting requirement under mandatory disclosure laws.
4. Give examples of information that must be included in a child abuse report and an adult abuse report.
5. Summarize the requirements of communicable disease reporting laws.
6. Discuss whether mandatory reporting laws apply to managed care organizations.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Documentation and Disclosure: *Special Areas of Concern, Medical Records and the Law*, Roach, Chpt. 8, p. 267 – 332**

After studying this chapter, the student should be able to:

1. Discuss state statutes, accreditation standards, and the Emergency Medical Treatment and Active Labor Act (EMTALA) requirements pertaining to the content of emergency department records.

2. Discuss documentation and disclosure concerns associated with celebrities, hostile patients, possible child and adult abuse victims, and adoption records.
3. Outline documentation requirements and related obligations placed on healthcare providers by the Patient Self-Determination Act (PSDA).
4. Distinguish among advance directives, living wills, and durable powers of attorney for health care, and discuss statutory requirements for documentation.
5. Explain how do-not resuscitate (DNR) orders impact healthcare providers decisions on patient treatment.
6. Recommend documentation steps to protect healthcare providers from liability triggered by disagreements among professional staff.
7. List purposes for which managed care organizations (MCOs) may legitimately request access to patient healthcare information, and recommend procedures for ensuring authorized disclosure.
8. Discuss the scope of law enforcement agencies' authority to obtain access to medical records.
9. Discuss the use of search warrants to obtain medical records and give examples of court-approved warrant less searches of healthcare facilities.
10. Outline the differences between a subpoena and a court order, and recommend procedures for healthcare records professionals to follow in responding to subpoenas.
11. Discuss the increasing trend of fraud and abuse investigations and appropriate response strategies for healthcare providers.
12. Outline statutory/regulatory requirements and recommended procedures related to the disposition of medical records upon change of ownership or closure.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**HIV/AIDS: Mandatory Reporting and Confidentiality, *Medical Records and the Law*, Roach, Chpt. 9, p. 343 – 371.**

After studying this chapter, the student should be able to:

1. Outline statutory/regulatory requirements for mandatory reporting of HIV/AIDS cases to state and local health departments.
2. Describe restrictions contained in provisions of state HIV/AIDS statutes intended to protect the confidentiality of HIV/AIDS information.
3. Discuss common exceptions specified in state HIV/AIDS statutes prohibiting the disclosure of HIV test results without the test subject's written informed consent.
4. Explain the limits on disclosure of HIV/AIDS test results of the patient (in circumstances where exceptions apply) and of the healthcare provider.
5. Describe statutory provisions allowing disclosure of HIV/AIDS information pursuant to a court order, and give examples of how courts respond to petitions for such orders.
6. Describe civil and criminal liability provisions of state HIV/AIDS statutes, and compare with common law liability for unauthorized disclosure of HIV/AIDS information.
7. Recommend steps to protect patient privacy and confidentiality of HIV/AIDS information.
8. Discuss mandatory reporting and confidentiality of HIV/AIDS records.
9. Discuss the impact of the HIPAA Privacy Rule and Security Rule.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Discovery and Admissibility of Medical Records, *Medical Records and the Law*, Roach, Chpt. 10, p. 373 – 393; Use of Health Records and Health information in Judicial Proceedings, *Health Information Management Technology*, Chpt. 15, p. 682-686**

After studying this chapter, the student should be able to:

1. Distinguish between discoverability and admissibility
2. Define the physician-patient privilege and discuss its effect on discovery and admissibility.
3. Describe the healthcare provider's role in protecting health information from discovery.
4. Explain waiver of the physician-patient privilege and give examples of how the privilege may be waived.
5. Define hearsay.
6. Define the business record exception and its application to medical records.
7. List other types of records containing patient information that may be sought in discovery.
8. Describe the peer review privilege and what types of records it protects from discovery.

9. Recommend steps to protect peer review records from discovery.
10. Outline the factors that affect whether incident reports are protected from discovery.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Legal Theories in Improper Disclosure Cases, *Medical Records and the Law*, Roach, Chpt. 11, p. 395 – 419**

After studying this chapter, the student should be able to:

1. Describe how HIPAA affects liability for releasing protected health information.
2. Describe permitted disclosures under HIPAA and the procedures for enforcing HIPAA.
3. Describe how state statutes affect liability for releasing medical records information.
4. List the elements of a defamation claim, and describe when releasing patient information might constitute defamation.
5. Discuss the privileges against liability for releasing patient information.
6. Describe the effect of a patient's consent to release information.
7. Distinguish between a defamation claim and an invasion of privacy claim.
8. List the types of invasion of privacy claims, and give examples in the health information context.
9. Discuss the potential liability for publishing patient photographs, releasing patient information to obtain reimbursement, and divulging patient information to the news media.
10. List the elements of a breach of confidentiality claim, and give examples in the healthcare context.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Risk Management and Quality Management, *Medical Records and the Law*, Roach, Chpt. 12, p. 421 - 437**

After studying this chapter, the student should be able to:

1. Introduce the areas of risk management and quality management, and describe the increasing focus in the healthcare industry on reducing medical errors and improving the quality of care.
2. Compare and contrast risk management and quality management.
3. Describe the four principal steps in the risk management process.
4. List some of the data, documents, and records that risk manager relies on to identify risks.
5. List the activities that are part of the quality management process.
6. Discuss the increasing use of health information technology to help reduce medical errors, improve communication, and therefore increase the quality of care and better evaluate various healthcare interventions.
7. Describe the elements that must be part of an effective compliance program according to the federal sentencing guidelines, and discuss the guidelines for compliance issued by the Office of Inspector General (OIG) of the U.S. Department of Health and Human Services (DHHS).
8. Identify laws that a healthcare organization should consider when creating a corporate compliance program.
9. Discuss the role of medical records as part of the data used in risk management, quality management, compliance activities, and pay for performance initiative.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Electronic Health Records, *Medical Records and the Law*, Roach, Chpt. 13, p. 439 - 513  
Information Security, *Health Information Management Technology*, Chpt. 19, p. 847-874**

After studying this chapter, the student should be able to:

1. Discuss the benefits of electronic health records (EHRs)
2. Explain the legal concerns that arise from EHRs
3. Identify the sources of law that govern confidentiality of health information , discussing their application to EHRs.
4. Explain why security is important to an EHR, giving examples of safeguards against unauthorized access, including technological, physical and user access controls.
5. Describe the HIPAA security requirements, transactions and code set requirements, transactions and code set requirements, and National Provider Identifier requirements.

6. Describe health data networks and the legal issues they present in connection with the use of EHRs.
7. Discuss the concerns associated with outside users of EHR information.
8. Clarify how durability and accuracy requirements apply to EHRs.
9. Discuss the legal obstacles to admission of EHRs into evidence, and how the obstacles can be overcome.
10. Discuss the potential security problems of faxed and e-mailed medical information.
11. Define telemedicine and give examples of current applications, highlighting medical records concerns.
12. Discuss the Internet as a method of conveying patient-specific information, including risks and safeguards.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Health Information Medical Research, *Medical Records and the Law*, Roach, Chpt. 14, p. 515 – 541**

After studying this chapter, the student should be able to:

1. Introduce the stakeholders in medical research.
2. Describe federal law governing the use of health information in medical research.
3. Describe the HIPAA Privacy Rule requirements with respect to medical research.
4. Discuss state laws concerning the use of health information in medical research.
5. Describe international law affecting medical records and clinical trials.
6. Summarize industry codes, ethical obligations, and guidance on the use of health information in medical research.

**SCANS Basic Skills: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv.**

**SCANS WorkPlace Competenceies: Ai, Aiii, Bi, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Ei, Eii, Eiii**

**Methods of Evaluation:**

The previously described performance/learning objectives will be measured by chapter exams covering 3-5 chapters at a time. Tests will be primarily multiple choice, fill in the blank and short answer, with a few essay questions. Occasionally there will be daily work assigned that will require the student to write short answers to questions. Students will be asked to summarize several 3-4 pages of *Journal of AHIMA* articles.

**Paper:** Students are required to write a formal paper of no more than five (5) pages (not including title page and reference page) on a current legal or ethical issue affecting health care delivery in the United States. The paper should demonstrate the student's ability to communicate effectively in written form; specifically this includes vocabulary appropriate to the topic, tone, clarity of expression, correct grammar, punctuation, and spelling. Students are expected to create, write, edit, format, and print out their own paper. Any information that is copied directly from any source should be placed in quotation marks and footnoted. Students must reference at least 5 different resources including journals, reference books, Internet resources, and interviews if appropriate.

**Content – 50%**

The content should be cohesive, logical, and related. The writing should be original and present arguments in logical manner.

**Length, organization, and attention to guidelines – 25%**

Thought processes should flow easily from paragraph to paragraph. There should be an introduction and a summary or closing.

**Spelling & Grammar – 25%**

Proper grammar, sentence structure, spelling and punctuation should be used.

**5 points counted off grade for every day paper is late**

### Course Grade:

Exams will be given over lecture and textbook information.

The final grade will be computed as follows:

Average on chapter exams-----	50%
Term paper grade-----	15%
Daily Grades, Professionalism, Attendance-----	15%
Final Exam-----	20%

The final grade will be determined by the accumulated average scores achieved during the semester according to the following scale:

90 – 100	= A
80 – 89.9	= B
70 – 79.9	= C
60 – 69.9	= D
<60	= F

### Professionalism

Success in one's career is almost as dependant on professional behavior as on one's academic knowledge and abilities. Students are expected to exhibit professional behavior in the classroom and in all activities associated with this course. Professional behavior includes:

- Attends Class and is punctual – The student attends every class period arrives on time for class activities or informs the instructor in a timely manner of unavoidable situations that cause the student to be late of miss class.
- Dependable – The student meets assignment deadlines and follows through to completion of responsibilities.
- Effective interpersonal and team skills – The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
- Effective communications skills – The student listens, speaks using correct grammar and without excess fillers, e.g. *um, you know, like*.
- Ethical conduct – The student maintains honesty, integrity, and confidentiality of patient, provider, fellow student and college information.
- Class participation – The student actively participates in class discussions and activities by making accurate and relative statements to the topic under discussion which indicate preparation and builds arguments on the discussion of fellow students; active listening to both the instructor and the class members.

### Attendance Policy

Regular attendance is essential. The student is expected to attend all classes in which he/she is enrolled. This class will meet twice each week for a period of 50 minutes each day. Attendance will be checked and recorded in the instructor's gradebook at each class meeting. A maximum of three days of absence will be allowed. If a student is absent more than three days he/she may be dropped from the class (see the Panola College Catalog). If a student arrives late, (more than 15 minutes) he/she will be recorded as tardy. Three tardies will equal one absence. Leaving class early without the instructor's permission will be recorded as one absence.

Students are responsible for **all** assignments, even in the event of an absence. The grade for late assignments will be decreased by 10 points for each day that they are late.

**Texts, Materials, and Supplies:**

*Medical Records and the Law*, Roach, Hoban, Broccoli, Roth & Blanchard, Jones and Bartlett Publishers, 4<sup>th</sup> edition, 2006.

*Health Information Management Technology: An Applied Approach*, ed. by Merida L. Johns, PhD, RHIA, American Health Information Management Association, current edition.

**Supplies:**

Notebook for handouts, paper, pencils, and pens.

**Resources:**

*Legal Aspects of Health Information Management*, Dana C. McWay, JD, RHIA, Delmar Publishers, 2<sup>nd</sup> edition, 2003.

*Essentials of Health Information Management, Principles and Practices*, Michelle A. Green and Mary Jo Bowie, Thomson Delmar Learning, 2005.

*Health Information: Management of a Strategic Resource*, Mervat Abdelhak, PhD., RHIA, W.B. Saunders Company, current edition.

*Ethical Challenges in the Management of Health Information*, Laurinda Beebe Harman, Aspen Publishers, Inc., current edition.

**Special Notes:**

**Cell phones and pagers are not acceptable in the classroom except on the silent mode.**

If any student in this class has special classroom or testing needs because of a physical, learning or emotional condition, please contact the ADA Student Coordinator in Student Services in the Martha Miller Administration Building, telephone 903-693-1123.

**Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.**

**Associate Degree Entry-Level Competencies  
DOMAINS, SUBDOMAINS, AND TASKS FOR THE**

**Registered Health Information Technician**

**III. Domain: Health Services Organization and Delivery**

**A. Subdomain: *Healthcare Delivery Systems***

1. Apply information system policies and procedures required by national health information initiatives on the healthcare delivery system.
2. Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local and facility levels.
3. Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.

**B. Subdomain: **Healthcare Privacy, Confidentiality, Legal, and Ethical Issues.****

1. Participate in the implementation of legal and regulatory requirements related to the health information infrastructure.

# Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)

## I. BASIC SKILL COMPETENCIES

### A. Basic Skills

- i. **Reading:** Locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules.
- ii. **Writing:** Communicate thoughts, ideas, information and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- iii. **Arithmetic & Mathematical Operations:** Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- iv. **Listening:** Receive, attend to, interpret, and respond to verbal messages and other cues.
- v. **Speaking:** Organize ideas and communicate orally.

### B. Thinking Skills

- i. **Creative Thinking:** Generate new ideas.
- ii. **Decision Making:** Specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
- iii. **Problem Solving:** Recognize problems and devise and implement plan of action.
- iv. **Visualize ("Seeing Things in the Mind's Eye"):** Organize and process symbols, pictures, graphs, objects, and other information.
- v. **Knowing how to learn:** use efficient learning techniques to acquire and apply new knowledge and skills
- vi. **Reasoning;** Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

### C. Personal Qualities

- i. **Responsibility:** Exert a high level of effort and persevere toward goal attainment.
- ii. **Self-Esteem:** Believe in one's own self-worth and maintain a positive view of oneself.
- iii. **Sociability:** Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- iv. **Self-Management:** Assess oneself, set personal goals, monitor progress, and exhibit self-control.
- v. **Integrity & Honesty:** Choose ethical courses of action.

## II. WORKPLACE COMPETENCIES

### A. Resources:

- i. **Time:** Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- ii. **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- iii. **Material & Facilities:** Acquire, store, allocate, and use materials or space efficiently.
- iv. **Human Resources:** Assess skills and distribute work accordingly, evaluate performance and provide feedback.

### B. Interpersonal Skills:

- i. **Participate as Member of a Team:** Contribute to group effort.
- ii. **Teach Others New Skills.**
- iii. **Serve Clients/ Customers:** Work to satisfy customers' expectations.
- iv. **Exercise Leadership:** Communicate ideas to justify position, persuade & convince others, responsibly challenge existing procedures & policies.
- v. **Negotiate:** Work toward agreements involving exchange of resources, resolve divergent interests.
- vi. **Work with Diversity:** Work well with men and women from diverse backgrounds.

### C. Information:

- i. **Acquire and Evaluate Information.**
- ii. **Organize and Maintain Information.**

iii. **Interpret and Communicate Information.**

iv. **Use computers to process information.**

**D. Systems:**

i. **Understand Systems:** Know how social, organizational and technological systems work and operate effectively with them.

ii. **Monitor & Correct Performance:** Distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance.

iii. **Improve or Design Systems:** Suggest modifications to existing systems and develop new or alternative systems to improve performance.

**E. Technology**

i. **Select Technology:** Choose procedures, tools or equipment including computers and related technologies.

ii. **Apply Technologies to Task:** Understand overall intent and proper procedures for setup and operation of equipment.

iii **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.