Week of October 20, 2013

	Monday	Wednesday	Thursday
WEEK 1	Introductions Instructor, class and students

Chapter 1 Txbk: Intro to EHR 1 slide deck, lecture and review slides (copies of slide deck given to students)

Class Discussion: Ask students whether they are surprised to see how low the United States is ranked in safety and efficiency. Discuss reasons for this

Student Activity: Have students access the website nhinwatch.com and read about progress on nationwide information network. Have students describe the progress made in the past year. Read Chapter 1 in text and answer the Case Study and Review Questions.

Homework: Complete any unfinished classwork

PPT: CHAPT 1 TEXT Intro to EHR

Copyright 2013 Rachel Cohen PhD | Intro to EHR 2 (NEW) slide deck--lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Show the You Tube Videos for Save Trees and Paperless Health Care. Then discuss and list on the board environmental advantages to going paperless.

ex. Save paper, save trees! Paper is filling up landfills.
ex. Reduce or eliminate use of copiers and printers, (ink, toner, electricity, plastic parts for the copiers and printers).

- YouTube Save Paper, Save Trees - http://www.youtube.com/watch?v=vnZXMTtCXKM
- Paperless Healthcare - http://www.youtube.com/watch?v=9jAH9hdF0xk

Student Activity: (work in groups) Core Functions of an Electronic Health Record. Students will break into groups of 3-4 and make a 5 minute presentation on the eight core functions of EHR. Each group will pick their topic, and using their textbooks and Internet resources make a presentation to the class. Each group will pick one of the following topics:
1. Health information and data management.- What main function does the EHR have in the medical office ?
2. Test results management.- How does the EHR make test results more manageable in the office?
3. Order management .- How does the EHR prevent errors when tests and prescriptions are ordered?
4. Decision support .- How does the EHR help physicians with their treatment guidelines for patients?
5. Electronic communication and connectivity.- How does sharing increase the quality of the patient's care?
6. Patient support .- How does the EHR help with patient education? Give examples.
7. Administrative processes.- How will EHR make for a better billing and collection process ? Give examples.
8. Reporting and population health.- How does EHR help with data collection for public health issues such as infectious diseases? | NO PPT

Class Activity & Discussion: ACTIVITY ONE - Show students the eClinical Works EHR system (a brief screenshot of a practice patient schedule and a progress note.

- Point out that integration of clincial and administrative duties are very important for an effective EHR.
- After viewing the progress note, discuss 2 duties clinical staff perform.
- After viewing the practice patient schedule screen, discuss 2 duties administrative staff perform.
- Discuss the importance of integration of administrative and clinical areas for effective use of an EHR.

ACTIVITY TWO - Set up senario for students:
Inform the students that they work for a General Practice Physician who is interested in converting to Electronic Medical Records. He has 2 nurse practitioners. The students work as an administrative assistant in the front office. The doctor has requested that they provide input and recommendations for an EHR software system for the office. Using the attached website for AHIMA (http://thehimmarketplace.com/) and information covered in this lesson, they are tol make 2 recommendations for EHR software. They may use the Allscripts website that was referred to in the "Paperless Healthcare" video as one of the EHR companies. Or use eCW that was mentioned in Activity One.   For other websites to research, refer to the link for AHIMA (The American Information Management |

Week of October 27, 2013

	Monday	Wednesday	Thursday
WEEK 2	Allow students to study for 15-20 minutes before giving Chapter 1 Text exam: Intro to EHR	Unit 1a and 1b, Intro to Healthcare and Public Health slide deck, lecture and review slides with class (copies of slide deck given to students)	Unit 1c and 1d, Intro to Healthcare and Public Health slide decks, lecture and review slides with class (copies of slide deck given to students)
	Give exam and after class completion review answers (allow 90 minutes for the exam)	Class Discussion: What is health? What is healthcare? Who delivers healthcare services? Compare and contrast inpatient and outpatient facilities? What are hospitals? What are the different pathways by which patients can be admitted to a hospital? What is public health? Name some of the significant public health achievements in the US in the 20th century?	Class Discussion: What are the options for financing healthcare in the US? Which do you think is the most effective when considering the entire population of the US? Discuss the cultural shift in medicine that led from physician-centric to patient-centric care – from paternalism to patient autonomy. Which model of care delivery would you prefer your own physician to use? Why?
	Student Activity: Read and review Unit 4 - 2 The Internet and the World Wide Web slide deck	Student Activity: Have students access the website: www.himss.org/statedashboard/mapPage.aspx and determine whether their state has a RHIO	Discuss the reasons why care of patients has shifted from an individual to a team-based approach.
	Homework: Complete any unfinished classwork	Homework: Have students look up and read about the requirements of one of the certifications discussed in the textbook Chapter 1. Have students make a list of the requirements	What, in your opinion, are the advantages and disadvantages of maintaining patient medical records in an electronic, as opposed to a paper-based format? How can clinical decision support improve patient safety?
	PPT: Unit 4 - 2 Internet and the World Wide Web	PPT: Unit 1a and Unit 1b Intro to Healthcare and Public Health	Student Activity: Unit 1 Intro to Healthcare self assessment
	Copyright 2013 Rachel Cohen PhD	Copyright 2013 Rachel Cohen PhD	Homework: Complete any unfinished classwork
			PPT: Unit 1c and Unit 1d Intro to Healthcare and Public Health
			Copyright 2013 Rachel Cohen PhD

Week of November 03, 2013

	Monday	Wednesday	Thursday
WEEK 3	Unit 5 - 3: The History of Health Information Technology The HITECH Act slide deck, lecture and review slides with class (copies of slide deck given to students) Class Discussion: Discuss how the HITECH provisions use health IT to support health care reform. Based on what you know about the history of health IT, which HITECH provisions are likely to be implemented more easily than others? Student Activity: Unit 5 - 3 The HITECH ACT self assessment Homework: Students are to read Unit 5 - 2a, 2b The History of Health Information Technology The Environment and Key Stakeholders slide decks and answer the 5 - 2 self assessment and activity crossword puzzle to be turned in during next session PPTs: Unit 5 - 3 HITECH, Unit 5 - 2a, b History of Health Information Technology in the US Copyright 2013 Rachel Cohen PhD	Unit 5 - 5: The History of Health Information Technology in the U.S.Evolution of Nursing Informatics and HIT Tools Used by Nursing slide deck-- lecture and review slides with class (copies of slide deck given to students) Class Discussion: In groups have students visit the AMIA Nursing Informatics Working Group and view any of the videos interviewing one of the nursing informatics pioneers (http://www.amia.org/programs/working-groups/nursing-informatics/history-project/video-library-1). The student groups should write a brief essay describing what they learned about nursing informatics from the video they watched. Groups should identify the particular videos they watched. Be prepared to discuss essay answers. Student Activity: Unit 5 -5 the Evolution of Nursing Informatics self assessment Homework: Unit 5 - 5 Complete any unfinished classwork PPTs: Evolution in Nursing Informatics Copyright 2013 Rachel Cohen PhD	Unit 5 - 8: The History of Health Information Technology in the U.S. CPOE and E-Prescribing slide deck, lecture and review slides with class (copies of slide deck given to students) Class Discussion: CPOE systems are designed to improve the ordering process in hospitals and improve patient safety and quality of care. However, researchers have identified several unintended consequences associated with CPOE system implementations. Each group should research the unintended consequences of CPOE adoptions, and answer the following questions. What are three unintended consequences of CPOE adoption in hospitals? How or why do these unintended consequences occur? What threats to patient safety does each unintended consequence pose? How can each of these consequences be remedied or handled? Homework: Unit 5 - 8 CPOE and eRx self assessment. Read and review Unit 4 slides: Introduction to Information and Computer Science PPTs: Unit 5 - 8 The History of HIT in the U.S., CPOE and E-Prescribing, Unit 4 Introduction to Information and Computer Science Copyright 2013 Rachel Cohen PhD

Week of November 10, 2013

	Monday	Wednesday	Thursday
WEEK 4	HIPPA slide deck--lecture and review slides with class (copies of slide deck given to students)	Informatics slide deck-- lecture and review slides with class (copies of slide deck given to students)	Record Retention Laws, and Purging and Archiving Paper Records slide decks--lecture and review slides with class (copies of slide deck given to students)

Monday

HIPPA slide deck--lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Read BASED ON A TRUE STORY NEW
After the story is complete, pose several questions to the students. These may include:

- What did Samantha do wrong?
- What did Samantha's parents do wrong?
- Was it appropriate for Mr. Turner to try to keep his diagnosis a secret from his neighbors?
- Was it appropriate for Mr. Tuner to sue?
- How do you feel about Samantha's family losing their home?

Other questions may be posed either by the students or the Instructor. Ask the students to share their thoughts with the class.
Bring the students back together by letting them know the information they are about to learn is of vital importance. It may have a dramatic impact on their lives and the lives of others. Most of the employers at our Community Classroom sites give tests on HIPAA and confidentiality before any student begins in the office/hospital.

Class Activity: Your medical facility has asked the employees to make a patient information poster. It must include ways patients can protect their health

Wednesday

Informatics slide deck-- lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Write the word Washington on the white board. Ask the students, "What does Washington mean?" Write down their answers on the board.
Now explain to the class that it is important to know the content behind the meaning of the word Washington.
You have to know WHY you are requesting information. You must know what is the purpose of this information before you gather it. If you don't have a criterion on which to measure what information is valuable or not, then you risk gathering useless noise. Further, there could be confusion, because in reality there is more than one Washington (the State, the District of Columbia, the President, the Author).

Student Activity: Informatics Quiz - Have the students pass their quiz to the student behind them (the last person brings their test to the front). Have the students grade the quiz, and then review, as a class.

PPTs: Informatics NEW

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Thursday

Record Retention Laws, and Purging and Archiving Paper Records slide decks--lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Did you ever wonder how long a provider or medical facility keeps your medical records? You call your doctor and it has been 2 or 3 years since you have been in the office. You want to make an appointment. The receptionist tells you that it has been too long since you have been in, and your records have gone to storage. What exactly does that mean? Where is it being stored? How long has it been there? Or, maybe you really never thought about it, until now. We will explore all of these questions. You also might wonder what does purging mean? Well, it means to remove inactive records from the file system. DISCUSS ALL OF THE FOLLOWING QUESTIONS WITH THE CLASS AND RELATE TO THE BENEFITS OF USING AN ELECTRONIC HEALTH RECORD VS. PAPER IN THESE INSTANCES

Student Activity: After a review of the material, write the following questions on the board:
1- Identify 3 methods of records destruction.

Week of November 17, 2013

	Monday	**Wednesday**	**Thursday**
WEEK 5			

WEEK 5

Monday

Chapter 2 Txbk: Transitioning to an Electronic Health Record and the Need for Clinical Information Standards slide deck, lecture and review slides (copies of slide deck given to students)

Class Discussion: Discuss the pros and cons of the different methods for converting paper records to electronic records.
Discuss the process of dictation and transcription, and ask the students to name the ways that information can be entered in an EHR.

Student Activity: Ask students to go to the website for voice recognition software, Dragon, Naturally Speaking, and watch the demowww.nuance.com/dictaphone/naturallyspeaking/# Have them list the advantages of voice recognition software over dictation and transcription. Discuss. Read Chapter 2 in text and answer the Case Study and Review Questions

Homework: Complete any unfinished classwork

PPTs: Chapt, 2 txbk Transitioning to an Electronic Health Record and the Need for Clinical Information Standards

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Wednesday

A & P Body as a Whole and Unit 3 - 1a, b, and c Medical Terminology Word Roots, Prefixes and Suffixes slide decks--lecture and review slides with class (copies of slide deck given to students)

Student Activity: Students may work in groups for the Unit 3-1 Medical Terminology Activity attached, students may use textbooks, computers or medical dictionaries if available

Homework: Students are to read Unit 3 - 1c Medical Terminology Body Organization slide decks and answer the unit 3 - 1 Medical Terminology self assessment to be turned in during next session,

PPTs: A & P Body as a Whole, Unit 3 -1a and b Medical Terminology Word Roots, Prefixes/Suffixes, and Body

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Thursday

A & P The senses Eye and Ear, and Unit 3 - 8a, 8b Medical Terminology Ears, Nose, Throat, Eyes and Vision slide decks--lecture and review slides with class (copies of slide deck given to students)

Class Discussion: What is the error of refraction called that occurs in most people as they age, impairing their ability to see close objects? Why does this condition tend to occur with aging? What happens when you are on an airplane and you feel your ears start to "pop" or have a plugged up feeling that is somewhat relieved when you swallow? Why does this feeling of the eardrum occur, and why does swallowing relieve the symptoms? Discuss with the class their thoughts on these questions.

Student Activity: Unit 3 - 8 Medical Terminology EENT self assessment

Homework: Complete any unfinished classwork, Study for Chapter 2 Txbk Exam: Transitioning to an Electronic Health Record

PPTs: A & P THE SENSES, Unit 3 - 8a, 8b Medical Terminology Ears, Nose, Throat, Eyes and Vision

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Week of November 24, 2013

	Monday	Wednesday	Thursday
WEEK 6	Allow students to study for 15-20 minutes before giving Chapter 2 Text exam: Transitioning to an Electronic Health Record and the Need for Clinical Information Standards Give exam and after class completion review answers (allow 90 minutes for the exam) Copyright 2013 Rachel Cohen PhD	HOLIDAY NO CLASS	HOLIDAY NO CLASS

Week of December 01, 2013

	Monday	Wednesday	Thursday
WEEK 7	A & P The Cardiovascular system, and Unit 3 - 5 Medical Terminology Cardiovascular system lectures and review slides with class (copies of slide deck given to students) Class Discussion: After a patient's blood pressure is measured with a sphygmomanometer, it is reported in the form of a fraction (e.g. 120/80) what do these numbers represent Student Activity: Unit 3 - 5 Medical Terminology Cardiovascular Activity and 3 - 5 Med Term Cardiovascular self assessment Homework: review any slides not completed in the todays lecture-- study and review cardiovascular diagrams, students are to turn in a medical summary describing one or more new innovative Cardiovascular technologies, complete any unfinished classwork PPTs: A & P Cardiovascular System, Unit 3 - 5 Med Term Cardiovascular Copyright 2013 Rachel Cohen PhD	A & P The Respiratory system and Unit 3 - 11 Medical Terminology Respiratory lecture and review slides with class (copies of slide deck given to students) Class Discussion: Describe the mechanical process of breathing. Why is tissue elasticity—the property of returning to an initial state following deformation—important for optimal functioning? Student Activity: Unit 3 - 11 Med Term Respiratory self assessment Homework: Students are to research a Respiratory illness-- name and describe the illness and whether or not there is currently a treatment and/or cure. PPTs: A & P Respiratory System, Unit 3 - 11 Med Term Respiratory System Copyright 2013 Rachel Cohen PhD	A & P The Male Reproductive and Female system, Unit 3 - 10a, b Medical Terminology Female and Male Reproductive systems, lecture and review slides with class (copies of slide deck given to students) Class Discussion: Discuss the differences between the disciplines of obstetrics, gynecology, and neonatology. For what conditions would a patient seek a practitioner of each discipline? A 25 year old man, has had surgery to remove one of his testicles due to seminoma. Can he still father a child? Student Activity: 3 - 10 Med Term Activity and self assessment Homework: Complete any unfinished classwork PPTs: A & P Female and Male Reproductive Systems, Unit 3 - 10a and b Med Term Female and Male Reproductive Systems Copyright 2013 Rachel Cohen PhD

Week of December 08, 2013

	Monday	Wednesday	Thursday
WEEK 8	A & P The Musculoskeletal System and Unit 3 - 3 Medical Terminology Musculoskeletal System slide decks, lecture and review slides with class (copies of slide deck given to students) Class Discussion: Sarah is a freshman high school student who is also holding down a 20 hour a week job. She drinks diet cola several times a day to keep herself energized without adding calories, and she has given up all dairy products as part of her newly embraced vegan diet. At a routine check up, her physician warned against excessive soda consumption and recommended that she add more sources of calcium to her diet. Why? Student Activity: Unit 3 - 3 Med Term Musculoskeletal self assessment Homework: Review slide decks for Unit 3 - 2 Med Term Integumentary System, Med Term Unit 3 - 2 activity and self assessment, Select a skin disorder and describe the best way to treat the ailment. PPTs: A & P Musculoskeletal System, Unit 3 - 3 Med Term Musculoskeletal System, Unit 3 - 2 Med Term Integumentary System Copyright 2013 Rachel Cohen PhD	A & P The Nervous system and Unit 3 - 9 Medical Terminology Nervous system slide decks, lecture and review slides with class (copies of slide deck given to students) Class Discussion: What are some neurological disorders that you are familiar with? Do you know anyone that has a neurological disorder and how has the illness impacted their everyday life. Student Activity: Unit 3 - 9 Med Term Nervous system activity and self assessment Homework: Complete any unfinished classwork PPTs: A & P Nervous System, Unit 3 - 9 Med Term Nervous System Copyright 2013 Rachel Cohen PhD	A & P The Digestive System and Unit 3 - 6 Medical Terminology Digestive System slide decks, lecture and review slides with class (copies of slide deck given to students) Class Discussion: As a group discuss in detail what the main three functions of the digestive system are. Student Activity: Unit 3 - 6 Med Term Digestive activity and self assessment Homework: Medical Summary - research and describe the latest medications given for heartburn (name, type, what medication does) PPTs: A & P Digestive System, Unit 3 - 6 Med Term Digestive System Copyright 2013 Rachel Cohen PhD

Week of December 15, 2013

	Monday	Wednesday	Thursday
WEEK 9	A & P Urinary System, and Unit 3 - 11 Medical Terminology Urinary System slide decks, lecture and review slides with class (copies of slide deck given to students) Class Discussion: As a group discuss in detail what the main three functions of the digestive system are. Student Activity: Have 4 groups of students select a different organ of the urinary tract and describe its role. Have the students discuss this in an order that demonstrates the urinary process. Unit 3 - 11 Med Term Urinary Activity and self assessment Homework: Complete any unfinished classwork PPTs: A & P Urinary System, Unit 3 - 11 Med Term Urinary System Copyright 2013 Rachel Cohen PhD	Unit 3 - 4 Medical Terminology Immune System, and Unit 3 - 7a,b and c Medical Terminology Endocrine and other Organs slide decks, lecture and review slides with class (copies of slide deck given to students) Student Activity: Students may work in groups for the 3 - 4 Med Term Immune Activity attached, students may use textbooks, computers or medical dictionaries if available Homework: Unit 3 - 4 Med Term Immune System self assessment and Unit 3 - 7 Med Term Nervous System self assessment to be turned in during next session. PPTs: Unit 3 - 4 Med Term Immune System, Unit 3 - 7a,b, and c Med Term Endocrine System Copyright 2013 Rachel Cohen PhD	ANATOMY AND PYSIOLOGY AND MEDICAL TERMINOLOGY OPEN BOOK EXAM--THE ENTIRE 3 HOUR CLASS DURATION IS TO BE USED FOR THIS EXAMINATION

Week of December 22, 2013

	Monday	Wednesday	Thursday
WEEK 10	Chapter 3 Txbk: Electronic Health Records in the Physician Practice slide deck, lecture and review slides with class (copies of slide deck given to students)	HOLIDAY NO CLASS	HOLIDAY NO CLASS

Class Discussion: Ask students whether their own doctor has an EHR, and if so, what has changed from their experience as a patient

Student Activity: Have students go to the FDA websitewww.fda.gov/cder/index.htmland read about recalled medications. Ask them to discuss how EHR's can be used to reduce the number of medication errors.

Ask students to search the internet for updated figures on the percentage of physicians who are using EHR's. Have the class discuss some of the percentages found.

Ask the students to go to the website for the Certification Commission for Healthcare Information Technology (CCHIT)www.cchit.org/choose/ambulatory/2007/index.aspand read about the criteria for certification of ambulatory EHR's. Have them list the main categories of certification requirements.

Home Work: Read Chapter 3 in text and answer the Case Study and Review Questions, Study for Exam to be given next Thursday due to Holiday schedule

PPTs: Txbk Chapter 3 Electronic Health Records in the Physician Practice

Week of December 29, 2013

	Monday	Wednesday	Thursday
WEEK 11	HOLIDAY NO CLASS	HOLIDAY NO CLASS	Due to holiday Chapter 3 Text exam given today. Allow students to study for 15-20 minutes before giving Chapter 3 Text exam: Electronic Health Records in the Physician Office (allow 60-90 minutes for exam) Give exam and after class completion review answers with the class (allow 90 minutes for the exam) Copyright 2013 Rachel Cohen PhD

Week of January 05, 2014

	Monday	Wednesday	Thursday
WEEK 12	Uses of Health Information - Medical Records Management slide deck--lecture and review slides with class (copies of slide deck given to students)	Quantitative and Qualitative Requirements & Information, Research for the Health Care Professional slide deck--lecture and review slides with class (copies of slide deck given to students)	Public Health and Electronic Health Records Meaningful Use slide deck--lecture and review slides with class (copies of slide deck given to students)

Monday:

Uses of Health Information - Medical Records Management slide deck--lecture and review slides with class (copies of slide deck given to students)

Class Activity: Have the class read MEDICAL RECORDS MANAGEMENT THE LAWSUIT and discuss

Student Activity: At various facilities (hospitals, nursing homes) the nurses are very busy and will often ask for assistance from Medical Office staff. Interviewing patients for subjective information may be one of the tasks asked of the Medical Assistant. Attached is a Nursing Admission Assessment form. This information is often subjective or may be obtained from transfer information. The Medical Assistant is capable of interviewing the patient and obtaining information, which will be later clarified/confirmed by the Nurse during the medical portion of the admission. Make copies of the attached forms (Nursing Assessment 1 & 2) and provide them to the students. Ask the students to pretend to be a newly admitted patient and answer the questions from the interviewer. Remind the students that interviewing patients is a skill requiring sensitivity and diplomacy. Sometimes uncomfortable

Wednesday:

Quantitative and Qualitative Requirements & Information, Research for the Health Care Professional slide deck--lecture and review slides with class (copies of slide deck given to students)

Class Activity: The day before this presentation purchase the fun size Snickers bars at a grocery store. Announce that there is going to be a pop quiz (of course not a real one, ask questions like what is your name, what class are you in, make up 5 simple questions and write them on the board when ready).

Before the quiz starts tell this story: I recently read in the Science Journal that students who ate a candy bar before a test scored 10% higher than those who did not have a candy bar before a test. Hand out the candy bars to every student. Explain to them that the last period or yesterdays last period did the same test without the candy bar and that you are testing whether or not this experiment bears any fact. Proceed with the "pop quiz." Collect all the papers and explain to the class that these results will be compared with the results of the other class and you will let them know if indeed students who eat candy before a test do, in fact, do better! Explain to the students that of course there is no such article

Thursday:

Public Health and Electronic Health Records Meaningful Use slide deck--lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Read with class or have the students read About Meaningful Use (About MU NEW) discuss the aspects of Stage 1 vs. Stage 2; requirements, whose eligible, how this affecting NYC, Review with class the EP MU Core (EP MU Core and Menu NEW) and Menu Fact sheet and how this will play a role in what information they will help the providers to enter in the EHR system

Student Activity: Register themselves as a "fake" practice in Practice Fusion to prepare for next weeks PF activities

Homework: Complete any unfinished classwork

PPTs" Public Health and EHR MU NEW

Week of January 12, 2014

	Monday	Wednesday	Thursday
WEEK 13	Unit 7 - 10a, 10b: Working with HIT Systems HIT and Aspects of Patient Centered Care slide decks, lecture and review slides with class (copies of slide deck given to students)	Unit 16 - 1a, 1b Customer Service, Unit 16 - 2 Professional Behavior slide decks, lecture and review slides with class (copies of slide decks given to students)	Unit 16 - 4a, 4b and 4c, Key Elements of Communication, and Unit 16 - 5 Regulatory Issues slide decks, lecture and review slides with class (copies of slide decks given to students)
	Class Discussion: (Have the students work in groups) first have each group define patient centered medical care. Have the groups come up with solutions/strategies that could enhance patient involvement in health and healthcare. They are to use examples they are familiar with as well as research new innovative methods. Discuss and review with class upon completion. Use Poster paper and have them list their ideas for change/improvement--give them 20-30 minutes then discuss each groups responses	Class Activity: Professionalism in Todays workforce - see activity sheet for directions and how to proceed with activity in class (Professionalism todayNEW)	Class Activity & Discussion: Have the students work in pairs and answer the questions in The Cultural Divide handout--review responses with class (The Cultural DivideNEW)
		Student Activity: Unit 16 - 1 Customer Service self assessment, Unit 16 - 2 Professional Behavior self assessment	Student Activity: Unit 16 - 4 Key Elements of Communication self assessment Key Elements of Communication, Unit 16 - 5 Regulatory Issues self assessment.
	Student Activity: unit 7 - 10 Patient Centered Care self assessment	Homework: Unit 16 - 3 Overview of Communication review slide deck and answer the 16 - 3 self assessment	Homework: Read and review Unit 16 - 6a, 6b Teams and Small Groups slide deck and answer the unit 16 - 6 self assessment Teams and Small Groups. Complete any unfinished classwork
	Homework: Complete any unfinished classwork	PPTs: Unit 16 - 1a, and b Customer Service, Unit 16 - 2 Professional Behavior, Unit 16 - 3 Overview of Communication	
	PPTs: Unit 7 - 10a and b Working with HIT Systems HIT and Aspects of Patient Centered Care	Copyright 2013 Rachel Cohen PhD	**PPTs: Unit 16 - 4a,b,c Key Elements of Communication, 16 - 5 Regulatory Issues, 16 - 6a,b Teams and Small Groups**
	Copyright 2013 Rachel Cohen PhD		Copyright 2013 Rachel Cohen PhD

Week of January 19, 2014

	Monday	Wednesday	Thursday
WEEK 14	HOLIDAY NO CLASS		

Wednesday

Chapter 4 Txbk: Electronic Health Records in the Hospital slide deck, lecture and review slides with class (copies of slide deck given to students)

Class Discussion: Have students talk about the problems involved in medication reconciliation, and whether they think the EHRs can solve the problem. Point out that even the best electronic systems cannot prevent errors if the patient does not remember to list all his/her medication when being admitted to the hospital.

Student Activity: Ask students to go to the website of the Joint Commission www.jointcommission.org and read about safety initiatives and information technology. Have them decide which effort they think is most significant, and why. Ask students to see if their local hospital has a website, and if so, to access the website. Have them search for information on quality standards or quality improvement programs
Read Chapter 4 in text and answer the Case Study and Review Questions, PLEASE MAKE SURE ALL STUDENTS HAVE A LOG IN ACCESS TO PRACTICE FUSION--STARTING ACTIVITIES TOMORROW

Home Work: Complete any unfinished classwork

PPTs: Chapt. 4 txbx Electronic Health Records in the Hospital

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Thursday

Reading, Interpreting and Extracting Data - Parts of a Prescription slide deck, lecture and review slides with class (copies of slide deck given to students)

Class Discussion: (THIS SHOULD BE DONE PRIOR TO CLASS LECTURE) As students enter the classroom, they are looking at the whiteboard where the day's objectives are listed.

- Understand the history of prescriptions.
- Identify the legal requirements of a prescription label.
- Understand roman numerals on a prescription.
- Ability to read a prescription.
- Identify the parts of a prescription.
- Understand the importance of adhering to HIPAA requirements regarding faxing a prescription

After they have taken their seat, ask the students to critique the penmanship on the board. After their evaluation, ask students how many of them have received a handwritten healthcare provider's (doctor) prescription? If so, did they try reading it and was there any part of that prescription that they could understand? Several students may share their experiences and comment on their healthcare provider's penmanship.

Week of January 26, 2014

	Monday	Wednesday	Thursday

WEEK 15

Monday

Allow students to study for 15 minutes before giving Chapter 4 Text exam: Electronic Health Records in the Hospital

Give exam and after class completion review answers (allow 60 minutes for the exam)

Reading, Interpreting and Extracting Data - Reading an Encounter Form - NO PPT

Class Discussion & Activity: Discuss the different names of the encounter form; routing slip, super bill. Explain the various sections of the encounter form. Office visit, laboratory tests, injections, hospital visit, subsequent care, nursing facility and other. Describe the various methods doctors use to mark the patient encounter form. Circling, checking, highlighting making sure that the patient progress notes are easily transferred to the encounter form for billing accuracy.
Pass one packet of information (see download) to each student and let them go over the information. Explain to them how the patient chart notes, encounter form and insurance claim form are all pieces of a puzzle joined together to document and provide the accurate transfer of information. There are three different patient packets to choose

Wednesday

Reading, Interpreting and Extracting Data - Extracting Data from a Patients Insurance Card - NO PPT
Class Discussion & Activity
Ask, "Why are Insurance cards so important in today's medical practice?" Ask, "What information do you think is provided on the insurance card?"

- The importance of the medical insurance card-- (REVIEW PRIOR TO CLASS IN ORDER TO EXPLAIN TO STUDENTS).
- Print enough copies of the insurance card form to pass out to students, and go over some questions about the card such as "What is the insured's name?" and "What is the group number"?
- Now, pass out to the students one of the three insurance cards and questionnaire, and let the students have enough time to fill in the answers.

LOG INTO PRACTICE FUSION - have students find their patient and view the progress note, have them enter a medical history and medications and allergies if time permits then save. Create a new encounter for the patient for Feb 3rd (Monday).

Homework: Complete any unfinished classwork

PPTs: None

Thursday

Reading, Interpreting and Extracting Data - Medical Administrative Word Match Up, - NO PTT

Class Activity:

- Instructor can laminate one set of cards and cut them up to use as an aid for students to review or evaluate their comprehension of the reading material from the students Medical Administrative Course OR Instructor can print out several copies of the packets (Medical Word Packet) and have students cut them up and then form groups to mix up the cards and match them up.
- Have students read the newspaper article by Dr. Gott or bring in an article written by a doctor. Have the students read the article and identify medical terms. Review what the terms mean and what the doctor's findings are. (Use Prilosec Article NEW).
Example: Prilosec dosage for acid reflux Medical terms and abbreviations: milligrams, OTC, acid reflux, gastroesophageal reflux disease, hiatal hernia, antacids and GERD.
- Hand out several pre-cut or printed articles to the students and ask each of them to read and list all the medical terms related

Week of February 02, 2014

Monday

WEEK 16

Chapter 5 Txbk: The Personal Health Record slide deck, lecture and review slides with class (copies of slide deck given to students)

Class Discussion: PHRs are a part of a broader effort to encourage consumers to take greater responsibility for their healthcare. Lead a group discussion about whether or not this is a good idea.
Ask students whether they would be comfortable entering and storing their personal health information on an Internet-based EHR. Lead a discussion about whether the potential benefits outweigh the risks.

Student Activity: Ask students to make a list of the information they would need to create a complete PHR. Have them indicate which information would be the most difficult to obtain. Ask students whether they believe that PHRs will become commonplace, and why or why not?
Ask students to write their family medical history. If they do not know, ask them write their own medical history.
LOG INTO PRACTICE FUSION - have students find their patient and view the progress note, have them enter view and create a template if time permits then save. Create a new encounter for the patient for Feb 6rd (Thursday).

Home Work: Read Chapter 5 in text and answer the Case Study and Review Questions, Complete any unfinished classwork

PPTs: Chapt 5 txbx The Personal Health Record

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Wednesday

Unit 15 - 1a, 1b, 1c: Usability and Human Factors - People and Technology, Studies of Technology slide deck, lecture and review slides with class (copies of slide deck given to students)

Class Discussion: (Have the students work in groups) A patient has just turned 65 and goes to the following website to learn about Medicare Prescription Drug Coveragehttp://www.nlm.nih.gov/medlineplus/seniorshealth.html Considering a population of older adults:
Identify at least TWO of Nielson's usability principles that would be relevant for evaluating the website.
Project TWO potential problems that may arise due to poor design from a usability perspective. Explain how these problems may be countered.

Student Activity: Unit 15 - 1 People and Technology self assessment, LOG INTO PRACTICE PARTNER - continue working on exercises

Homework: Read and review Unit 15 - 6a, b, c Usability and Human Factors - EHRs, 15 - 6 Human Factors - EHRs self assessment. Complete any unfinished classwork

PPTs: Unit 15 - 1a, 1b, 1c: Usability and Human Factors - People and Technology, Studies of Technology, Unit 15 - 6a, b, c Usability and Human Factors - EHRs

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Thursday

Unit 15 - 2: Usability and Human Factors - Requirements Engineering slide deck, lecture and review slides with class (copies of slide deck given to students)

Class Discussion and Activity: (Have the students work in groups)
Write a one to two page response to the scenario given below.
You've been hired by a hospital to conduct a requirements analysis for the development of a new Electronic Health Record System. How would you approach this problem?
a. Please draw on THREE methods described in this unit and briefly describe how they might apply to the problem.
b. Develop your own "day in the life of an analyst" and provide a description of your first 2 days on the job. You can model your answer after the problem described in the unit.

Student Activity: CHAPT 7 TEXT Begin the CD ROM exercises for Practice Partner LOG INTO PRACTICE FUSION - have students find their patient and view the progress note, have them enter view and create a billing claim and/or a superbill if time permits then save.

Homework: Unit 15 - 2 Requirements Engineering self assessment, Complete any unfinished classwork

PPTs: Unit 15 - 2: Usability and Human Factors - Requirements Engineering, Unit 15 - 6a, c Usability and Human Factors - EHRs

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Week of February 09, 2014

	Monday	Wednesday	Thursday
WEEK 17	Allow students to study for 15-20 minutes before giving Chapter 5 Textbook exam: The Personal Health Record Give exam (allow 60 - 90 minutes for the exam) Unit 15 - 3a, 3b, 3c: Usability and Human Factors - Cognition and Human Performance slide deck, lecture and review slides with class (copies of slide deck given to students) Class Discussion and Activity: (Have the students work in groups) see the Discussion Questions attached, Part 1 and Part 2 should be completed and discussed during this class session Student Activity: Unit 15 - 3 Cognition and Human Performance self assessment Homework: Read and review Unit 15 - 7 Usability and Human factors - Decision Support Systems a Human Factors Approach slide deck and complete the 15 - 7 self assessment. Complete any unfinished classwork PPTs: Unit 15 - 3a, 3b, 3c: Usability and Human Factors - Cognition and Human Performance, 15 - 7 Usability and Human factors - Decision Support Systems a Human Factors Copyright 2013 Rachel Cohen PhD	HOLIDAY NO CLASS	Unit 15 - 4a, 4b, 4c: Usability and Human Factors - Human Factors and Healthcare slide deck, lecture and review slides with class (copies of slide deck given to students) Class Discussion and Activity: Write a one to two page response to the scenario given below: You've been hired by a hospital to lead a team of human factors analysts. The hospitals administrators are trying to understand why the newly build intensive care is experiencing such a high rate of medication errors. Develop a plan for investigating this problem by Using Henriksen's systems-centered framework. The plan should include the study of FIVE or SIX factors drawn from different categories in the hierarchy. Please explain your choices. Student Activity: Unit 15 - 4 Human Factors and Healthcare self assessment. Homework: Complete any unfinished classwork PPTs: Unit 15 - 4a, 4b, 4c: Usability and Human Factors - Human Factors and Healthcare Copyright 2013 Rachel Cohen PhD

Week of February 16, 2014

	Monday	Wednesday	Thursday
WEEK 18	HOLIDAY NO CLASS	Chapter 6 Txbk: The Privacy and Security of Electronic Health Records slide deck, lecture and review slides with class (copies of slide deck given to students) Class Discussion: Divide the class in half. Have half of the students prepare a presentation about why paper records are more secure than electronic records. Have the other half of the class make a presentation in support of the opposite position, that electronic records are safer than paper records. Lead a discussion about whether the current HIPAA privacy rule is adequate to protect personal health information in an electronic environment Student Activity: Ask students to use the internet to research recent computer-related security breaches. Have them write a paragraph about the breach and suggest ways that it could have been prevented. Home Work: Read Chapter 6 in text and answer the Case Study and Review Questions, Read and review Unit 15 - 9 Usability and Human Factors - Ubiquitous Computing and answer the 15 - 9 self assessment, Read and review Unit 15 - 10a,b usability and Human Factors - Design for Safety and answer the 15 - 10 self assessment PPTs: CHAPT 6 txbk The Privacy and Security of Electronic Health Records, Unit 15 - 9 Usability and Human Factors - Ubiquitous Computing, Unit 15 - 10a,b Usability and Human Factors - Design for Safety Copyright 2013 Rachel Cohen PhD	Unit 11 - 1a - 1b, 2 & 3: Configuring Electronic Health Records - Configuring and Migration, Patient Care Clinical Workflow, Implementing Clinical Decision Support, Unit 11 - 4, 5, 6, & 8a, 8b: Configuring Electronic Health Records - Building Order Sets, Creating Templates, Health Summary, Meaningful Use slide decks, lectures and review slides with class (copies of slide deck given to students) **THIS IS A FULL NIGHT LECTURE--TRY TO REVIEW THE SLIDES AHEAD OF TIME IN ORDER TO EASILY SUMMARIZE --THIS WILL HELP TO MOVE THROUGH THE SLIDES QUICKLY--TRY TO SHOW EXAMPLES USING PREFERRED EHR SYSTEM (i.e. eClinicalWorks)** Homework: Chapter 6 txbk Privacy and Security TAKE HOME EXAM PPTs: Unit 11 - 1a - 1b, 2 & 3: Configuring Electronic Health Records - Configuring and Migration, Patient Care Clinical Workflow, Implementing Clinical Decision Support, Unit 11 - 4, 5, 6, & 8a, 8b: Configuring Electronic Health Records - Building Order Sets, Creating Templates, Health Summary, Meaningful Use Copyright 2013 Rachel Cohen PhD

Week of February 23, 2014

	Monday	Wednesday	Thursday
WEEK 19	MOCK FINAL EXAM--teacher is to give students exam upon completion they are dismissed. Do not allow time to study--students are to start exam upon arrival. Give the students the entire duration of the class to complete Copyright 2013 Rachel Cohen PhD	REVIEW ANSWERS TO MOCK EXAM - Review answers to exam with students, return graded exams. STUDY WITH CLASS FOR TEXT 1 - 7 FINAL Copyright 2013 Rachel Cohen PhD	CLASS FINAL TEXT CHAPTS. 1 - 7 & Medical Terminology Do not allow time to study--students are to start exam upon arrival. Give the students the entire duration of the class to complete Copyright 2013 Rachel Cohen PhD

Week of March 02, 2014

	Monday	Wednesday	Thursday
WEEK 20	MOCK EHR SPECIALIST EXAM REVIEW ANSWERS TO MOCK EHR SPECIALIST EXAM STUDY WITH CLASS FOR EHR SPECIALIST CERTIFICATION EXAM Copyright 2013 Rachel Cohen PhD	EHR SPECIALIST CERTIFICATION EXAM FULL 3 HOURS Copyright 2013 Rachel Cohen PhD	