Course & Title:

HIM 330- Electronic Health Records

Instructor:

Jan Hunt-Shepherd, MHA, RHIA, CCS, CDIP, CPHQ
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Contact Information:

The best way to contact me is either through email at Jan.hunt-shepherd@wku.edu or during my posted office hours, which can be located under "Instructor Information" on Blackboard. If contacting me by email, I will make every effort to respond within 24 hours.

Credit Hours:

Three semester hours

Prerequisites: HIM 100 or HCA 340 or CD 280 or NUR 105 or SWK 205 or other introductory health profession course approved by instructor.

Course description: Utilization, application, analysis, and evaluation of an electronic health record system for data collection, communication, storage, reporting, and exchange of health information.

Course Materials

There is no required textbook **but there is a required subscription** to (NeehrPerfect EHR GO), a simulated online electronic health record system. The EHR GO subscription information is located in the Course Modules- Introduction to the Course link. There is also a Student Guide to help you navigator the purchase process and software usage. Note that you can purchase the subscription through either the WKU Store or through the EHR GO website. For fall 2019 the cost at the WKU Store is $83 for a 16 week subscription, but only $65 on the EHR GO website for the 16 week subscription. There is also an option on the EHR GO website for a 12 week subscription for $45.00. Please note, though, if you choose the 12 week subscription you are responsible for completing the class four weeks early. Some students are successful in doing this but others end up having to buy another 12 week subscription, which costs more in the long run. The chose is yours. **WHILE YOU CAN PURCHASE A SUBSCRIPTION NOW**, **DO NOT ACTIVATE UNTIL A DAY OR TWO BEFORE SCHOOL STARTS BECAUSE WHEN ACTIVATED THE SUBSCRIPTION CLOCK STARTS TICKING.**

Neehr Perfect (EHR Go) subscription. Neehr Perfect is a computerized patient chart, central database, and a communication and decision support tool. The Neehr Perfect subscription key code can be accessed through Blackboard.

Evaluation:

The final grade will be derived from the following:

All Assignments   100%

The following grading system will be used:
100% - 90% A
89% - 80%   B
79% - 70%   C
69% - 60%   D
59% - 50%   F

Attendance Policy:

Students are expected to meet all due dates

Due Dates:

Refer to schedule below. You may submit work earlier than the due date, but I will grade assignments after the due date.

Academic Misconduct: (Information below on Academic Misconduct, along with additional information, can be obtained from https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php)

The University expects students to operate with the highest standard of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving action in the performance of an academic activity, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage. (Excerpt from the WKU Student Handbook, 2016)

The maintenance of academic integrity is of fundamental importance to the
University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts will be held accountable for violation of the student code of conduct.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct.

Dishonesty
Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Cheating
No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious act. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Examples of Areas Where Academic Misconduct Most Likely Occurs
"Essentially, students are expected to do work that is assigned to them and submit products that represent personal and individual effort only."

1. In an exam setting
a. Presenting as your work, test answers that are not your work, including the following:

i. Using resources other than those specifically allowed by the instructor (e.g., notes or another person)

ii. Copying from another student's test

ii. Using notes from any source during a test when notes are not allowed

iv. Using materials that the instructor is not making available to the whole class (Exception: students with disabilities needing accommodations)

v. Recycling an assignment that has been used in another course (unless approved by the instructor)

b. Acquiring a copy of the exam without permission

c. Providing answers for or soliciting answers from another student with or without permission of the other student (Note: This may either be an attempt to help or harm the targeted student)

2. On a written assignment
a. Presenting as your own work duplicated work that you did not create

i. Purchasing written work from an external source

ii. Copying work from a free external source (online or otherwise)

iii. Presenting as your work something another person has created

b. Altering text from another source

i. Altering select words of some original text in order to conceal plagiarism

3. Academic dishonesty that is possible in various settings
a. Providing money or favors in order to gain academic advantage

b. Falsely stating that work was given to the instructor at a certain time when it was not

c. Correcting the responses of a graded assignment and presenting them to the instructor as incorrectly graded material

d. Pretending to be someone you are not; taking the place of another

4. Or any other behavior that violates the basic principles of integrity and honesty

(Above information was an Excerpt from the Academic Integrity Statement Ad Hoc Subcommittee on Academic Integrity in the College of Education and Behavioral Sciences, 2012)

Program Policies state that "Unprofessional conduct or violation of the rules, regulations or policies of the University or Health Information Management Program may result in dismissal from the program."

<u>**Cheating:**</u>

I expect each student to submit their own work. Sharing your work, assignments, project, or answers with another student or receiving the information from another student constitutes cheating. Any student found to have shared information or obtained information from another student or other source will receive a 0% on that assignment and it may result in dismissal from the program.

<u>**Plagiarism**</u>

I expect each student to submit their own work or give credit to the appropriate source.

Any student found to have plagiarized work from another source will receive a 0% on that assignment and it may result in dismissal from the program.

Title IX Misconduct/Assault Statement:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

ADA Accommodation Statement:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Food Security: Food insecurity is defined as a condition where persons, in this case students, do not have adequate resources to feed themselves, either nutritiously or not at all (USDA, 2013). According to a recent national study (Hunger on Campus, 2016), food insecurity is common at colleges and universities across the country, potentially undermining the educational success of untold thousands of students. If food insecurity is an issue you, or someone you know, help is readily available. Contact the WKU Office of Sustainability at (270) 745-2508 or email sustainability@wku.edu.

Emotional Support: WKU offers confidential counseling for students at the WKU Counseling Center. The best way to schedule an appointment is to visit their office in Potter Hall, Room 409 or by calling their office at 270-745-3159. They are open Monday - Friday from 8:00am - 4:30pm. For emergency and after-hours information, call 270-745-3159

Disclaimer:

References to external websites are provided for the convenience of the student. These sites may contain articles on politically and socially controversial topics and are presented from the prospective of providing information. The instructor is not responsible for the content of these external sites and does not necessarily endorse the views or agree with the information held on these sites; the instructor does not take moral stances on issues.

Syllabus Changes:

Class and exam schedules are subject to change.

Dev. 7/2019

HIM 330: Electronic Health Records Systems

Schedule for the semester

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Week 1	**Introduce Yourself! And Introduction to the EHR**	
Introductions	Introduce Yourself!	**FRIDAY, AUGUST 30, MIDNIGHT**
EHR Orientation	Introduction to the EHR Series This activity introduces the concept of an electronic health record and the EHR Go educational EHR. (est. 50 minutes)	**SUNDAY, SEPTEMBER 1, MIDNIGHT**
Tools and Resources in EHR Go	This activity provides an overview of the tools and resources available in the EHR Go educational electronic health record. (est. 15 minutes)	**SUNDAY, SEPTEMBER 1, MIDNIGHT**
EHR Documentation Standards	This activity has been developed as an introduction to documentation standards in the electronic health record. The student will be presented with generally accepted professional standards of documentation, the use of abbreviations in medical records and the application of medical terminology. The student will answer questions that will expand on their current knowledge of documentation and medicine as well as apply critical thinking skills. The student will need to use additional resources to complete this activity. (est. 30 minutes)	**SUNDAY, SEPTEMBER 1, MIDNIGHT**
The Power of the EHR	This activity is intended for any student in a healthcare course that is learning about electronic health records (EHR). The focus is on what the EHR can do and how it can be used in improving healthcare outcomes. The student will need to use additional resources to prepare for this skill. These resources may include videos, textbooks and/or online websites (est. 30 minutes)	**SUNDAY, SEPTEMBER 1, MIDNIGHT**
Week 2	**Intro to the EHR (continued)**	
Introduction to Privacy, Security	This activity has been developed as an introduction to privacy, security, confidentiality and cybersecurity in the EHR. To complete this activity the student will be expected to have a basic knowledge of the healthcare laws and rules related to privacy and security in the EHR. The student will need to use additional resources to complete activity. These resources may include chart resources, videos, textbooks and/or online websites. (est. 90 minutes)	**SUNDAY, SEPTEMBER 8, MIDNIGHT**

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Introductory Evaluation	This activity requires students to demonstrate the necessary skills and understanding to access an EHR system and identify and interpret patient data. (est. 20 minutes)	**SUNDAY, SEPTEMBER 8, MIDNIGHT**
Health Information Terminology	This activity introduces terms used in healthcare, the medical office, and in the EHR Go medical record. (est. 30 minutes)	**SUNDAY, SEPTEMBER 8, MIDNIGHT**
Week 3	**Registration, Insurance, and Scheduling**	
New Patient Registration A	In this activity, the student will register a new patient and record the patient's insurance information. (est. 45 minutes)	**SUNDAY, SEPTEMBER 15, MIDNIGHT**
Checking in a Patient	In this activity the student will complete the check-in process in a patient's electronic health record. (est. 30 minutes)	**SUNDAY, SEPTEMBER 15, MIDNIGHT**
Updating Patient Registration	This activity provides practice with updating changes in patient's registration. (est. 30 minutes)	**SUNDAY, SEPTEMBER 15, MIDNIGHT**
Editing Patient Information	In this activity the student will edit demographic and insurance information in an electronic health record of a patient. (est. 15 minutes)	**SUNDAY, SEPTEMBER 15, MIDNIGHT**
Outpatient Encounter	In this activity, the student will walk through each step of completing an outpatient encounter, including registration and insurance, encounter entry, and claim submission. (est. 30 minutes)	**SUNDAY, SEPTEMBER 15, MIDNIGHT**
Week 4	**Claims, Ledgers, and Billing and Managing Clinical Aspects**	
CMS 1500 Billing	This activity provides an in-depth look at the CMS 1500 billing form requirements. Students will audit an electronic claim in EHR Go and identify any missing fields that could cause claims to be rejected. (est. 30 minutes)	**SUNDAY, SEPTEMBER 22, MIDNIGHT**
Creating a Claim	This activity provides practice with creating and submitting a claim for payment by a patient's insurance company. (est. 30 minutes)	**SUNDAY, SEPTEMBER 22, MIDNIGHT**
Posting Payments and Adjustments	This activity provides practice with using an Explanation of Benefits (EOB) to post payments and adjustments to the patient ledger. (est. 20 minutes)	**SUNDAY, SEPTEMBER 22, MIDNIGHT**

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Data Entry (starts the Managing Clinical Aspects)	This activity provides practice of basic data entry and documentation skills in the EHR. (est. 30 minutes)	**SUNDAY, SEPTEMBER 22, MIDNIGHT**
Week 5	**Managing Clinical Aspects Continued....**	
Adding Orders	This activity provides practice with entering patient care and medication orders in a patient's EHR. (est. 60 minutes)	**SUNDAY, SEPTEMBER 29, MIDNIGHT**
Structured and Unstructured Data	The activity introduces structured data versus unstructured data in an EHR and provides students with the opportunity to evaluate both data types in EHR Go. (est. 60 minutes)	**SUNDAY, SEPTEMBER 29, MIDNIGHT**
Week 6	**Managing Clinical Aspects continued... Plus Understanding the EHR Series**	
Communication within the EHR	This activity addresses some of the communication issues that may arise in EHR documentation, with a focus on the patient's problem list and the use of abbreviations. (est. 90 minutes)	**SUNDAY, OCTOBER 6, MIDNIGHT**
HITECH and the History of EHRs (starts the Understanding the EHR Series)	This activity explores the history of electronic health records and the vision and impact of the HITECH Act. Students will review a patient's chart in EHR Go to look for key attributes of an EHR and note the interrelationships of different organizations and providers across the health care delivery system. (est. 45 minutes)	**SUNDAY, OCTOBER 6, MIDNIGHT**
Week 7	**Understanding the EHR Series continued...**	
Health Information Exchange	The activity involves a review and audit of the health information exchange (HIE) organization that exists between two service locations in a continuity of care record (CCR). (est. 60 minutes)	**SUNDAY, OCTOBER 13, MIDNIGHT**
Understanding TJC's Tracer Methodology	The activity involves using the electronic health record to facilitate The Joint Commission's on-site survey methodology. (est. 60 minutes)	**SUNDAY, OCTOBER 13, MIDNIGHT**
Week 8	**Quality Improvement and Best Practices**	
Quality Improvement Utilizing the EHR	This activity examines continuous quality improvement (CQI) in regards to hospital re-admission rates, and evaluates a CQI intervention using the Plan, Do, Study/Check, Act method. (est. 60 minutes)	**SUNDAY, OCTOBER 20, MIDNIGHT**

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Evidence Based Practice Clinical Audit T2DM	An introduction to clinical guidelines and the clinical audit process of evaluating for evidence-based practice. (est. 60 minutes)	**SUNDAY, OCTOBER 20, MIDNIGHT**
Week 9	**Data Query Series**	
UHDDS and the EHR	This activity explores how coding and the UHDDS relate to one another. The student will abstract data from an inpatient chart in EHR Go based on UHDDS guidelines. (est. 45 minutes)	**SUNDAY, OCTOBER 27, MIDNIGHT**
Implementing Clinical Decision Support	This activity will introduce and demonstrate Clinical Decision Support (CDS) by simulating parts of the CDS Starter Kit: Smoking Cessation in EHR Go. In completing the activity, the student will develop their own clinical decision support plan. (est. 60 minutes)	**SUNDAY, OCTOBER 27, MIDNIGHT**
Retrieval of Data	This activity provides an introduction to data retrieval within the electronic health record. Students will locate key information from a patient's chart to support the application of national safety standards. (est. 60 minutes)	**SUNDAY, OCTOBER 27, MIDNIGHT**
Week 10	**Data Query Series continued... plus Chart Review Series**	
Cause and Effect: CDS Evaluation	In this activity the student will learn about CDS, find examples of CDS in an EHR, and evaluate these examples against best-practices for Clinical Decision Support. (Meaningful Use, Stage 2 states that providers must use clinical decision support to improve performance on high-priority health conditions. (Health IT.Gov, 2016) One of the measures for eligible providers is to implement five clinical decision support (CDS) interventions related to four or more clinical quality measures at a relevant point in patient care.) (est. 60 minutes)	**SUNDAY, NOVEMBER 3, MIDNIGHT**
Case Study Review	The activity includes a detailed case study review, or audit, of a patient's EHR. The student is introduced to documentation in the health record, and how the diagnosis, patient progress, clinical findings, and discharge status are supported through documentation. (est. 45 minutes)	**SUNDAY, NOVEMBER 3, MIDNIGHT**
Introduction to Chart Deficiencies	In this activity the student will review the data in the patient chart in detail and, by using critical thinking skills, list what is present, deficient, incorrect or incomplete in the patient chart. (est. 75 minutes)	**SUNDAY, NOVEMBER 3, MIDNIGHT**
WEEK 11	**Chart Review Series continued...Plus Release of Information**	

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Analyzing for Chart Deficiencies	This activity the student will analyze a patient's EHR to identify whether specified chart elements are present or deficient. (est. 45 minutes)	**SUNDAY, NOVEMBER 10, MIDNIGHT**
Pathophysiology and Pharmacology Case Review	This activity provides a detailed review of a patient's EHR: problems, medical diagnosis, disease processes, treatments, medications, and labs. Students will use the tools in EHR Go and external resources to research the pathophysiology and pharmacology issues for this patient. (est. 60 minutes)	**SUNDAY, NOVEMBER 10, MIDNIGHT**
Release of Information	The activity explores the privacy and security safeguards afforded by HIPAA and how its protection relates to release of patient health information. The student will review a patient's medical record and apply the legal background provided within the activity to analyze and apply established principles of release of information. (est. 60 minutes)	**SUNDAY, NOVEMBER 10, MIDNIGHT**
ROI & Accounting of Disclosures	The activity provides an introduction to the issues surrounding release of information (ROI) and a patient's right to an accounting of disclosures of their protected health information (PHI). (est. 45 minutes)	**SUNDAY, NOVEMBER 10, MIDNIGHT**
Week 12	**Management Series**	
Assessing Employee Productivity	This activity provides a detailed look at the assessment of employee productivity related to industry suggested standards. Students will review and practice the concept of productivity related to coding based on simulated reports derived from the EHR system. (est. 50 minutes)	**SUNDAY, NOVEMBER 17, MIDNIGHT**
SAFER Analysis: Clinical Communications	In this activity, students will analyze results of the SAFER Checklist for Clinician Communication and determine next steps. (The SAFER Guides are designed to help healthcare organizations conduct self-assessments to optimize the safety and safe use of electronic health records (EHRs) in a number of key areas. The SAFER Guides are designed in part to help deal with	**SUNDAY, NOVEMBER 17, MIDNIGHT**
Introduction to Clinical Reminders	In this activity, students will examine the Clinical Reminder system for Clinical Decision Support (CDS) and analyze data as part of a mock CDS audit. (est. 45 minutes)	**SUNDAY, NOVEMBER 17, MIDNIGHT**
EHR Implementation	This activity provides students with a scenario in which they work for a hospital that implemented an electronic health record system a year ago. That implementation did not go smoothly, and now there are strong EHR advocates and strong EHR-dissenters on the team. The hospital is now looking to implement a bar-coded medication administration feature for the EHR, and students are tasked with managing the implementation. Students will need to review the case history of the EHR implementation and the best practices documentation available from national HIT organizations. (est. 120 minutes)	**SUNDAY, NOVEMBER 17, MIDNIGHT**

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Week 13	**Informatics, Analytics, and Visualization Series**	
Classifications and Terminology	The activity explores classification and terminology systems utilized in health information management. (est. 45 minutes)	**SUNDAY, NOVEMBER 24, MIDNIGHT**
SNOMED CT	This activity will help students understand the SNOMED CT terminology, applications, and benefits. They will also explore the differences between SNOMED CT and other coding systems such as ICD-10. (est. 60 minutes)	**SUNDAY, NOVEMBER 24, MIDNIGHT**
Orientation to Data Analytics I	This activity will evaluate a microbiology report of culture and sensitivity results for various microbes and antibiotics. Microsoft Excel® will be used to analyze and compile the data to draw meaningful conclusions. (est. 60 minutes) **This activity is the first activity in a sequential 5-activity series.**	**SUNDAY, NOVEMBER 24, MIDNIGHT**
Applied Data Analytics II	The activity provides students with a scenario in which the Shoreline Birth Center received what they perceived as "bad press" when mentioned in a local newspaper article about the nation's high rate of C-Section deliveries. The Birth Center feels that the press will negatively impact their bottom line. Students are asked to review and analyze the Birth Center's delivery data and present the facts to address the public concern. (est. 90 minutes)	**SUNDAY, DECEMBER 1, MIDNIGHT**
Week 14	**Informatics, Analytics, and Visualization Series Continued...**	
Applied Data Analytics III	The activity provides students with the opportunity to apply data analytics. (Shoreline Birth Center's birth data revealed a cesarean section rate that is higher than the national average. Shoreline's medical director believes that the Birth Center has a higher cesarean section rate because they are the area's only high-risk birth center, and they receive a higher percentage of high risk births that often require a cesarean section for a safer birth experience. Shoreline's Public Relations officer feels the public needs to know that Shoreline is the safest place to give birth. She would like to know the perioperative mortality rate (POMR) at Shoreline. Students will analyze Shoreline's patient data to research this issue and present their findings to the Shoreline Board.)(est. 110 minutes)	**SUNDAY, DECEMBER 1, MIDNIGHT**
Week 15	**Informatics, Analytics, and Visualization Series Continued...**	
Orientation to Data Visualization IV	The activity introduces the concept of data visualization. The activity addresses correlation versus causation, and provides students with the opportunity to create a bar graph using a data set provided from the Centers for Disease Control and Prevention (CDC). Students will also explore other ways to view the data and draw conclusions. (est. 60 minutes)	**SUNDAY, DECEMBER 8, MIDNIGHT**

Week/Activity	ACTIVITY DESCRIPTION	DUE DATE
Clinical Reminder Data Visualization V	Students will examine the Central Clinic's preventive care clinical reminders, observing how they are resolved, their schedule, and when they were last completed. They will then use exported Central Clinic patient data to analyze and answer questions regarding which patients need the screening, which are up-to-date, and which screening tests they receive. (est. 90 minutes)	**SUNDAY, DECEMBER 8, MIDNIGHT**
WEEK 16	EVALUATION OF CLASS (BONUS POINTS ASSIGNED)	

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Competencies:

At the conclusion of this course, the student should be able to meet the Following 2014 AHIMA HIM Baccalaureate Degree Competencies:

EHR Go Baccalaureate Level CAHIIM Mapping		
This mapping is based on CAHIIM's 2014 HIM Baccalaureate Degree Curriculum Requirements. Activitiy titles followed by an asterisk (*) are currently in production and subject to change.		
Entry-Level Competencies	**Required Bloom's Level**	**EHR Go Activity and Bloom's Level (in parentheses)**
Domain I. Data Content, Structure & Standards (Information Governance)		
Subdomain I.A. Classification Systems		
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5	**Classification and Terminology Systems (5)**
2. Identify the functions and relationships between healthcare classification systems	3	**Classification and Terminology Systems (3)** **SNOMED CT (3)***
3. Map terminologies, vocabularies and classification systems	4	**Classification and Terminology Systems (4)** **SNOMED CT (4)***
4. Evaluate the accuracy of diagnostic and procedural coding	5	**Classification and Terminology Systems (5)** **Communication in the EHR (5)***
Subdomain I.B. Health Record Content and Documentation		
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4	**Understanding TJC's Tracer Methodology (4)** **Case Study Review (4)** **Introduction to Chart Deficiencies (4)** **Communication in the EHR (4)** **Analyzing for Chart Deficiencies (4)** **Pathophysiology and Pharmacology Review (4)**
2. Compile organization-wide health record documentation guidelines	6	**Understanding TJC's Tracer Methodology (6)**
3. Interpret health information standards	5	**Understanding TJC's Tracer Methodology (5)**
Subdomain I.C. Data Governance		
1. Format data to satisfy integration needs	4	**Structured and Unstructured Data (4)**
4. Advocate information operability and information exchange	5	**Health Information Exchange (5)**
Subdomain I.D. Data Management		

1. Analyze information needs of customers across the healthcare continuum	4	**Clinical Reminder Data Visualization V (4)**
3. Manage clinical indices/databases/registries	5	**Clinical Reminder Data Visualization V (5)**
4. Apply knowledge of database architecture and design to meet organizational needs	3	**Retrieval of Data (3)**
5. Evaluate data from varying sources to create meaningful presentations	5	**Implementing Clinical Decision Support (5)** **Applied Data Analytics (5)**
Subdomain I.E. Secondary Data Sources (i.e. databases and registries)		
1. Validate data from secondary sources to include in the patient's record, including personal health records	3	**Implementing Clinical Decision Support (3)**
Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security		
Subdomain II.A. Health Law		
1. Identify laws and regulations applicable to health care	3	**Release of Information (3)**
2. Analyze legal concepts and principles to the practice of HIM	4	**Release of Information (4)**
Subdomain II.B. Data Privacy, Confidentiality & Security		
1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4	**Release of Information (4)**
Subdomain II.C. Release of Information		
1. Create policies and procedures to manage access and disclosure of personal health information	6	**Release of Information (6)** **ROI and Accounting of Disclosures (6)**
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3	**Release of Information (3)** **ROI and Accounting of Disclosures (3)**
Domain III. Informatics, Analytics and Data Use		
Subdomain III.A. Health Information Technologies		
1. Utilize technology for data collection, storage, analysis, and reporting of information	3	**Introduction to Clinical Reminders (3)** **Cause and Effect: CDS Evaluation (3)** **Orientation to Data Analytics I (3)** **Applied Data Analytics II (3)** **Clinical Reminder Data Visualization V (3)**
2. Assess systems capabilities to meet regulatory requirements	5	**SAFER Analysis: Clinician Communication (5)** **Cause and Effect: CDS Evaluation (5)***

3. Analyze device selection based on workflow, ergonomic and human factors (modified 3/18)	4	**EHR Implementation (5)**
4. Take part in the development of networks, including intranet and Internet applications	4	**SAFER Analysis: Clinician Communication (4)**
5. Evaluate database design & data warehousing (modified 3/18)	5	**Applied Data Analytics II (5)**
6. Create the electronic structure of health data to meet a variety of end user needs	6	**EHR Implementation (6)**
Subdomain III.B. Information Management Strategic Planning		
1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4	**SAFER Analysis: Clinician Communication (4)** **Implementing Clinical Decision Support (4)*** **Cause and Effect: CDS Evaluation (4)**
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4	**SAFER Analysis: Clinician Communication (4)** **Cause and Effect: CDS Evaluation (4)**
Subdomain III.C. Analytics and Decision Support		
1. Apply analytical results to facilitate decision-making	3	**EHR Implementation (3)*** **Implementing Clinical Decision Support (3)*** **Applied Data Analytics III (3)**
3. Analyze organizational action based on knowledge obtained from data exploration and mining (modified 3/18)	4	**Implementing Clinical Decision Support (5)**
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4	**Applied Data Analytics III (3)**
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3	**Applied Data Analytics II (3)** **Applied Data Analytics III (3)**
6. Evaluate administrative reports using appropriate software	5	**Introduction to Clinical Reminders (4)** **Orientation to Data Analytics I (4)** **Clinical Reminder Data Visualization V (4)**
Subdomain III.D. Health Care Statistics		
1. Interpret inferential statistics	5	**Applied Data Analytics II (3)**
2. Analyze statistical data for decision making	4	**Introduction to Clinical Reminders (4)** **Orientation to Data Analytics I (4)** **Clinical Reminder Data Visualization V (4)**

Subdomain III.F. Consumer Informatics		
1. Educate consumers on patient-centered health information technologies	3	**EHR Implementation (3)**
Subdomain III.G. Health Information Exchange		
3. Identify between various models for health information exchange (modified 3/18)	3	**EHR Implementation (3)**
Subdomain III.H. Information Integrity and Data Quality		
1. Discover threats to data integrity and validity	3	**Cause and Effect: CDS Evaluation (3)**
2. Implement policies and procedures to ensure data integrity internal and external	3	**Communication in the EHR (3)**
3. Apply quality management tools	3	**Quality Improvement Utilizing the EHR (3)**
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4	**Assessing Employee Productivity (4)**
5. Model policy initiatives that influence data integrity	3	**Quality Improvement Utilizing the EHR (3)**
Domain IV. Revenue Management		
Subdomain IV. A. Revenue Cycle and Reimbursement		
1. Manage the use of clinical data required by various payment and reimbursement systems	5	**CMS 1500 (5)**
Domain V. Compliance		
Subdomain V.A. Regulatory		
1. Analyze current laws and standards related to health information initiatives (modified 3/18)	4	**SAFER Analysis: Clinician Communication (5)** **Cause and Effect: CDS Evaluation (5)**
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5	**SAFER Analysis: Clinician Communication (5)**
Subdomain V.B. Coding		
1. Evaluate processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines (modified 3/2018)	5	**Classification and Terminology Systems (6)**
Subdomain V.D. Clinical Documentation Improvement		
1. Implement provider querying techniques to resolve coding discrepancies	3	**UHDDS and the EHR (3)**
Domain VI. Leadership		
Subdomain VI.A. Leadership Roles		

1. Take part in effective negotiating and use influencing skills	4	**EHR Implementation (4)**
2. Discover personal leadership style using contemporary leadership theory and principles	3	**EHR Implementation (3)**
3. Take part in effective communication through project reports, business reports and professional communications	4	**SAFER Analysis: Clinician Communication (4)**
4. Apply personnel management skills	3	**EHR Implementation (3)**
5. Take part in enterprise-wide committees	4	**SAFER Analysis: Clinician Communication (4)**
6. Build effective teams	6	**EHR Implementation (6)**
Subdomain VI.C. Work Design and Process Improvement		
1. Analyze workflow processes and responsibilities to meet organizational needs	4	**Assessing Employee Productivity (4)**
2. Analyze performance management measures (modified 3/2018)	4	**Assessing Employee Productivity (4)**
3. Demonstrate workflow concepts	3	**EHR Implementation (3)**
Subdomain VI.D. Human Resources Management		
1. Manage human resources to facilitate staff recruitment, retention, and supervision	5	**EHR Implementation (5)**
3. Create and implement staff orientation and training programs	6	**EHR Implementation (6)**
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5	**Assessing Employee Productivity (5)**
Subdomain VI.E. Training and Development		
1. Evaluate initial and on-going training programs	5	**Implementing Clinical Decision Support (5)**
Subdomain VI.F. Strategic and Organizational Management		
1. Identify departmental and organizational survey readiness for accreditation, licensing, and/or certification processes	3	**Understanding TJC's Tracer Methodology (3)**
4. Analyze how healthcare policy-making both directly and indirectly impacts the regional and national healthcare delivery systems (modified 3/18)	4	**Understanding TJC's Tracer Methodology (5)**
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3	**Understanding TJC's Tracer Methodology (3)** **HITECH and the History of EHRs (3)***
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4	**SAFER Analysis: Clinician Communication (4)**
Subdomain VI.G. Financial Management		

1. Evaluate capital, operating and/or project budgets using basic accounting principles	5	**EHR Implementation (5)**
2. Perform cost-benefit analysis for resource planning and allocation	4	**EHR Implementation (4)**
Subdomain VI.H. Ethics		
2. Analyze the culture of a department (modified 3/18)	4	**EHR Implementation (5)**
4. Analyze programs and policies that support a culture of diversity (modified 3/18)	3	**EHR Implementation (6)**
Subdomain VI.I. Project Management		
1. Take part in system selection processes	4	**EHR Implementation (4)**
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3	**EHR Implementation (3)**
Subdomain VI.J. Vendor/Contract Management		
1. Analyze vendor contracts (modified 3/18)	4	**EHR Implementation (4)**
2. Take part in effective negotiating, utilizing influencing skills in the process of system selection (Modified 3/2018)	4	**EHR Implementation (4)**
Subdomain VI.K. Enterprise Information Management		
1. Manage information as a key strategic resource and mission tool	5	**SAFER Analysis: Clinician Communication (5)** **Introduction to Clinical Reminders (5)**

August 2018

Course Content

A. Introduction to the Electronic Health Records

- EHR Orientation
- EHR Documentation Standards
- The Power of the EHR
- Introductory Evaluation
- Introduction to Privacy and Security
- Tools and Resources in EHR Go
-

B. Clinical and Administrative Procedures

- New Patient Registration and Scheduling
- Scheduling a Follow-up Appointment
- Updating Pt Registration Insurance
- Checking in a Patient
- Data Entry
- Adding Orders
- Documenting a Patient Phone Call
- Editing Patient Information
- Updating Health Information
- Creating a Claim
- Posting Payments and Adjustments
- New Patient Registration, Exam and Billing
- CMS 1500 Billing
- Outpatient Encounter

C. Management

- EHR Implementation
- Assessing Employee Productivity
- SAFER Analysis: Clinician Communication
- Release of Information
- ROI and Accounting of Disclosures
- Introduction to Clinical Reminders

D. Chart Review

- Introduction to Chart Deficiencies
- Analyzing for Chart Deficiencies
- Pathophysiology and Pharmacology

E. Understanding the EHR

- Understanding TJC's Tracer Methodology
- Clinical Decision through Orders

- Communication within the EHR
- Health Information Exchange
- Introducing HITECH and the History of EHRs
- Quality Improvement

F. Data Informatics and Analytics

- Retrieval of Data
- Classification and Terminology Systems
- SNOMED CT
- Structured and Unstructured Data
- Implementing Clinical Decision Support
- Cause and Effect: CDS Evaluation
- UHDDS and the EHR
- Orientation to Data Visualization
- Practice with Data Visualization Tools
- Introduction to Data Visualization
- Data Visualization in the EHR
- Clinical Reminder Data Visualization

EHR SCAVENGER HUNT SERIES

EHR Orientation

1. **Demonstrate** the technical skills necessary to access an EHR system.
2. **Locate** and **evaluate** patient data and details.
3. **Navigate** essential information of a patient's electronic medical chart.
4. **Complete** documentation.

EHR Documentation Standards

1. **Identify** acceptable healthcare terminology.
2. **Identify** the roles and responsibilities of various providers and disciplines, to support documentation requirements.
3. **Interpret** patient's medical information as it's seen in the electronic health record.
4. **Apply** current knowledge of electronic health records and appropriate, accurate documentation.

The Power of the HER

1. **Identify** the differences between coded and non-coded data entry.
2. **Identify** the differences between structured and unstructured data entry.
3. **Evaluate** the clinical implications of structured versus unstructured data entry in the EHR.
4. **Relate** the use of coded data to meeting the objectives of the Meaningful Use effort for implementation of electronic health records.
5. **Apply** current knowledge of electronic health records and appropriate, accurate documentation.

Introductory Evaluation

5. **Navigate** essential areas of an electronic patient chart.
6. **Interpret** details within the EHR.
7. **Evaluate** data entry in the EHR.

INTRODUCTION TO ELECTRONIC HEALTH RECORDS SERIES

Tools and Resources in EHR Go **(available june 1)**

1. Demonstrate where to locate the Tools and Help menus.
2. Demonstrate how to use the resources available.
3. Apply the appropriate resource to apply in practice.

Health Information Terminology

1. **Apply** healthcare legal terminology (3)

HITECH and the History of EHRs <mark>Available June 1</mark>

1. Understand the history of HITECH.
2. Explain what the ARRA is.
3. Explain what the IOM is.
4. Identify how the HITECH provisions support healthcare reform efforts.
5. Explain the requirements of Stage 1 and Stage 2 of Meaningful Use.
6. Explain how the key attributes identified by the Institute of Medicine were identified for a computer-based patient record.
7. Recognize the Veterans Health Information Systems and Technology Architecture (VistA) and its relation to Neehr Perfect.
8. Identify how Neehr Perfect plays a role in student preparedness in using electronic health records in practice.

EHR Implementation <mark>available August 1</mark>

1. Recognize the Veterans Health Information Systems and Technology Architecture (VistA) and its relation to Neehr Perfect.
2. Compare the different forms of information exchange.
3. Explain what a health information exchange is and what it is used for.
4. Identify and use secondary data sources.

Introduction to Privacy and Security

1. **Differentiate** between privacy, security and confidentiality related to the electronic health record.
2. **Discuss** how electronic health records affect privacy and security.
3. **Recognize** threats to security as it relates to the internet, cybersecurity and mobile devices.
4. **Identify** when a patient's health information may be shared without written consent.
5. **Discuss** the implications and complications of violating HIPAA.
6. **Apply** current knowledge of electronic health records.

RELEASE OF INFORMATION SERIES

Release of Information

1. **Apply** healthcare legal terminology (3)
2. **Identify** the use of legal documents (3)
3. **Apply** legal concepts and principles to the practice of HIM (3)
4. **Apply** policies and procedures surrounding issues of access and disclosure of protected health information (3)
5. **Apply** confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (3)
6. **Analyze** policies and procedures to ensure organizational compliance with regulations and standards (4)

7. **Adhere** to the legal and regulatory requirements related to health information management (3)
8. **Identify** laws and regulations applicable to health care (3)
9. **Analyze** legal concepts and principles to the practice of HIM (4)
10. **Create** policies and procedures to manage access and disclosure of personal health information (6)
11. **Protect** electronic health information through confidentiality and security measures, policies and procedures (3)
12. **Analyze** privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information (4)

Release of Information & Accounting of Disclosures <mark>available June 1</mark>

1. Select the correct patient chart using two identifiers.
2. Demonstrate the ability to retrieve and interpret data from the patient chart.
3. Demonstrate calculations for an Accounting of Disclosures form.
4. Apply legal concepts and principles to the practice of health information management.

UNDERSTANDING THE EHR SERIES

SAFER Analysis: Clinician Communication

1. **Take part** in the development of networks, including intranet and Internet applications. (4)
2. **Take part** in the development of information management plans that support the organization's current and future strategy and goals. (4)
3. **Take part** in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies. (4)
4. **Appraise** current laws and standards related to health information initiatives. (5)
5. **Determine** processes for compliance with current laws and standards related to health information initiatives and revenue cycle. (5)
6. **Take part** in effective communication through project reports, business reports and professional communications. (4)
7. **Take part** in enterprise-wide committees. (4)
8. **Facilitate** the use of enterprise-wide information assets to support organizational strategies and objectives. (4)
9. **Manage** information as a key strategic resource and mission tool. (5)

Communication within the EHR <mark>available June 1</mark>

1. Demonstrate ability to locate necessary data from a patient chart.
2. Apply diagnosis codes according to current guidelines.
3. Identify errors in documentation within a patient chart.

Quality Improvement Utilizing the EHR <mark>available june 1</mark>

EHR Documentation Evaluation <mark>??????</mark>

Understanding The Joint Commission's Tracer Methodology

1. **Understand** the importance of healthcare policy-making as it relates to the healthcare delivery system (2)
2. **Describe** types of organizations, services and personnel, and their interrelationships across the health care system (2)
3. **Identify** complete health records according to organizational policies, external regulations, and standards (3)
4. **Identify** departmental and organizational survey readiness for accreditation, licensing and/or certification processes (3)
5. **Identify** the different types of organizations, services, and personnel and their interrelationships across the health care delivery system (3)
6. **Analyze** the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4)
7. **Verify** the documentation in the health record is timely, complete and accurate (4)
8. **Verify** that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4)
9. **Examine** required documentation and record structures (4)
10. **Differentiate** the roles and responsibilities of various providers and disciplines, to support documentation requirements, throughout the continuum of healthcare (5)
11. **Interpret** health information standards (5)
12. **Evaluate** how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems (5)

Structured and Unstructured Data <mark>available June 1</mark>

1. Apply current knowledge of electronic health records and their design.
2. Demonstrate the ability to identify discrepancies between supporting documentation and coded data.
3. Identify the difference between structured and unstructured data in the EHR.
4. Identify the connection between structured data, unstructured data and interoperability.

Implementing Clinical Decision Support <mark>available June 1</mark>

1. Examine online materials for applicable use.
2. Apply the basic concepts of Clinical Decision Support in the EHR.
3. Demonstrate data entry steps that support meaningful use and clinical decision support.
4. Apply practice guidelines in an educational environment.
5. Apply critical thinking skills to identify a need for clinical decision support.
6. Develop a simple CDS plan that would meet a current or potential need.

Clinical Decision through Orders <mark>available June 1</mark>

1. Identify the importance of clinical decision support in the EHR.
2. Evaluate the purpose of order checks in the EHR.
3. Explain the importance of order checks and clinical reminders in relation to clinical decision support.

DATA ENTRY SERIES EHR

Data Entry

1. **Apply** diagnosis/procedure codes according to current guidelines.
2. **Demonstrate** documentation in the health record that is timely, complete, and accurate.
3. **Apply** data entry skills.

Registering a Patient and Adding Orders

1. **Create** a patient's medical record
2. **Utilize** an EMR
3. **Input** patient data utilizing a practice management system

Adding Orders

1. **Apply** data entry skills to enter information in a patient chart.
2. **Demonstrate** timely, complete and accurate entry of health care data.

CMS 1500 Billing Form <mark>available June 1</mark>

1. Apply current knowledge of electronic health records and location of information.
2. Apply resources outside of the EHR to comply with CMS regulations.
3. Identify advantages and disadvantages to electronic completion of billing forms as compared to completing on paper.
4. Identify what makes a claim unprocessable.
5. Demonstrate current knowledge of electronic health records and location of information.

DATA QUERY SERIES

UHDDS and the EHR ==available June 1==

1. Apply current knowledge of electronic health records and their design.
2. Demonstrate the ability to navigate the patient chart.
3. Demonstrate the ability to retrieve and interpret data from the patient chart as it pertains to the UHDDS.
4. Discuss the importance of the UHDDS and its relationship to diagnostic coding.

Retrieval of Data

1. **Collect** and **maintain** health data (2)
2. **Apply** knowledge of database architecture and design to meet organizational needs (3)

Cause and Effect: CDS Evaluation ==available June 1==

1. Demonstrate the ability to filter and locate the correct chart.
2. Compare human error, system error and design flaws.
3. Identify where HIT systems could increase and decrease potential user error.
4. Compare current HIT design with a potentially better design to prevent errors.

CHART REVIEW SERIES

Case Study Review

1. **Apply** policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system (3) (AS)
2. **Verify** that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4)

Introduction to Chart Deficiencies

1. **Analyze** the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4)
2. **Verify** the documentation in the health record is timely, complete, and accurate (4)
3. **Identify** a complete health record according to organizational policies, external regulations, and standards (3)
4. **Develop** appropriate physician queries to resolve data and coding discrepancies (6)
5. **Verify** that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4)

Analyzing for Chart Deficiencies ==available June 1==

1. Apply knowledge of medical and healthcare related terminology
2. Demonstrate the ability to recognize deficient data in a patient chart per facility guidelines.
3. Analyze the documentation in the health record to ensure it support the diagnosis and reflect the patient's progress, clinical findings and discharge status.
4. Utilize critical thinking skills to explain your personal opinion.

Pathophysiology and Pharmacology Review ==available June 1==

1. Apply current knowledge of electronic health records and location of information.
2. Make use of the resources available in the EHR.
3. Explain the pathophysiology of identified problems, medical diagnosis and medical procedures.
4. Explain the indications, contraindications, adverse reactions, routes and doses of identified medications and treatments.
5. Demonstrate adequate interpretation of normal and abnormal vital signs.
6. Demonstrate adequate interpretation of normal and abnormal lab values.
7. Apply critical thinking skills.
8. Apply basic research skills as needed to answer activity questions.

ePAS SERIES

New Patient Registration A, B and C and Checking in a Patient

1. **Apply** current knowledge of electronic health records.
2. **Demonstrate** the ability to enter and verify patient information accurately.
3. **Communicate** effectively and professionally within the electronic health record.

New Patient Registration and Scheduling

1. **Apply** current knowledge of electronic health records.
2. **Demonstrate** the ability to enter and verify patient information accurately.
3. **Communicate** effectively and professionally within the electronic health record.
4. **Selec**t the appropriate date and time for an appointment electronically.
5. **Illustrate** the ability to schedule an appointment based on clinic guidelines

Scheduling a Follow-up Appointment

1. **Select** the appropriate date and time for an appointment using the EHR Scheduling system.
2. **Illustrate** the ability to schedule an appointment based on clinic guidelines.
3. **Apply** current knowledge of electronic health records and appropriate, accurate documentation.

OUTPATIENT ENCOUNTER SERIES

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Outpatient Encounter <mark>available June 1</mark>

Editing Patient Information

1. **Apply** current knowledge of electronic health records.
2. **Demonstrate** the ability to enter and edit patient information accurately.
3. **Communicate** effectively and professionally within the electronic health record.

Documenting a Patient Phone Call

1. **Demonstrate** professional transcription skills when documenting in an Electronic Health Record (EHR).
2. **Document** accurately in the patient record.*
3. **Structure, Organize, and Prioritize** interview data into a professional note in the patient's electronic health record.
4. **Analyze** communications in providing appropriate responses/feedback.*
5. **Advocate** on behalf of patients.*
6. **Apply** current knowledge of electronic health records and appropriate, accurate documentation.
7. **Demonstrate** telephone techniques* (if completed in lab setting).

Updating a Patient Registration Insurance

1. **Apply** current knowledge of electronic health records.
2. **Demonstrate** the ability to enter and verity patient information accurately.
3. **Communicate** effectively and professionally within the electronic health record.

New Patient Registration, Exam and Billing

1. **Apply** current knowledge of electronic health records and appropriate, document patient care accurately.
2. **Perform** procedural and diagnostic coding, and work with the provider to achieve the maximum reimbursement.
3. **Apply** critical thinking skills in performing patient assessment and care.
4. **Apply** HIPAA rules regarding privacy.

Updating Health Information

1. **Demonstrate** effective communication.
2. **Demonstrate** feedback techniques to obtain patient information.

3. **Apply** critical thinking skills when interpreting patient information and clarifying statements.
4. **Apply** current knowledge of electronic health records and appropriate, accurate documentation.

Creating a Claim

1. **Perform** accounts receivable procedures to patient accounts including posting charges
2. **Complete** an insurance claim form

Posting Payments and Adjustments

1. **Perform** accounts receivable procedures to patient accounts including posting payments and adjustments.

MANAGEMENT SERIES

Assessing Employee Productivity

1. **Apply** policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system (3)
2. **Utilize** tools and techniques to monitor, report, and improve processes (3)
3. **Report** staffing levels and productivity standards for health information functions (3)
4. **Perform** quality assessment including quality management, data quality, and identification of best practices for health information systems (4)
5. **Analyze** workflow processes and responsibilities to meet organizational needs (4)
6. **Evaluate** staffing levels and productivity, and provide feedback to staff regarding performance (5)

EHR Implementation   available June 1

Introduction to Clinical Reminders available June 1

INFORMATICS AND ANALYTICS SERIES

Classifications and Terminology

1. **Apply** diagnosis/procedure codes according to current guidelines (3)
2. **Identify** the functions and relationships between healthcare classification systems (3)
3. **Analyze** current regulations and established guidelines in clinical classification systems (4)
4. **Map** terminologies, vocabularies and classification systems (4)
5. **Evaluate** the accuracy of diagnostic and procedural coding (5)
6. **Evaluate, implement** and **manage** electronic applications/systems for clinical classification and coding (5)
7. **Evaluate** the accuracy of diagnostic and procedural coding (5)
8. **Interpret** terminologies, vocabularies and classification systems (5)

SNOMED CT **(available june 1)**

DATA VISUALIZATION SERIES **(available june 1)**

Orientation to Data Visualization

Practice with Data Visualization Tools

Level I Applied Data Visualization

Level II Applied Data Visualization

Clinical Reminder Data Visualization

Dev. 5/2018