

# COURSE SYLLABUS

<b>Course Title:</b>	Electronic Health Records	<b>Date submitted:</b>	May 2019 (AAC: 19-25)	
<b>Department:</b>	Business and Technology Department			
<b>Curriculum:</b>	Business Office Technology			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	BOT*291	<b>Prerequisites:</b>  C- or better in BOT*288 Medical Practice Management Software Applications          <b>Corequisites:</b>  BOT*182-Medical Coding II          <b>Other Requirements:</b>  Computer classroom	
	<b>Course Type:</b>	L/D		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G		
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	<b>Contact Hours:</b>	Lecture:		3
		Clinical:		0
		Lab:		0
Studio		0		
Other:		0		
	TOTAL:	3		
<b>Class Maximum:</b>	24			
<b>Semesters Offered:</b>	Spring			
<b>Catalog Course Description:</b>	Introduces the health information technology (HIT) utilized in electronic health records (EHR) systems and fiscal management. Students will obtain hands-on experience through integrated practice management software to obtain a comprehensive picture with an emphasis on quality assurance, legal, and ethical practices of documenting the clinical and administrative tasks that take place for a total patient encounter.			
<b>Topical Outline:</b> List course content in outline format.	1. Managing the Revenue Cycle A. Total Patient Encounter 1. Health Information Technology: Tools for a Total Patient Encounter a. Practice Management Programs and Electronic Health Records b. Transitioning to an Electronic Health Record and Need for Clinical Information Standards c. Functions of an Electronic Health Record Program			

	<ul style="list-style-type: none"> <li>B. Major Government HIT Initiatives                             <ul style="list-style-type: none"> <li>1. HIPAA, MIPPA, Electronic Health Records: HITECH and Meaningful Use</li> <li>2. Integrating PM/EHR Programs</li> </ul> </li> <li>2. Documenting the Patient Encounter                             <ul style="list-style-type: none"> <li>A. Scheduling, Check In Procedures, Office Visit Patient Intake, Office Visit Exam and Coding</li> <li>B. The Medical Record</li> </ul> </li> <li>3. Other Uses of Clinical Information                             <ul style="list-style-type: none"> <li>A. Legal Issues, Quality Review, Research, Education, Public Health</li> <li>B. And Homeland Security, Billing and Reimbursement</li> </ul> </li> <li>4. Charge Capture and Billing Patient Encounters                             <ul style="list-style-type: none"> <li>A. Third-Party Payers</li> <li>B. Checkout Procedures</li> <li>C. Claim Management</li> <li>D. Posting Payments and Creating Statements</li> <li>E.</li> </ul> </li> <li>5. Producing Reports and Following Up                             <ul style="list-style-type: none"> <li>A. Financial and Clinical Reports</li> <li>B. Accounts Receivable Follow-Up and Collections</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>1. explain the government health information technology (HIT) initiatives that have led to integrated PM/EHR programs</li> <li>2. compare and describe functions of PM and EHRs, and personal health records that are related to managing claims</li> <li>3. define the clinical encounter and list the steps in the medical documentation and billing cycle</li> <li>4. list several legal uses of a patient’s medical record</li> <li>5. define the legal medical record, HIPPA and HITECH; and discuss how HIPPA Privacy Rule protects patients’ protected health information</li> <li>6. demonstrate knowledge and skills to efficiently utilize integrated practice management and electronic health record program functions during each step of an office visit, from scheduling and preregistration, to documenting patient care, all the way to collections and follow-up.</li> </ul> <p><b>PROGRAM:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b><u>BUSINESS OFFICE TECHNOLOGY: MEDICAL OPTION</u></b></p> <ul style="list-style-type: none"> <li>5. demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; demonstrate communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty, and confidentiality</li> </ul> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ul style="list-style-type: none"> <li>2. <b>Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</li> </ul>

	<p><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p> <p><b>3. Ethical Dimensions (embedded) -</b> Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. classwork</li> <li>2. graded assignments</li> <li>3. abilities-based projects</li> <li>4. exams</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Computer Classroom, practice management software (BOT program already utilizes this software) and electronic health records (available online simulation)</p> <p><b>Desired:</b> None</p>
<p><b>Textbook(s)</b></p>	<p><i>Electronic Health Records: Understanding and Using Computerized Medical Records, 2/E, Gartee, ©2012, Pearson Publishing</i></p>