Syllabus

HIM 210 Credit Hours 1

RHIT Exam Review

DEPARTMENT: School of Health Sciences

COURSE DESCRIPTION
This course introduces the student to the structure and format of the AHIMA RHIT credential exam. By reviewing previous course content and completing practice exams the student will acquire testing skills and knowledge to be prepared to take the RHIT credential exam.

Corequisite: Be in final term of study.

REQUIRED TEXTBOOKS

Registered Health Information Technician (RHIT) Exam Preparation, 4th Edition
Author: Carter, Darcy, Editor,
AHIMA Press

Key Features
- Three timed, self-scoring practice exams on the AHIMA website
- More than 1,000 practice questions organized by the RHIT domains
- 4,500+ HIM e-flashcards
- Statistical formulas used on the exam

RECOMMENDED RESOURCES
Syllabi and textbooks from previous HIT courses
3M encoder software applications
EHR software applications
Cengage Studyware web access
COURSE OBJECTIVES
Upon completion of this course, the Health Information Technology student will be able to:
A. Demonstrate ability to retain knowledge gained from previous HITC courses.
B. Recognize techniques to improve testing performance.
C. Complete domain specific exams, and evaluate performance in each domain.
D. Complete comprehensive timed and un-timed mock exams.
E. Register for the RHIT credential exam.
F. Evaluate the pre-test and post-test results and measure testing performance.

PERFORMANCE ASSESSMENT
Progress is measured against the 2012 RHIT testing domains. The student must demonstrate acceptable performance achieving a 75% or greater accuracy rate on the domain exams and comprehensive mock exams. The RHIT Credential Exam Domains of Learning and weighted representation on the exam are:

Domain 1 – Data Analysis & Management (20%)
Domain 2 – Coding (18%)
Domain 3 – Compliance (16%)
Domain 4 – Information Technology (12%)
Domain 5 – Quality (12%)
Domain 6 – Legal (11%)
Domain 7 – Revenue Cycle (11%)

STUDENTS WITH DISABILITIES:
Students with documented disabilities (physical, emotional, learning and/or others) who believe that they may need accommodations in this class are encouraged to contact the Coordinator for Student Disability Services in Room 139, extension 120, as soon as possible to arrange for such accommodations.

LIBRARY INFORMATION:

Articles:
As an MWCC student, you have access 24 hours a day to more than 80 LaChance Library online article databases. To get to these resources and find articles scholarly/academic journals, magazines, newspapers, reference books, and e-books, visit the Library web page, http://library.mwcc.edu, and click FIND ARTICLES. In order to access the Library’s online research databases from an off-campus location, you will be prompted to log-in with your library barcode number or student ID number and last name in all CAPITAL LETTERS.

Books, Videos, CDs, etc.:
In order to find books, videos, etc. on a topic, you will need to use the Library catalog, located on
the Library’s webpage (http://library.mwcc.edu). Look for the FIND BOOKS & MORE link.
You may arrange to pick up items at either the LaChance Library or your public library.

For assistance in locating articles, books or other information sources please contact us:

- By telephone: 1-888-884-6922 (toll free)
- Via email: library@mwcc.mass.edu (account is checked at least once daily at 7:30 am, Mon-Fri)
- Using chat: Visit the ASK A LIBRARIAN page at: http://subjectguides.mwcc.edu/ask
- In person, at the LaChance Library (Gardner Campus), Leominster Student Success Center and the Devens Learning Center when open. Hours can be found at: http://mwcc.edu/lib/about/hours/.

ACADEMIC SUPPORT CENTER INFORMATION:

Tutoring: Students in need of tutorial services are encouraged to contact the Academic Support Center. Tutorial services are provided free of charge to enrolled students and include face-to-face and e-tutoring (online tutoring), drop in help with math and writing, subject tutoring (sciences, business, accounting, etc.) as well as other services. If you have questions, or wish to set up an appointment, you may contact:
Administrative Assistant, Academic Support Center, 978-630-9333.

ETutoring is available to students through iConnect and provides tutoring in subjects such as writing, math, biology, chemistry, anatomy & physiology, statistics and accounting. Assistance is available via chat, email and also an online writing lab where students can upload drafts of papers and receive feedback. To see the current schedule of eTutoring visit: http://www.etutoring.org/public/schedule.cfm?sys=91.

For information about either library or tutoring services please contact Heidi McCann, Dean of Library and Academic Support Services – hmccann@mwcc.mass.edu or 978-630-9126.

ACADEMIC HONESTY & PLAGIARISM:

Students are responsible for knowing Mount Wachusett Community Colleges' policy on academic honesty and plagiarism, found at http://mwcc.edu/catalog/academic-and-grading-policies/. In sum, it is against policy to submit work with the deliberate intent to deceive or to cheat. Plagiarism is not tolerated at the College.

WITHDRAWAL FROM A COURSE:

You may formally withdraw from this course through the 60% point of the semester/cycle as indicated on the academic calendar – the academic calendar is posted at http://mwcc.edu/academic/academic-calendar/. A grade of “W” will be recorded on your transcript. A grade of “W” will count as credits attempted but not completed, but will not impact QPA. You are required to speak to me or your assigned advisor before withdrawing from this
course. The procedure for course withdrawal includes getting the proper form from the Advising Center in Gardner or from the receptionist at our branch campuses (Leominster, Devens, Burbank), bringing the form to me or your assigned advisor, and returning the signed form to the Advising Center or branch campus. **Please be advised that ceasing to attend a class may result in me initiating the withdrawal from a class prior to the 60% point of the semester/cycle.** Course withdrawals will not be processed after the 60% point of the semester/cycle. If you stop attending after the 60% point of the semester/cycle, you will receive an F grade. F’s are averaged into the QPA for all students. Any withdrawal may affect progress toward degree and future eligibility to receive financial aid. Contact the record’s office for information on your student records. Administrative action Forms are available for withdrawal after the 60% point of the semester/cycle as a result of extenuating circumstances. Student may obtain an Administrative Action form in the records office or online at [http://mwcc.edu/wp-content/blogs.dir/1/files/2013/01/Administrative-Action.pdf](http://mwcc.edu/wp-content/blogs.dir/1/files/2013/01/Administrative-Action.pdf). Documentation of the extenuating circumstance must be submitted with the form for this appeal to be reviewed.

**COURSE REQUIREMENTS**
- A. Completion of all assignments
- B. Attendance in classes per institution policy
- C. Pass exams and quizzes
- D. Participate in class discussion and simulations

**EVALUATION**

Course grade will be determined as follows:
- A. Domain Quizzes 10%
- B. Untimed Mock Exams (2) 20%
- C. Comprehensive Timed Final Exam 20%
- D. Unit Student Assignments 50%

**Grading Scale:**
The college uses the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

Each week, the class will focus on a given topic to discuss and
investigate. Students will participate either through in-class debates, or by posting discussions in the learning management system. Possible grade is between 100 and 0. Below is an example of how student gets from F to A on active participation/course discussion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>100 points</th>
<th>80 points</th>
<th>60 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Comments are well organized and reflect student has read materials</td>
<td>Comments can be followed, but may be based on experience or reflects responding to others</td>
<td>Comments/participation/is disorganized or sporadic</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Comments demonstrate student understands the topic information. New information or insights are offered.</td>
<td>Comments show student is trying to relate topic to weekly readings.</td>
<td>Comments drift from topic, tend to be generic and add little or no value to the dialogue.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Comments are supported by one or more referenced citations - supports ideas with facts/quotes</td>
<td>May use a citation, or makes reference to personal work experience to support an idea</td>
<td>Makes a post but it is unsupported by citation or experience, and is very brief.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Student participates four or more times during the discussion period</td>
<td>Student participates at least twice with an original comment and at least one reply/reaction to another student.</td>
<td>Student comments or posts once. Non-participation = 0</td>
</tr>
<tr>
<td>HIT 210 Lecture Topics</td>
<td>HIT 210 Videos</td>
<td>HIT 210 Readings &amp; Assignments</td>
<td></td>
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<tr>
<td>------------------------</td>
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<tr>
<td><strong>MODULE 1:</strong> How to Prepare for the AHIMA RHIT Credential Exam Lecture</td>
<td></td>
<td>Read Exam Preparation text (pages v – ix). Take Pre-Test. Set up and maintain testing results.</td>
<td></td>
</tr>
<tr>
<td>Topic of the Week: In your own words, explain the role of <em>Repetition</em> and <em>Elaboration</em> in how the brain learns. Which of these do you think reflects your memorization style the best?</td>
<td></td>
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</tr>
<tr>
<td><strong>MODULE 2:</strong> Domain Specific Review: Data Analysis &amp; Management (Domain 1, 20%)</td>
<td>Filing Review: This is a brief film on terminal digit filing (TDF) (5 min) <a href="http://www.youtube.com/watch?v=8E48ohvzG_Y">http://www.youtube.com/watch?v=8E48ohvzG_Y</a></td>
<td>Review the syllabus, textbooks, and slides of HIT 100 this week. Review the Domain 1 questions in the workbook and check answers in the back of the book.</td>
<td></td>
</tr>
<tr>
<td>Topic of the Week: After a careful reading of the Domains/Competencies which represent things that you should be able to perform, identify at least three competencies where you have concerns that these will be challenging for you.</td>
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</tbody>
</table>
| MODULE 3: Statistic and graphic drills | First Lesson: Frequency Distribution and how to build X/Y axis (10:14 min)  
http://www.youtube.com/watch?v=daib2VF1i3M&feature=related  
Second Lesson: Histogram and Frequency Polygon (10:15 min)  
http://www.youtube.com/watch?v=vcTn57dLOHc&feature=related  
Third Lesson: Stem & Leaf Plot: this is a set up for Mean, Median, Mode (11:35 min)  
http://www.youtube.com/watch?v=rFNWDLSeaiU&feature=related  
Forth Lesson: Mean, Median, & Mode (11:44 min)  
http://www.youtube.com/watch?v=NZHPvbRbCAY&feature=related | Complete the Module 3 videos and review the statistics portion of:  
HIT 110  
- Complete Domain 1 Data Management Quiz online (submit results as evidence of having taken the quiz) |
| --- | --- | --- |
| Topic of the Week: Using the Flash Cards feature found on the CD in the RHIT Exam Prep book – identify at least three acronyms used in healthcare that you would likely encounter while working in Domain I type jobs. Pick different acronyms from those already posted on the discussion board responses. | Module 4 Domain Specific Review: Coding (Domain 2, 18%)  
Topic of the Week: Why is data quality important for the coding profession? | Review the syllabus, textbooks, and slides of HIT 130, 160, 170 this week. |
| MODULE 4 Domain Specific Review: Coding (Domain 2, 18%)  
Topic of the Week: Why is data quality important for the coding profession? | Hospital Acquired Conditions (HACs) and Present on Admission (POA) codes review (4:34 min – can stop video at 4:00)  
http://www.youtube.com/watch?v=PaX1F4DZ0DI | Review the Domain 2 questions in the workbook and check answers in the back of the book. |
| MODULE 5: Coding drills Diagnostic authentic coding  
Topic of the Week: |  |  |
| MODULE 6: Coding drills Procedural authentic coding  
Topic of the Week: |  | Complete Domain 2 Coding Quiz online (submit results as evidence of having taken the quiz) |
### MODULE 7: Coding drills CPT/HCPCS authentic coding

**Topic of the Week**: A coder has been working in a physician practice for six months. The physician who heads the practice has experienced a significant drop in revenue over the last 12 months. He instructs the coder to “increase” his E/M levels in coding and billing to help improve the practice’s cash flow and his income. This coder is a former classmate of yours who you have kept in contact with over the past 2 years since you graduated. She seeks you out for advice in this situation, what advice do you give her?

- **E/M Guidelines for CPT overview** (3:09 min)  
  [http://www.youtube.com/watch?v=MJEXyM8anng&feature=related](http://www.youtube.com/watch?v=MJEXyM8anng&feature=related)

- **E/M Coding lecture** (7:52 min)  
  [if you need more review of E/M coding](http://www.youtube.com/watch?v=64lbQ_mQcM0&feature=related)

- **Repeat the Domain 2 Coding Quiz online (submit results as evidence of having taken the quiz). Did you do better with the work of the drills?**

### MODULE 8: Domain Specific Review: Coding Compliance (Domain 3, 16%)

**Topic of the Week**: What person should be the leader in an effective coding compliance program, and why?

- **Overcoding and Undercoding (.45 sec)**  
  [http://www.youtube.com/watch?v=GoQQHhbS_rQ](http://www.youtube.com/watch?v=GoQQHhbS_rQ)

- **Review the syllabus, textbooks, and slides of HIT 130, & 190 this week.**

- **Review the Domain 3 questions in the workbook and check answers in the back of the book.**

- **Complete Domain 3 Compliance Quiz online (submit results as evidence of having taken the quiz)**

### MODULE 9: Domain Specific Review: Revenue Cycle (Domain 7, 11%)

**Topic of the Week**: The video clip offers five steps for RCM. What is the 5th step? What would you add as a sixth step (maybe one that takes into account the importance of coding on revenue)?

- **Five steps for Revenue Cycle Management (RCM) (5:19 min)**  
  [http://www.youtube.com/watch?v=FaTJYX1h9DA&feature=related](http://www.youtube.com/watch?v=FaTJYX1h9DA&feature=related)

- **Review the syllabus, textbooks, and slides of HIT 180, & 190 this week.**

- **Review the Domain 7 questions in the workbook and check answers in the back of the book.**

- **Complete Domain 7 RC Quiz online (submit results as evidence of having taken the quiz)**

### MODULE 10: Untimed Mock Exams

**- Take the comprehensive RHIT Mock Exam from text (online) select the untimed version – keep track of which sections trouble you**
<table>
<thead>
<tr>
<th>MODULE 11</th>
<th>Domain Specific Review: Quality (Domain 5, 12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of the Week</td>
<td>There is a misperception that only nurses can do quality in hospitals. Do you agree or disagree with that opinion?</td>
</tr>
<tr>
<td>Understanding the Pareto Principle (skip the commercial) (2:34 min)</td>
<td><a href="http://www.youtube.com/watch?v=wU1oGBzAcW0&amp;feature=fvst">http://www.youtube.com/watch?v=wU1oGBzAcW0&amp;feature=fvst</a></td>
</tr>
<tr>
<td>Hospital Benchmarking Concepts (this presentation is a little dry, but if you want a solid overview of what benchmarking is about this is the presentation to review) (13:06 min)</td>
<td><a href="http://www.youtube.com/watch?v=pz1ZnLHC40E">http://www.youtube.com/watch?v=pz1ZnLHC40E</a></td>
</tr>
<tr>
<td>Review the syllabus, textbooks, and slides of HIT 110 this week.</td>
<td>Review the Domain 5 questions in the workbook and check answers in the back of the book.</td>
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<tr>
<td>Review the Domain 5 Quality Quiz online (submit results as evidence of having taken the quiz)</td>
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<thead>
<tr>
<th>Module 12</th>
<th>Domain Specific Review: Legal (Domain 6, 11%)</th>
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</thead>
<tbody>
<tr>
<td>Topic of the Week</td>
<td>A “Missing Document Charge” is a bad thing at trial. What can be done to avoid this (from the HIM perspective)?</td>
</tr>
<tr>
<td>Steps in the judicial process (1:15 min)</td>
<td><a href="http://www.youtube.com/watch?v=au_YglkJFmQ">http://www.youtube.com/watch?v=au_YglkJFmQ</a></td>
</tr>
<tr>
<td>What is a Subpoena Duces Tecum (2:29 min)</td>
<td><a href="http://www.youtube.com/watch?v=hM2TWh18uGU">http://www.youtube.com/watch?v=hM2TWh18uGU</a></td>
</tr>
<tr>
<td>Records used at trial to prove the case (2:30 min)</td>
<td><a href="http://www.youtube.com/watch?v=rMPY4uF0bxl&amp;feature=related">http://www.youtube.com/watch?v=rMPY4uF0bxl&amp;feature=related</a></td>
</tr>
<tr>
<td>Missing evidence (parts of record missing) (3:00 min)</td>
<td><a href="http://www.youtube.com/watch?v=LoMWDVjXZW8&amp;feature=related">http://www.youtube.com/watch?v=LoMWDVjXZW8&amp;feature=related</a></td>
</tr>
<tr>
<td>Review the syllabus, textbooks, and slides of HIT 140 this week.</td>
<td>Review the Domain 6 questions in the workbook and check answers in the back of the book.</td>
</tr>
<tr>
<td>Complete Domain 6 Quality Quiz online (submit results as evidence of having taken the quiz)</td>
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</tbody>
</table>
### Module 13
**Domain Specific Review: Information Technology (Domain 4, 12%)**

- **Topic of the Week**: Storing data is critical in the EHR process. Select one of these data storage options/functions and identify its role in HealthIT: data warehouse, data mart, and data mining.

- **How Does HL7 Work? (3:01 min)** [http://www.youtube.com/watch?v=qewOJPxz4-c&feature=related](http://www.youtube.com/watch?v=qewOJPxz4-c&feature=related)

- **Pros and Cons of Web Based EMR Systems (1:59 min)** [http://www.youtube.com/watch?v=MbWEZh3kHoY&feature=related](http://www.youtube.com/watch?v=MbWEZh3kHoY&feature=related)

- **The Difference between EMR and EHR (2:17 min)** [http://www.youtube.com/watch?v=y85HFTG4UpU&feature=related](http://www.youtube.com/watch?v=y85HFTG4UpU&feature=related)

- Review the syllabus, textbooks, and slides of HIT 100, 200 and MAS 203 this week.

- Review the Domain 4 questions in the workbook and check answers in the back of the book.

### Module 14
**EHR drills Practice Fusion, and eMedsys EHR application**

- **Topic of the Week**: Explain how you can protect EHRs in a natural emergency (floods, hurricane, etc.)

- **Complete Practice Fusion labs (x4)**

- **Complete Domain 4 IT Quiz online (submit results as evidence of having taken the quiz)**

### Module 15
**Timed Mock Exam**

- **Topic of the Week**: Compare your three testing results, did you do better each time? How did these mock exams help you to prepare for the real thing?

- **Take the comprehensive RHIT Mock Exam, and select TIMED! Keep track of the results of your attempt.**

- **Complete your testing history graphic**

### Finals Week
**Course Evaluation**

- Register for and take the RHIT Exam via Early Testing – remember to notify instructor with your results.