Course Name:Principles of Clinical Documentation Improvement   
Course Prefix: HIM  
Course Number: 3620  
             Submitted by (Name & E-Mail):  Pat Shaw, pshaw@weber.edu

Current Date:  10/25/2013  
College: Health Professions  
Department:   Health Admin Services                                
From Term: Summer  2014

Substantive

|  |  |
| --- | --- |
| new | Current Course Subject N/A Current Course Number |

**New/Revised Course Information:**

|  |  |
| --- | --- |
| Subject:  HIM  Course Number: 3620 | Check all that apply:  *This is for courses already approved for gen ed.     Use a* [*different form*](http://documents.weber.edu/catalog/forms.htm) *for proposing a new gen ed designation.* DV  CA  HU  LS  PS  SS  EN  AI  QL  TA  TB  TC  TD  TE |

Course Title: Principles of Clinical Documentation Improvement

Abbreviated Course Title: Principles of CDI

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| --- | --- |
| Course Type: | LEC |

Credit Hours:  3  **or** if variable hours:    to

Contact Hours: Lecture   Lab    Other

Repeat Information:  Limit 0   Max Hrs 0

Grading Mode:  standard

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| --- | --- |
| This course is/will be: | a required course in a major program a required course in a minor program a required course in a 1- or 2- year program elective |

Prerequisites/Co-requisites:

HIM 2300, HIM 2320, and HIM 2410 or Instructor Approval

Course description (exactly as it will appear in the catalog, including prerequisites):

Clinical documentation is the foundation of every patient health record. This course addresses the fundamentals of clinical documentation—assessing the current quality of health record documentation, development of a CDI program and process. How clinical documentation improvement impacts the revenue cycle of a healthcare organization will be reviewed.

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

This course will build on knowledge gained from previous reimbursement and coding courses (HIM 2300, HIM 2320, HIM 2330 and HIM 2410). There is a need for formal education in our region on the components of a clinical documentation improvement program and how to work with clinicians to improve their documentation to support diagnoses and procedure coding, billing, and reimbursement. Healthcare facilities have provided this type of education on the job, but are finding that they need individuals to come with baseline knowledge and training in clinical documentation improvement. The addition of this course will provide individuals with the education necessary to earn expert level certifications in clinical documentation improvement.  
  
This course will be an elective course for students in the BS degree in HAS: Health Information Management. The addition of this course will provide students who transfer to Weber from other associate degree programs in HIM the opportunity earn upper division credit in their area of interest and concentration. This course will also provide the clinical documentation improvement knowledge and expertise to advance career opportunities and earn expert-level certifications. This course will be marketed to graduates from our Institutional Certificate in Health Care Coding and our AAS degree program in Health Information Technology as well as individuals in the healthcare industry.

**INFORMATION PAGE**for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

This course will build on course work in existing coding courses.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No other program provides education and training in clinical documentation improvement processes and procedures.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](mailto:kbrown4@weber.edu) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**

WEBER STATE UNIVERSITY  
DUMKE COLLEGE OF HEALTH PROFESSIONS  
**Health Administrative Services**

**HIM 3620 Principles of Clinical Documentation Improvement**

**Course Description:**

Clinical documentation is the foundation of every patient health record. This course addresses the fundamentals of clinical documentation—assessing the current quality of health record documentation, development of a CDI program and process. How clinical documentation improvement impacts the revenue cycle of a healthcare organization will be reviewed.

**Instructor:** TBD

**Text:**

Russo, R. (2010) *Clinical Documentation Improvement.* Chicago, IL: AHIMA. ISBN: 978-1-58426-226-8

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

1. Define and understand the components of CDI
2. Explain MS-DRG, case-mix, and reimbursement principles related to CDI
3. Identify key components of a CDI program
4. Explore way to gain support for a CDI program
5. Develop knowledge and skills required to implement a new CDI program or improve a current CDI program
6. Understand the query process and its relationship to CDI  
   Define and explain the significance of CDI, coding, and providers within the CDI process
7. Understand the best ways to train staff
8. Know how to develop a process to document and track queries
9. Ensure compliance with all laws and regulations related to documentation and reimbursement
10. Ensure a positive working relationship between providers and the CDI team
11. Track CDI metrics and understand the results/measurement and analysis
12. Make changes based on the CDI metrics

**Course Schedule:**

Week 1 Clinical Documentation Improvement (CDI)/ Why is it important?

Week 2 Overview of MS-DRGs/Reimbursement related to CDI

**QUIZ 1**

Week 3 Components of a CDI Program

**ASSIGNMENT 1:** CDI Foundation

Week 4 Getting Support for a CDI Program

**QUIZ 2**

Week 5 Implementation or Improvement of Current Program

Week 6 Physician Query Process related to CDI

**QUIZ 3**

Week 7 Training of Staff

Week 8 Documenting Queries

**MIDTERM EXAM**

Week 9 Ensuring Compliance

**ASSIGNMENT 2:** Managing the Query Process

Week 10 Building the Physician/CDI Team Working Relationship

**QUIZ 4**

Week 11 Documentation Improvement

Week 12 Training

**QUIZ 5**

Week 13 Collecting, Analyzing, and Reporting Program Data (CDI Metrics)

**ASSIGNMENT 3:** CDI Metrics and Evaluation

Week 14 Measuring Results (CDI Metrics) and Making Improvements

Week 15 **Final Exam**

Grading:  Please see the assignment and examination pages for due dates.  Grades will be determined on a total point basis.

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| --- | --- |
| QUIZZES | 250 points |
| ASSIGNMENTS | 150 points |
| MIDTERM EXAM | 80 points |
| FINAL EXAM | 100 points |
| **Total** | 580 points |

**Grading Scale for all HAS/HIM courses:**

|  |  |  |
| --- | --- | --- |
| Percentage |  | Grade |
| 94-100% | = | A |
| 90-93% | = | A- |
| 87-89% | = | B+ |
| 83-86% | = | B |
| 80-82% | = | B- |
| 77-79% | = | C+ |
| 73-76% | = | C |
| 70-72% | = | C- |
| 67-69% | = | D+ |
| 63-66% | = | D |
| 60-62% | = | D- |
| Below 60% | = | E |

**Cheating/Coercion:** Cheating and other coercion on course work that has not been assigned as a group project will be dealt with using the WSU policy from the Student Code handbook (see pages 7 and 8).  Specific sanctions that typically apply to cheating during test-taking or to cheating on class assignments are listed below.

1. Warning.  A warning will be issued if the incident cannot be verified beyond a reasonable doubt.  A warning is a verbal or written notice to a student that his or her conduct may be in violation of WSU rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action.

2. Grade reduction.  Reduction by one full letter grade of the student's grade for the course (for example, A- to B-, B to C, etc.) will be implemented if the student has previously committed no verifiable acts of cheating.

3. Failure of course.  A failing grade for the course will be implemented if the student has previously participated in at least one verifiable act of cheating.

Incidents of cheating may be reported to other programs within the Dumke College of Health Professions.

**Student Accommodations:** Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) in room 181 of the Student Services Center.  SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.  For more information about the SSD contact them at 801-626-6413.