

Course Outline

Health Science and Medical Technology

REVISED: August/2017

Job Title:

Health Information Technician

Career Pathway:

Healthcare Administrative Services

Industry Sector:

Health Science and Medical Technology

O*NET-SOC CODE:

29-2071.00

CBEDS Title:

Intro to Health Information & Records Systems

CBEDS No.:

4263

76-15-60

Health Information Tech/2: Electronic Recording and Filing

Credits: 5

Hours: 90

Course Description:

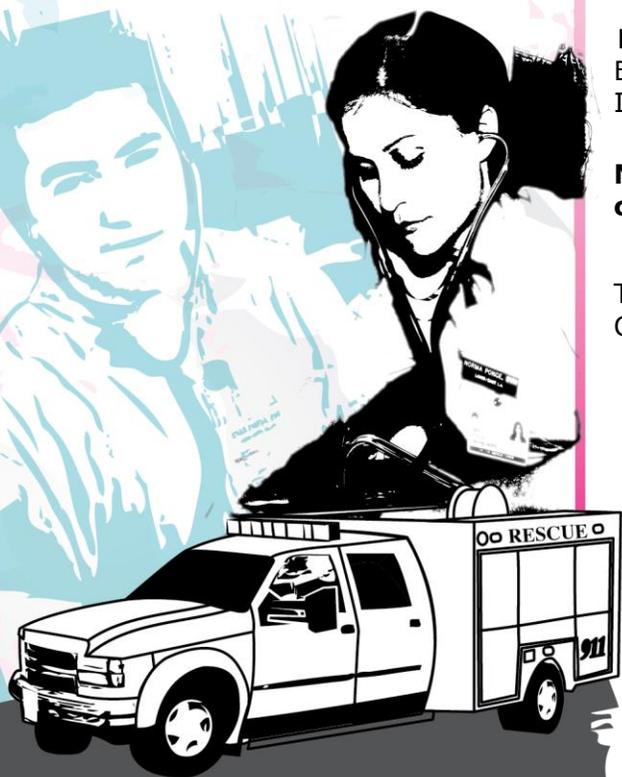
This competency-based course is the second in a sequence of five designed for health information technology. It provides students with project-based experiences in electronic recording and filing. Technical instruction includes an introduction, and reviews of workplace safety policies and procedures, resource management, and employability skills. Emphasis is placed on the legal and ethical issues of electronic recording and filing, operation and maintenance of healthcare office tools, equipment, and software, processing and using forms, reports, correspondence, and financial records, and the overall principles and procedures used in records management. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of the Health Information Tech/1: Terminology (76-15-50) course.

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-15

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 17
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp.7-15
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 17-18
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

C. Health Care Administrative Services Pathway

Health care administrative workers include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialists, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems simply could not function.

Sample occupations associated with this pathway:

- ◆ Clinical Data Specialist
- ◆ Ethicist
- ◆ Medical Illustrator
- ◆ Health Care Administrator

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
- C3.0 Understand the overarching concepts of economic and financial management systems, system and information management, and the latest innovations in health care as they affect health care delivery
- C4.0 Know the role and relationship of public policies and community engagement on the health care delivery system.
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
- C6.0 Understand the dynamics of human relations, self-management, organizational, and professional leadership skills necessary within the health care administrative system.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
- C8.0 Understand the resources, routes and flow of information within the health care system and participate in the design and implementation of effective systems or processes.
- C9.0 Use an electronic health care patient information system to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine.
- C10.0 Understand common file formats for document and medical imaging, digitizing paper records, and storing medical images.
- C11.0 Know how to schedule and manage appointments for providers.
- C12.0 Understand how to use health information effectively.
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
- C14.0 Understand how to transfer information to third-parties.
- C15.0 Code health information and bill payers using industry standard methods of classification of diseases, current procedural terminology, and common health care procedure coding system.
- C16.0 Use a systematic method of continual process improvement.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Health Information Tech/2: Electronic Recording and Filing Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 4. Review the different occupations in the Health Science and Medical Technology Industry Sector which have an impact on the role of health information technicians. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the health information field. 6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing health information technicians. 7. Review the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices. 8. Review and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 9. Review classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 10. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employers’ obligations as they apply to safety c. role of the Division of Workers’ Compensation (DWC) d. adherence to Universal Precautions e. avoidance of falls and filing cabinet mishaps 11. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.5 Health and Safety: 6.1, 6.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: C1.1, C1.5, C2.4, C4.2, C5.1, C5.2, C5.3, C6.3, C7.1, C14.2, C16.1</p>
<p>B. RESOURCE MANAGEMENT REVIEW</p> <p>Understand, apply, and evaluate the basic principles of resource management in health care offices.</p>	<ol style="list-style-type: none"> 1. Review the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Review the management of the following resources in healthcare offices: <ol style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 1, 5, 6, 8, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Career Planning and Management: 3.2, 3.4, 3.5, 3.6, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ol style="list-style-type: none"> 3. Review specific examples of effective management of the following resources in healthcare offices: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Review the following benefits of effective resource management in healthcare offices: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Review the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Problem Solving and Critical Thinking: 5.2, 5.4, 5.5, 5.6</p> <p>Responsibility and Flexibility: 7.1, 7.4, 7.6</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C1.7, C3.1, C3.2, C3.3</p>
<p>C. ETHICS AND LEGALITY</p> <p>Understand, apply, and evaluate the ethical and legal policies and procedures governing a healthcare office environment.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define and describe the provision/components of the following: <ol style="list-style-type: none"> a. Health Information Portability and Accountability Act (HIPAA) b. medical ethics c. professional etiquette d. patient confidentiality e. patient’s right of consent f. malpractice g. durable power of attorney h. living wills 2. Describe the ethical and legal responsibilities of a healthcare employee and employer regarding the following HIPAA provisions: <ol style="list-style-type: none"> a. access to medical records b. notice of privacy practices c. limits on use of personal medical information d. prohibition on marketing e. stronger on state laws f. confidential communications g. complaints 3. Pass a written examination on the ethical and legal responsibilities of a healthcare employee with 90% accuracy. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 11, 12</p> <p>CTE Anchor: Ethics and Legal Responsibilities: 8.2, 8.4</p> <p>CTE Pathway: C4.2, C4.4, C6.3, C6.5, C7.1, C7.2, C14.2</p>
<p>D. INTEGRATED OFFICE TOOLS AND EQUIPMENT</p> <p>Understand, apply, and evaluate the policies and procedures used to operate and maintain office tools and equipment.</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the safe use and maintenance of the following healthcare office tools and equipment according to manufacturer’s specifications: <ol style="list-style-type: none"> a. personal computer b. computer server c. hard disk drive d. back-up devices 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.6 Technology: 4.5, 4.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> e. laser printer f. CD/DVD drive g. electronic calculator h. copy machine i. fax machine j. electric sharpener k. electric stapler l. paper cutter <ol style="list-style-type: none"> 2. Describe and demonstrate collating techniques. 3. Describe copyright laws and ethics as they apply to healthcare employees. 	<p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>Responsibility and Flexibility: 7.1, 7.4, 7.6</p> <p>Ethics and Legal Responsibilities: 8.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: C5.1, C7.12, C9.1</p>
<p>E. HEALTHCARE SOFTWARE I</p> <p>Understand, apply, and evaluate the different types of healthcare software available in healthcare accounting, business summaries, scheduling appointments, and correspondence.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify and compare the features of different types of healthcare software available in the market today. 2. Describe the importance of the following: <ul style="list-style-type: none"> a. use of passwords b. confidentiality of patient healthcare records c. identification of primary and secondary insurance status d. aspects of the electronic healthcare environment: <ul style="list-style-type: none"> i. scheduling appointments ii. accounting iii. correspondence 3. Describe and demonstrate the following scheduling procedures: <ul style="list-style-type: none"> a. navigating through menus using toolbars b. entering, editing, deleting, and saving data c. entering new and established patient appointments d. scheduling appointments based on time allocated for specific procedures e. changing or deleting appointments f. creating and printing a daily list of appointments 4. Pass an examination using correct principles to navigate through healthcare software with 80% accuracy. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Technical Knowledge and Skills: 10.2, 10.3</p> <p>CTE Pathway: C8.3, C9.4, C11.1, C11.2, C11.3, C11.4, C11.5, C12.2, C12.3, C12.4</p>
<p>F. FORMS</p> <p>Understand, apply, and evaluate the processing procedures and use of healthcare forms.</p>	<ol style="list-style-type: none"> 1. Review the equipment and materials used to transcribe healthcare forms and reports. 2. Review the laws governing patient records and patient confidentiality. 3. Define anamnesis. 4. Identify and describe the different types of the patient's healthcare forms relating to: <ul style="list-style-type: none"> a. symptoms b. clinical signs 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5, 2.6, 2.7, 2.8 Technology: 4.3, 4.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> c. diagnosis d. treatment e. care 5. Identify and describe the importance of including the following in the patient's file: <ul style="list-style-type: none"> a. general correspondence b. doctor progress notes 6. Describe and demonstrate the following: <ul style="list-style-type: none"> a. creating a patient file incorporating all pertinent data relating to <ul style="list-style-type: none"> i. assessment/evaluation ii. diagnosis iii. treatment iv. care b. verifying insurance coverage c. entering patient demographic data d. electronically processing major types of forms 	<p>Problem Solving and Critical Thinking: 5.2, 5.6</p> <p>Responsibility and Flexibility: 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.2, C1.5, C2.2, C4.2, C5.1, C7.2, C7.3, C7.4, C8.2, C8.3, C9.2, C14.2, C12.1, C12.2, C12.3, C14.3</p>
<p>G. REPORTS</p> <p>Understand, apply, and evaluate the processing procedures and use of healthcare reports.</p>	<ul style="list-style-type: none"> 1. Identify and describe the components of the following types of reports: <ul style="list-style-type: none"> a. history and physical reports <ul style="list-style-type: none"> i. chief complaint ii. present illness iii. past medical history iv. family social history v. review of systems vi. physical examination vii. assessment viii. diagnosis b. consultant's reports <ul style="list-style-type: none"> i. findings vs. opinion ii. assessment iii. recommendation c. radiology reports <ul style="list-style-type: none"> i. invasive studies and scans ii. non-invasive studies and scans d. operative/surgical reports <ul style="list-style-type: none"> i. inpatient/outpatient hospital setting ii. office setting iii. clinic setting e. pathology reports <ul style="list-style-type: none"> i. malignant ii. benign f. discharge and transfer summaries <ul style="list-style-type: none"> i. course treatment ii. prescribed medication iii. discharge instruction 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5</p> <p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.6</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>CTE Pathway: C2.2, C3.1, C3.3, C3.4, C4.2, C4.3, C7.2, C8.2, C9.2, C12.1, C12.2, C12.3, C12.4, C14.1, C14.2, C14.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> iv. rehabilitation potential g. autopsy reports <ul style="list-style-type: none"> i. visceral organs and structure ii. tissue 2. Identify the reports required to process healthcare insurance claims. 3. Identify and print various business summary reports such as the Procedure Day Sheet, Practice Analysis Reports, Ledgers, and Patient Statements. 4. Describe the use of the Insurance Aging Report and how it is used to track revenues in the facility. 	
<p>H. CORRESPONDENCE</p> <p>Understand, apply, and evaluate the procedures used in the production of accurate healthcare correspondence and reports.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> 1. Identify and describe the following: <ul style="list-style-type: none"> a. different formats of healthcare correspondence b. different parts of healthcare-related letters c. different styles of letters used in the production of healthcare documents d. punctuation marks 2. Review terms related to healthcare specialties including the following: <ul style="list-style-type: none"> a. internal medicine b. pulmonary medicine c. cardiology d. gastroenterology e. dermatology f. urology g. gynecology h. endocrinology i. nephrology j. neurology k. oncology l. ophthalmology m. orthopedics n. radiology 3. Describe and demonstrate the following: <ul style="list-style-type: none"> a. creating different types of healthcare correspondence b. using different letter styles c. using appropriate punctuation marks in healthcare correspondence 4. Pass an examination preparing healthcare letters and correspondence using proper formats, styles, and terminology. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 11</p> <p>CTE Anchor: Communications: 2.4, 2.5, 2.6 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.1, C2.4, C13.1, C13.2, C13.3, C13.4, C14.2, C15.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. FINANCIAL RECORDKEEPING</p> <p>Understand, apply, and evaluate the management procedures used in healthcare office financial recordkeeping.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. float concept b. Automated Clearing House (ACH) network c. Check Clearing for the 21st Century Act (a.k.a. Check 21) d. non-sufficient funds (NSF) e. cashed checks f. deposited checks g. returned checks 2. Identify the parts of the following: <ol style="list-style-type: none"> a. check b. deposit slip 3. Trace the path of the following: <ol style="list-style-type: none"> a. cashed checks b. deposited checks c. returned checks 4. Describe the different forms of check scams. 5. Describe the methods of collecting payments from patients. 6. Describe and demonstrate the following: <ol style="list-style-type: none"> a. preparing checks and deposits b. preventing check scams c. collecting payments from patients d. producing monthly statements, including charges, payments, and final balances e. filing and retrieving banking documents, records, and reports 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5, 2.6 Technology: 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.5, 5.6 Responsibility and Flexibility: 7.1, 7.2, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.7</p> <p>CTE Pathway: C1.2, C1.3, C3.1, C3.2, C3.3, C3.4, C3.6, C4.2</p>
<p>J. RECORDS MANAGEMENT</p> <p>Understand, apply, and evaluate terms relating to common diseases and pathological conditions associated with the body systems.</p>	<ol style="list-style-type: none"> 1. Identify and describe the following records management systems: <ol style="list-style-type: none"> a. alphabetic filing b. numeric filing c. geographic filing d. subject filing e. chronologic filing 2. Identify and describe indexing rules. 3. Identify the elements of alphabetic filing. 4. Describe and demonstrate the following alphabetic filing techniques: <ol style="list-style-type: none"> a. inspection of document for release b. rerouting correspondence not released for filing c. selection of name, subject, or caption for filing d. determine need for cross-referencing e. marking a document with captions selected f. indication of cross-reference caption g. rough sorting of documents into groups by caption h. alphabetizing by captions i. arranging incoming and outgoing correspondence j. using primary, secondary, or special guides k. using guide captions l. preparing individual folders for use m. making folder labels 	<p>Career Ready Practice: 1, 2, 4, 5, 12</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.2, 5.4, 5.6 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> n. arranging guides and folders o. establish miscellaneous alphabetic file 5. Identify the elements of the numeric system. 6. Describe and demonstrate the following numeric filing techniques: <ul style="list-style-type: none"> a. assigning file numbers b. numbering correspondence c. filing contracts, account numbers, zip codes d. maintaining numbers until requirements cease 7. Identify the elements of geographic filing. 8. Describe and demonstrate the following: <ul style="list-style-type: none"> a. filing by location b. filing by subject c. coding geographic files d. sorting geographic files e. identifying primary and secondary headings f. coding subject files g. sorting by subject files 9. Describe and demonstrate the following: <ul style="list-style-type: none"> a. charging out records b. following up on borrowed records c. setting up and maintaining a daily/weekly calendaring system d. transferring active records e. transferring inactive records, C 10. Describe and demonstrate filing and retrieving 10 healthcare correspondence and forms using the following: <ul style="list-style-type: none"> a. alphabetic system b. numeric system c. chronologic system 11. Describe the importance of being careful about details and thorough in completing records management tasks. 12. Describe and demonstrate the following: <ul style="list-style-type: none"> a. managing and maintaining invoices, reports, memos, letters, financial statements, and other documents using word processing, spreadsheet, database, and/or presentation software b. ordering supplies c. performing basic bookkeeping work d. preparing agendas and making arrangements for committee, board, and other meetings e. resolution of personal and telephone-related patient complaints 	<p>CTE Pathway: C1.5, C2.2, C7.3, C8.1, C8.3, C9.1, C9.5, C9.3, C12.1, C12.2, C12.4, C13.1, C13.2, C13.4, C14.1, C14.2, C14.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required in the health information business.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills 2. Update list of potential employers through traditional and internet sources. 3. Review the role of electronic social networking in job search. 4. Update sample résumés. 5. Review the importance of filling out a job application legibly, with accurate and complete information. 6. Complete job application forms correctly. 7. Review the importance of enthusiasm on a job. 8. Review the importance of appropriate appearance on a job. 9. Review the importance of the continuous upgrading of job skills. 10. Review the importance of customer service as a method of building permanent relationships between the organization and the customer. 11. Review and demonstrate appropriate interviewing techniques. 12. Review the informational materials and resources needed to be successful in an interview. 13. Review and demonstrate appropriate follow-up procedures. 	<p>Career Ready Practice: 1, 3, 7, 8, 9</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway: C1.1, C2.4, C5.2, C6.2, C6.3, C16.1</p>
<p>L. ENTREPRENEURIAL SKILLS</p> <p>Understand, apply, and evaluate the process involved in becoming an entrepreneur in the health science and medical technology industry.</p>	<ol style="list-style-type: none"> 1. Define entrepreneurship. 2. Identify the necessary characteristics of successful entrepreneurs. 3. Describe the contributions of entrepreneurs to the health science and medical technology industry. 4. Explain the purpose and components of a business plan. 5. Examine personal goals prior to starting a business. 6. Evaluate sources of monetary investment in a business opportunity. 7. Describe various licensing requirements for a health information technology business. 8. Develop a scenario depicting the student as a health information technology business owner. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 10, 11</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.3, 3.5, 3.6, 3.7, 3.9 Problem Solving and Critical Thinking: 5.3, 5.6 Health and Safety: 6.2, 6.8 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C3.1, C3.2, C3.3, C3.6, C4.2, C4.4, C5.1, C6.5

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL MATERIAL

Abdelhak, Mervat, Sara Grostick, Alice Harken, and Ellen B. Jacobs. Health Information: Management of a Strategic Resource, 3rd Edition. Elsevier Science, 2007.

Adam, Azad. Implementing Electronic Document and Record Management Systems. Taylor and Francis, Inc., 2007.

Buck, Carol J. Electronic Health Record “Booster” Kit for the Medical Office. Elsevier Health Services, 2009.

Dorsey, Jennifer. Start Your Own Medical Claims Billing Service: Your Step-by-Step Guide to Success. Entrepreneur Press, 2007.

Green, Michelle A. and Jo Ann C. Rowell. Understanding Health Insurance, 8th Edition. Cengage Learning, 2007.

Newby, Cynthis. From Patient to Payment: Insurance Procedures for the Medical Office - AAA. McGraw-Hill Companies, 2009.

Skurka, Margaret F. Health Information Management: Principles and Organization for Health Information Services, 5th Edition. Wiley, Johns & Sons, Incorporated, 2003.

RESOURCES

Employer Advisory Board members

[American Health Information Management Association \(AHIMA\)](http://www.ahima.org), 233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800. Phone: (312) 233-1100. Fax: (312) 233-1090.
<http://www.ahima.org>

Teaching and Learning Styles, VARK Strategies, Neil Fleming, August 2001
<http://www.vark-learn.com>

National Library of Medicine, National Institute of Health, MEDlineplus
<http://www.nlm.nih.gov>

Patient Education Institute
<http://www.patient-education.com>

A.D.A.M. Medical Encyclopedia
<http://www.adam.com>

American Academy of Professional Coders
<http://www.aapcnati.org>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Introduction and Safety – Pass the safety test with a score of 100%.

SECTION B – Resource Management Review – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Ethics and Legality – Pass all assignments and exams on communication with a minimum score of 80% or higher.

SECTION D – Integrated Office Tools and Equipment – Pass all assignments and exams on clinical experience with a minimum score of 80% or higher.

SECTION E – Healthcare Software I – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION F – Forms – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION G – Reports – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION H – Correspondence – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION I – Financial Recordkeeping – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION J – Records Management – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION K – Employability Skills Review – Pass all assignments and exams on employability skills review with a minimum score of 80% or higher.

SECTION L – Entrepreneurial Skills– Pass all assignments and exams on entrepreneurial skills with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
