Course Title: Creating Virtual Medical Documents (This is a 2 part course)

Course Number: XHLT 8003, XHLT 8004

Course Description:
Utilize IT concepts and knowledge to understand building EMR platforms and documents in a virtual system, and to ensure security measures are in place to protect the data within the EMR. Utilize EMR concepts and knowledge to deploy documents onto the EMR system and manipulate data to create various reports.

Hours: 32 + 32

Course Prerequisite(s): Must be following the Health IT Certificate Series as outlined in the IT Professional Track or the Healthcare Professional Track.

Student Learning Outcomes:
1. Review and understand the concepts of a Meaningful Use EMR system.
2. Utilize EMR software system to create EMR documentation.
3. Enter patient information into EMR system, manipulate the data, and create various reports.
4. Research Electronic Health Record systems. Discuss the features of each system and which facilities would benefit from installation of the system(s).
5. Create project plan to create and deploy a mock electronic record system in a virtual environment.
6. Determine specifications for computer systems and create a network environment.
7. Determine EMR specifications based on various simulations and create deployment plans.
8. Deploy software onto systems and create EMR documentation.

Textbook(s): (Contact bookstore for current edition and cost)

Withdrawal Policy: See the current Career Skills Training catalog for the tuition refund policy.

Collin College Academic Policies: See the current Collin Student Handbook. You are expected to complete your own assessments and discussion posts. If cheating or inappropriate sharing occurs, all parties involved will be denied any credit for that assessment, discussion post or assignment. The matter may be referred to the appropriate Dean for further action.

Americans with Disabilities Act: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.
**Meeting Location:** This totally online course is in Blackboard and **must** be accessed through [http://elearning.collin.edu/](http://elearning.collin.edu/). CE students **cannot** access their Blackboard course by logging in through CougarWeb.

1. To log in to Blackboard, visit [http://elearning.collin.edu/](http://elearning.collin.edu/)
2. Your username is the first portion of your CougarMail / CougarWeb account, usually the first letter of your first name, your last name, and then a number.
3. Your password is the last 6 digits of your CWID (College-Wide ID).
4. Your class will appear in Blackboard on the first day of class.

**NOTE:** You will not be able to access the class until classes officially begin. Allow reasonable time for students to be uploaded into Blackboard. If you are new to Blackboard or would like a refresher in its processes please view the [Blackboard CE Tutorial](http://elearning.collin.edu/)

If you receive a login error, please try a different browser, delete your cookies and try again.

**Attendance Policy:** Attendance in an online course is measured by submission of assessments and discussion postings. Students must complete all assessments and postings as directed in the time frame specified. Students are expected to monitor Blackboard communications at least several times across each week. Time required to read all material and submit assessments and postings will vary according to individual skills….but still must be submitted on time.

**Lesson Plan:**

**Week 1:** Discussion Board Research and Responses

**Week 2:** Read Chapter 1: Electronic Health Records – An Overview. Evolution of Electronic Health Records, social forces driving EHR adoption, government response, Meaningful Use of a certified HER, why EHR are important, flow of clinical information into the chart, inpatient charts vs outpatient charts, and documenting at the point of care.

Complete Assignments

**Week 3:** Read Chapter 2: Functional EHR Systems. Format of data determines potential benefits, standard EHR coding systems, capturing and recording EHR data, and functional benefits from codified records.

Complete Assignments

**Week 4:** Read Chapter 3: Learning Medical Record Software. Introducing the Medcin student edition, understanding the software, navigating the screen, data entry of clinical notes, adding details to the findings, using free text, and introduction to using forms.

Complete Assignments

**Week 5:** Read Chapter 4: Increased Familiarity with the Software. Applying your knowledge, creating your first patient encounter note, and documenting a brief patient visit.

Complete Assignments
Week 6: Read Chapter 5: Data Entry at the Point of Care. Why speed of entry is important in the EHR, lists and forms speed data entry, shortcuts that speed documentation of typical cases, the concept of lists, the concept of forms, initial intake form for an adult, and customized forms.

Complete Assignments

Week 7: Read Chapter 6: Understanding Electronic Orders. The importance of electronic orders and results, recording orders in the student edition, lab orders and reports, comparison of orders and results workflow, learning to use the search and prompt features, radiology orders and reports, medication orders, quick access to frequent orders, protocols based on diagnosis codes, and using diagnosis to find orders and treatments.

Complete Assignments

Week 8: Chapter 1 – 6 Review/Assignments

Week 9: Discussion Board Research and Responses

Week 10: Read Chapter 8: Data Entry Using Flow Sheets and Anatomical Drawings. Learning to use flow sheets, use of anatomical drawings in the EHR, and annotated drawings as EHR data.

Complete Assignments

Week 11: Read Chapter 11: Using the Internet to Expedite Patient Care. The impact of technology, the internet and the EHR, decision support via the web, understanding the internet, practicing medicine online, telemedicine, patient entry of symptoms and history, provider-to-patient email communication, e-visits, patient access to electronic health records, and the personal history record.

Complete Assignments

Week 12: Chapter 11 Continuation (Testing your Knowledge)

Week 13: Tour and Practice system set up with Free Virtual EMR system(s)

Week 14: Final Paper – Creating and implementing your ideal EMR Platform

Sessions listed are a guideline to indicate all topics that will be covered during your course. Do not plan your personal calendar based on these sessions. Your instructor will give you a calendar for your class that will indicate specific topics, labs, and days.

Method of Evaluation: Students must achieve a minimum of 70% final average in order to pass competencies.

Expectations for taking an online course: It is the student’s responsibility to maintain computer and Internet access. In addition to expectations listed elsewhere, students are expected to keep a copy of all saved course work until the final grade has been posted, since electronic communications can fail or crash. This policy may allow resubmission of important items, if permitted by the instructor. If technology issues arise, students are expected to use Collin computers or other equipment for submitting work according to the schedule. In other words, a personal computer or Internet challenges are no excuse for failing to submit work on
time. Students are expected to plan ahead concerning inquiries to allow for reasonable response time from the instructor. Students are expected to mark the weeks of the term on their personal calendars and to maintain a check list of work completed and grades received in order to self-monitor progress in the course. Remember that online courses require the STUDENT to be self-disciplined concerning course performance.

Students are expected to monitor email, Blackboard, Assignments and the Discussion board several times weekly, every day is best, in order to maintain communications with your instructor and classmates. All Discussion posts must be read even if you believe they do not pertain to you.

Computer Skills Needed: You should know how to access a Web site when given an address (URL) or link, use features of your Web browser, download files, attach files to emails, and use MS Word processing software.

Technical Support: Technical support for Blackboard is available 24 hours a day, 7 days a week, 365 days a year. You may contact technical support toll-free by calling 1-866-350-5119. In addition, online support is available through the Blackboard Online Support Center.

Netiquette Expectations: Expectations for online class involvement:
1. Allow a professor 48 hours to respond to all questions and inquiries during the work week. Instructors are not expected to work weekends; therefore, response time will be extended. Please plan your time accordingly. Requesting to turn in an assignment late, because you are waiting on a reply from your instructor will not be considered an acceptable excuse. Deadlines are deadlines and it is imperative you plan your time accordingly. Grades are usually posted one week after the due date.
2. Communication with instructors should be kept brief. State the problem concisely as well as how you would like them to help. Instructors should always be addressed in a respectful and professional manner. Making demands, criticizing, and “yelling” (writing in a bold font and in all capital letters) are not acceptable forms of communication and are against the Collin College statement of core values.
3. If the student has an issue with the class, the teacher should be contacted individually. It is not a student’s position to appoint themselves “spokesperson” for the class.
4. A student’s responsibility is to perform within the structure of the class. Any attempt by the student to change the structure of the class may be regarded as a violation of departmental and college policy.
5. It is in good faith that faculty and students engage in the learning process. It is expected that students perform in class with that philosophy in mind. Students are expected to make a good faith effort to read and understand the material and to engage in learning activities provided by the instructor.