DEPARTMENT: School of Health Sciences

COURSE DESCRIPTION
This course aids the student in making the transition from student to employee. The student will practice professional competencies to prepare them for employment in the HIM career field. Students will perform advanced functions of the health information management (HIM) department in a controlled virtual environment with the guidance of the instructor (80 lab hours). The activities will represent application of all HIM coursework. The virtual lab environment includes using the eMedsys EHR, and ONC training materials. The practical application of EHRs to help students develop the confidence and skills they need to be successful on the job. The student will also be placed in an acute care facility for the purpose of assimilating theory with practice (40 hours). Advanced placement students will be assigned a HIM project to be completed in conjunction with a HIM community mentor(s).

Prerequisite: Final term of study

REQUIRED TEXTBOOKS

Using the Electronic Health Record in the Health Care Provider Practice, 2nd Edition
Shirley Eichenwald Maki, & Bonnie Petterson
ISBN 9781111645601
336 Pages Paperbound
© 2014, Cengage
Includes 12 month access to e-Medisys PM/EHR

COURSE OBJECTIVES
Upon completion of this course, the Health Information Technology student will be able to:

A. Demonstrate readiness to assume a professional role in HIM.
B. Recognize obligations of completing the field based portion of the course.
C. Complete practicum competencies.
D. Complete computer lab assignments.
E. Complete a resume.
F. Maintain a log and report observations of the field based practicum:
G. Reflect on the effectiveness of the field based practicum to transition from student to employee.

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. Documentation of the extenuating circumstance must be submitted with the form for this appeal to be reviewed.

**PERFORMANCE ASSESSMENT**

This course represents a performance based education process. Progress is measured against the completion of the competency based checklist. The student must be able to demonstrate the ability to complete the assignments. Incomplete tasks will be redone until the student has successfully fulfilled the lab requirements. Rework is done on the student’s time and represents additional hours beyond the 80 assigned hours. There are no exams.

**COURSE REQUIREMENTS**

- A. Attend classes per institution policy
- B. Complete all lab assignments
- C. Complete a 40 hour field based practice experience (no remuneration)
D. Deliver a PPE log and PPE report with attachments

EVALUATION
Course grade will be determined as follows:
A. Lab Completions 30%
B. Resume packet 5%
C. PPE Site Mentor Evaluation 50%
D. Final Deliverables: log/report/attachments 15%

Grading Scale:
The college uses the following grading system:
Letter Quality
Grade Points
A 4.00
A- 3.70
B+ 3.30
B 3.00
B- 2.70
C+ 2.30
C 2.00
C- 1.70
D+ 1.30
D 1.00
D- 0.70
F 0.00

PLANNING FOR FIELD TIME
Please note: Student may complete the field based portion of the PPE any week during the term. The best practice solution is to attend the PPE for one work week: Monday through Friday. If this option isn’t possible, then alternate three days week one, and two days week two or three. Attending one day a week for five weeks is not an option as this will restrict the student’s ability to experience an immersion in the workplace. PPEs are not allowed to be scheduled on weekends or holidays. During the week while the student is out, they will not be required to participate in that week’s module, but this module work must be completed by the start of Module 15!

Students may extend their time onsite if this works with their schedule and the site supervisor agrees to extend the time.

Active Engagement Rubric
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>
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</tbody>
</table>
## HIT 200 Course Outline (15 Modules)

<table>
<thead>
<tr>
<th>HIT 200 Lectures &amp; Topics of the Week</th>
<th>HIT 200 Readings &amp; Course Assignments</th>
<th>HIT 200 Lab Assignments</th>
</tr>
</thead>
</table>
| **MODULE 1 Transitioning from Student to Employee (Lecture)**  
- Marketing Yourself: Resume Building  
- Job Search Skills  
- Interview Experiences (mock interviews)  
Topic of the Week: Take stock of your PPE preparations – have you completed the hospital selection process? Have you completed your packet? What’s your next steps? | None | Conference Call Assignment  
Using the assignment materials you will do small group job interviews with each other, and record the sessions which will be critiqued by the instructor. |
| **MODULE 2: HIM Professionalism (Lecture)**  
- Professional Behaviors Identified  
- Work Ethic  
- Alumnus/Advisory Committee Experience (guest lecturers)  
Topic of the Week: How will you prepare yourself for the PPE Week (transportation, child coverage, time from work, etc... | View Resume Presentation | Killer Resume Assignment  
Using the information from Mod1, take your existing resume and redo it to be a killer resume.  
Skype Assignment  
Install Skype and contact instructor to discuss upcoming PPE assignment. |
| **MODULE 3: Career Development (Lecture)**  
- Meeting the PPE site expectations/networking  
- Developing Your ePortfolio Profile  
Topic of the Week: What did you think of your fellow students’ Weebly sites? | Visit the hicareers.com website and look through the various tabs such as Salary Study and Career Paths.  
[http://hicareers.com/](http://hicareers.com/) | Weebly/ePortfolio Assignment  
Create your website and populate it with at least two items to demonstrate your expertise. |
<table>
<thead>
<tr>
<th>MODULE 4: Electronic Health Records: An Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of the Week: Identify a problem with moving from paper to computerized records.</td>
</tr>
</tbody>
</table>
| Read Maki Chapter 1 | Install the eMedsys Software application onto your PC following directions in the textbook. Then complete weekly exercises:
| Appendix B: | Complete 1.1 Register a patient
| | Complete 1.2 Add Insurance |

<table>
<thead>
<tr>
<th>MODULE 5: Successful EHR Implementations</th>
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</thead>
<tbody>
<tr>
<td>Topic of the Week: EHR Implementation Specialist in doctor practices is a new emerging field for RHITs, could this be right for you?</td>
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</tbody>
</table>
| Read Maki Chapter 2 | Appendix B:
| | Complete 2.1 Schedule an appt new
| | Complete 2.2 Schedule an appt est. |

<table>
<thead>
<tr>
<th>MODULE 6: The EHR Framework</th>
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<tbody>
<tr>
<td>Topic of the Week: Visit a CCHIT certified EHR by visiting their online demo. What did you find that surprised you?</td>
</tr>
</tbody>
</table>
| Read Maki Chapter 3 | Appendix B:
| | Complete 2.5 Cancel and reschedule
| | Complete 3.1 Request Pt Authorization |

<table>
<thead>
<tr>
<th>MODULE 7: The EHR &amp; Record Content</th>
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</thead>
<tbody>
<tr>
<td>Topic of the Week: Identify a case where health record storage or destruction was done WRONG – what happened?</td>
</tr>
</tbody>
</table>
| Read Maki Chapter 4 | Appendix B:
| | Complete 3.2 Update Existing Authorization
| | Complete 4.3 Print a Charge Ticket |

<table>
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<tr>
<th>MODULE 8: MPI &amp; Consent Tracking</th>
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<tbody>
<tr>
<td>Topic of the Week: There is an old saying in HIM about MPis “Errors beget errors” what do you think that means?</td>
</tr>
</tbody>
</table>
| Read Maki Chapter 5 | Appendix B:
| | Complete 5.1 EHR Admission
<p>| | Complete 5.2 Link Alert to Appt |</p>
<table>
<thead>
<tr>
<th>MODULE 9: Patient Focused Communications</th>
<th>Read Maki Chapter 10</th>
<th>Appendix B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reminders/Alerts</td>
<td></td>
<td>5.10 Enter a Contact Note</td>
</tr>
<tr>
<td>- Patient Portals</td>
<td></td>
<td>6.1 Create an e-prescription</td>
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<tr>
<td>- PHRs</td>
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</table>

**Topic of the Week:** What is Evidence Based Medicine, how would that fit into Reminders/Alerts features of EHRs?

<table>
<thead>
<tr>
<th>MODULE 10: Coding, Billing &amp; Practice Records</th>
<th>Read Maki Chapter 11</th>
<th>Appendix B:</th>
</tr>
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<tbody>
<tr>
<td>- Coding/Billing Workflow</td>
<td>Encoder Assignment</td>
<td></td>
</tr>
<tr>
<td>- CACs and Encoders</td>
<td></td>
<td>6.2 Send e-prescription to another provider</td>
</tr>
<tr>
<td>- eBilling</td>
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</table>

**Topic of the Week:** What effect do you think CACs applications will have on the coding field?

<table>
<thead>
<tr>
<th>MODULE 11 Research, Registries, &amp; Reportable Events</th>
<th>Read Maki Chapter 12</th>
<th>Appendix B:</th>
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</thead>
<tbody>
<tr>
<td>- Clinical Research</td>
<td></td>
<td>8.1 Record a lab test order</td>
</tr>
<tr>
<td>- Practice Requirements</td>
<td></td>
<td>8.3 Upload a lab result to pt chart</td>
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<tr>
<td>- Registries and Public Health Reporting</td>
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**Topic of the Week:** Identify a state registry – what is it tracking, and what are some interesting things you discovered in your review?

<table>
<thead>
<tr>
<th>Module 12 Personal Health Records (PHRs) and Continuing Care Records (CCRs)</th>
<th>Read Maki Chapter 13</th>
<th>Appendix B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PHR</td>
<td></td>
<td>9.1 Post charges</td>
</tr>
<tr>
<td>- Communications in the Community</td>
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<td>9.2 Post co-pay from patient</td>
</tr>
</tbody>
</table>

**Topic of the Week:** Create a PHR for yourself or a family member and discuss your experience.

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<thead>
<tr>
<th>Module 13 Clinical Terminology &amp; Data Maps (Lecture)</th>
<th>None</th>
<th>3M Assignment</th>
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<tbody>
<tr>
<td>- Clinical terminologies as external communication tools</td>
<td></td>
<td>Read the 3M article, then visit <a href="http://www.3Mhis.com/meaningfuldata">www.3Mhis.com/meaningfuldata</a> and provide a two page synopsis of what you discover about clinical terminologies.</td>
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<tr>
<td>- Using the right terminology</td>
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<tr>
<td>- Developing Data Maps</td>
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**Topic of the Week:** Find an article written by AHIMA on the need for HIM professionals to understand the role of clinical terminology.
<table>
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<tr>
<th><strong>Module 14 Preparing for a eHIM Practice (Lecture)</strong></th>
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<tbody>
<tr>
<td>- eHIM Practice Transformation</td>
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<tr>
<td>- Clinical Documentation Improvement CDI</td>
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<tr>
<td>- Managing virtual HIM workers</td>
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<tr>
<td><strong>Topic of the Week:</strong> Would you let your staff work remote if the hospital is on EHRs? Who should/shouldn’t be sent home?</td>
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<th><strong>Module 15 The Meaningful Use Landscape (Lecture)</strong></th>
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<tr>
<td>- HIT transforming the delivery of care</td>
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<tr>
<td>- the Effect of Workflow Redesign</td>
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<tr>
<td>- Meaningful Use Core Measures</td>
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<tr>
<td><strong>Topic of the Week:</strong> Find an opinion article written for MU from a doctor’s opinion. What are the key concepts?</td>
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| **Finals Week**                                      | **Course Evaluation** |
|                                                     | **Complete PPE Report/Log/Evaluations** |