# Program Title: Electronic Health Records System Consulting Career Studies Certificate (CSC)

**Program Description:** The Electronic Health Records System Consulting Career Studies Certificate program is designed to prepare individuals to facilitate the transition from paper-based medical records to use of electronic health records systems in a healthcare setting. Career opportunities are expanding exponentially in both private and public healthcare settings as the entire country transitions from paper medical records to electronic health records.

**Financial Aid Approved: Yes No**

**Leads to Industry Certification**: **Yes** **No**

**Name of Industry Certification/s: HIT-PRO Certification**

**Format**: **Face to Face** **On-Line** **Hybrid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** | **Prerequisite** |
| BUS 208 | Quality & Productivity Management | 3 | None |
| HIT 230 | Studies in Professional Training in Health IT | 3 | None |
| HIT 233 | Working with Electronic Health Records | 3 | None |
| ITE 102 | Computers and Information Systems | 2 | None |
| MKT 170 | Customer Service | 1 | None |
| BUS 204 | Project Management | 3 | None |
| ENG 111 | College Composition | 3 | None |
| MTH 103 | College Level Math | 3 | None |
|  | **TOTAL CREDITS** | **21** |  |

**Course Name: BUS 208 – Quality and Productivity Management**

**Number of Credit hours:** 3

**Number of Lecture Hours:** 3

**Number of Clinical Hours:** 0

**Number of Lab Hours**: 0

**Total Number of Contact Hours**: 3

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Focuses on the key quality improvement concepts regarding products and services, customers and suppliers, and systems and processes that make quality a part of the work life of an organization. Emphasizes the role of teams and a variety of quality improvement tools, charts, matrices, and diagrams. Details workflow process analysis and redesign in the healthcare industry, with an emphasis on human factors and usability.

**Textbook and References recommendation:**

None – handouts provided by Instructor.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Cultural and Social Understanding:**

A culturally and socially competent person possesses an awareness, understanding, and

appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Quantitative Reasoning**

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

**Scientific Reasoning:**

A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Define key terms in quality improvement.
* Describe the impact of quality on the success of products and services.
* Provide strategies to address quality issues with customers and suppliers.
* Integrate knowledge of team dynamics into strategies for quality improvement.
* Compare and contrast quality improvement tools.
* Develop charts, matrices and diagrams to aid in quality improvement process.

**Topics Covered in this Course**

* Quality improvement terms and concepts
* Quality improvement in products and services
* Customer/supplier issues in quality improvement
* Systems and processes in quality improvement
* The role of teams in quality improvement
* Quality improvement tools, charts, matrices and diagrams
* Workflow process redesign
* Human factors and usability issues in quality management

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Studio/Lab Performance
* Research Report
* Oral Examination
* Demonstrations, presentations
* Lab Practical
* Portfolios

**Indirect Assessments**

* Minute Papers
* Conferences w/students
* Mid-Semester Evaluations
* Questionnaires to gather feedback
* Course Exit Surveys
* Participation points awarded

**Other Assessments**

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Course Name: HIT 230 – Computer Applications in Health Care**

**Number of Credit hours:** 3

**Number of Lecture Hours:** 3

**Number of Clinical Hours:** 0

**Number of Lab Hours**: 0

**Total Number of Contact Hours**: 3

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Covers systems planning, acquisition, implementation, technology support, strategic planning and governance; as well as threats to security of health information. Covers the value and organization of health care information systems (IS) and the role of the Information Technology (IT) Department.

**Textbook and References recommendation:**

None required – Instructors will provide handouts.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Cultural and Social Understanding:**

A culturally and socially competent person possesses an awareness, understanding, and

appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Personal Development:**

An individual engaged in personal development strives for physical well-being and emotional maturity.

**Quantitative Reasoning:**

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Outline adult learning and training principles.
* Compare and contrast adult training methods.
* Develop teaching resources, such as lesson plans and teaching aids.
* Develop and present a technical training lesson.
* Compare and contrast instructor-led and computer-based training models.
* Evaluate the latest trends in professional training.

**Topics Covered in this Course**

* General adult learning principles
* Training methods and strategies
* Resource development
* Development of mock training lesson
* Presentation skills
* Instructor-led and computer-based training principles and strategies
* Latest trends and current topics in professional development training

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Studio/Lab Performance
* Research Report
* Oral Examination
* Demonstrations, presentations
* Lab Practical
* Portfolios

**Indirect Assessments**

* Minute Papers
* Conferences w/students
* Mid-Semester Evaluations
* Questionnaires to gather feedback
* Course Exit Surveys
* Participation points awarded

**Other Assessments**

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Course Name: HIT 233-Working with Electronic Health Records**

**Number of Credit hours:** 3

**Number of Lecture Hours:** 2

**Number of Clinical Hours:** 0

**Number of Lab Hours**: 3

**Total Number of Contact Hours**: 3

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Provides an in depth analysis of the electronic health record (EHR). Explores the features of EHRs as they relate to practical deployment in the health care setting.

**Textbook and References recommendation:**

None required – Instructors will provide handouts.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Cultural and Social Understanding:**

A culturally and socially competent person possesses an awareness, understanding, and

appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Quantitative Reasoning:**

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

**Scientific Reasoning:**

A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Define and utilize basic terminology related to the configuration, installation, and maintenance of electronic health records systems in public health and private healthcare settings.
* Compare and contrast a variety of vendor-specific electronic health records systems.
* Describe legal and regulatory guidelines in electronic health records.
* Evaluate various electronic health record systems with regard to strengths and weaknesses in usability and facility of health information exchange.

**Topics Covered in this Course**

* Electronic health records configuration
* Installation of electronic health records systems
* Maintenance and optimization of electronic health records systems
* Electronic health records systems in public health and private healthcare settings
* Vendor-specific electronic health records systems
* Legal and regulatory guidelines

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Studio/Lab Performance
* Research Report
* Oral Examination
* Demonstrations, presentations
* Lab Practical
* Portfolios

**Indirect Assessments**

* Minute Papers
* Conferences w/students
* Mid-Semester Evaluations
* Questionnaires to gather feedback
* Course Exit Surveys
* Participation points awarded

**Other Assessments**

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Course Name: ITE 102 – Computers and Information Systems**

**Number of Credit hours:** 2

**Number of Lecture Hours:** 2

**Number of Clinical Hours:** 0

**Number of Lab Hours**: 0

**Total Number of Contact Hours**: 2

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Introduces terminology, concepts and methods of using computers in information systems. This course teaches computer literacy, not intended for Information Technology majors. Focuses on the history and current status of health information technology in public health and private healthcare settings. Covers medical terminology that is relevant to electronic health records. Emphasizes use and management of electronic health records and information systems. Blackboard and Vista Electronic Health Records information systems are highlighted.

**Textbook and References recommendation:**

None required – Instructor will provide handouts.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Define terms relevant to computer information systems and electronic health records systems.
* Demonstrate proficiency with basic computer information systems, including Blackboard online learning system and VISTA electronic health records system.
* Recount the history of health information technology in public health and private healthcare settings.
* Relate the current status of health information technology to its historical development.

**Topics Covered in this Course**

* Computer information systems terminology
* Electronic health records terminology
* Computer information systems concepts
* Methods for using computer information systems
* History of health information technology
* Current status of health information technology
* Health information technology in the public health setting
* Health information technology in the private health care setting
* Blackboard online learning system
* Vista electronic health records system

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Research Report
* Oral Examination
* Demonstrations, presentations
* Portfolios

**Indirect Assessments**

* Minute Papers
* Conferences w/students
* Mid-Semester Evaluations
* Questionnaires to gather feedback
* Course Exit Surveys
* Participation points awarded

**Other Assessments**

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Course Name: MKT 170 – Customer Service**

**Number of Credit hours:** 1

**Number of Lecture Hours:** 1

**Number of Clinical Hours:** 0

**Number of Lab Hours:** 0

**Total Number of Contact Hours**: 1

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Introduces students to the concepts of marketing as they relate to customer service. Teaches

development of customer service training and implementation of strategies to improve customer relations and service. Includes lecture, role-playing and case studies. Special attention given to providing quality customer service in healthcare and consulting organizations and developing consultant marketing strategies. Provides in-depth review of the impact of professional behavior and respectful communication in the workplace.

**Textbook and References recommendation:**

None required – Instructor provides handouts.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Cultural and Social Understanding:**

A culturally and socially competent person possesses an awareness, understanding, and

appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Quantitative Reasoning:**

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

**Scientific Reasoning:**

A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Outline the basic marketing concepts related to customer service in healthcare.
* Identify causes of customer service failure.
* Implement strategies to improve customer service and customer relations in the healthcare setting.
* Relate strategies for providing quality customer service in healthcare organizations.
* Develop effective strategies and materials to market self as a Health IT professional.

**Topics Covered in this Course**

* Marketing Concepts in Customer Service
* Development of Customer Service Training
* Implementation of Strategies for Improving Customer Relations
* Customer Service Role-Playing
* Customer Service Strategies in Healthcare Settings
* Customer Service Strategies in Consulting Organizations
* Consultant Marketing Strategies
* Professional Behavior in the Healthcare Setting
* Respectful Communication

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Studio/Lab Performance
* Research Report
* Oral Examination
* Demonstrations, presentations
* Lab practical
* Portfolios

**Indirect Assessments**

* Minute Papers
* Conferences w/students
* Mid-Semester Evaluations
* Questionnaires to gather feedback
* Course Exit Surveys
* Participation points awarded

**Other Assessments**

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Course Name: BUS 204 – Project Management**

**Number of Credit hours:** 3

**Number of Lecture Hours:** 3

**Number of Clinical Hours:** 0

**Number of Lab Hours:** 0

**Total Number of Contact Hours**: 3

**Prerequisites Required:** None

**Co-requisites Required**: None

**Course Description:**

Provides students with knowledge of essential skills and techniques necessary to lead or participate in projects assigned to managerial personnel. Covers time and task scheduling, resource management, problem solving strategies and other areas related to managing a project.

**Textbook and References recommendation:**

None – Instructor will provide handouts.

**General Education Core Competencies Supported by this Course**

After completion of this course, students will be able to:

**Communication:**

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

**Critical Thinking:**

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

**Cultural and Social Understanding:**

A culturally and socially competent person possesses an awareness, understanding, and

appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

**Information Literacy:**

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.

**Personal Development:**

An individual engaged in personal development strives for physical well-being and emotional maturity.

**Quantitative Reasoning:**

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

**Scientific Reasoning:**

A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

**Measurable Learning Outcomes**

After completion of this course, students will be able to:

* Describe the concepts and methods relating to project leadership.
* Explain the total project management cycle as it relates the project processes.
* Integrate the nine knowledge areas as each relates to the project life cycle and processes.
* Plan, design and schedule a project in concept and in a software application.
* Manage, document, and define project initiation, planning, execution and closing and transition.
* Use management tools for the initiation, planning, execution and closing and transition.
* Present a project scenario, identifying the impact on the organization.
* Describe the leadership and project manager roles.
* Use team creation, management, development, conflict tools and skills.
* Compare and contrast project management software.

**Topics Covered in this Course**

* Systematic Approach to Project Management
* The Triple Constraint
* Initiation
* Planning
* Execution
* Closing
* Transition
* Project Management Techniques Specifications and Reports and Communications by media type
* Management Tools
* Team Building Skills
* Modeling and System Design
* Project Management Software

**Methods of Assessment Used in this Course**

**Direct Assessments**

* Tests/Exams/Quizzes
* Essays
* Projects
* Studio/Lab Performance
* Research Report
* Demonstrations, presentations
* Lab Practical
* Portfolios

**Indirect Assessments**

* Questionnaires to gather feedback

**Other Assessments**

* Homework
* Use of Management Tools
* Microsoft Excel Test
* Microsoft Project Test

**Methods of Delivery**

* Face-to-Face
* Online
* Hybrid

**Required Course Materials**

* USB Drive

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*"This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner."*