**FLORIDA VOCATIONAL INSTITUTE**

**SYLLABUS / LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 3 weeks / 30 Clock Hrs. / 30 Lab Hrs.** | | | | | |
| **COURSE TITLE** | | | | **Review Date:** | |
| **Medical Assistant** | | | | **01/04/2016** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **MAS 108** | **Record Management & Informatics** | | | **30** | **30** |
| **COURSE DESCRIPTION:**  This course is designed to provide students with training in common medical file systems. Students will learn how to initiate and maintain new files, patient charts, maintain clean forms and organize information in chronological order. Emphasis will be place on the computational, cognitive and social aspects of Informatics in the medical office.    **Prerequisite: None**  **Required Resources:**  **Text Books*:*** KINN’S The Medical Assistant, An Applied Learning Approach 12 Edition. Deborah B. Proctor. Alexandra P. Adams. Elsevier (Chapters 14, 15, 16, 17)  Book: Using Optum PM and Physician EMR. Virginia Busey Ferrari. Michelle E. Heller.Cengage  **Learning Resources Center materials are available**  **Instructional Methods:**  Lecture/Discussion  Audiovisual  **Mode of Delivery:**  Residential  **Equipment/Technology/Software**  Utilization of power point presentations, media center websites, reference materials, and other technology as available  **Course objectives/Competencies:** At the end of the course, students will be able to:   * Keep accurate medical records * Follow the policies in preparing and maintaining medical records * Identify the different types of Medical Records * Follow Filing system techniques * Complete a medical record * Distinguish between Electronic Health Record (EHR) and Electronic Medical Record (EMR) * Follow HIPAA regulations and guidelines * Perform EMR system procedures | | | | | |
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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | Keeping Accurate Records | **Lecture:**   1. Explaining several important reasons for keeping accurate medical records. 2. Explaining the ownership of records. 3. Institute federal and state guidelines when releasing medical records or information 4. Explaining the following established policies when initiating or terminate medical treatment 5. Explaining how to prepare and maintain medical records 6. Explaining how to maintain inventory equipment and supplies 7. Perform fundamental writing skill including correct grammar, spelling, and formatting techniques when writing prescriptions, documenting medical records, etc. | Book Exercise |
| **Day 2** | Types Medical record  Source-Oriented Medical Record  Problem-Oriented Medical Record | **Lecture:**   1. Explain the difference between a Source Oriented medical record and a problem-oriented medical record. 2. Describing the difference between subjective and objective information. 3. Describing Problem-Oriented Medical Record    1. Divides records into four bases:    2. Database    3. Problem list    4. Treatment plan    5. Progress notes 4. Describing SOAP Notes    * 1. Subjective impressions      2. Objective clinical evidence      3. Assessment or diagnosis      4. Plans for further studies, treatment, or management 5. Describing CHEDDAR 6. Chief complaint 7. History 8. Examination 9. Details (of problem and complaints) 10. Drugs and dosages 11. Assessment 12. Return visit information, if applicable 13. Explaining how to changing an entry in the patient record and the importance of following correct procedure 14. Explaining how to obtaining chief complaint, recording patient history 15. Maintaining medication and immunization 16. Demonstrating professionalism by:     1. Exhibiting dependability, punctuality, and a positive work ethic     2. Exhibiting a positive attitude and a sense of responsibility     3. Maintaining confidentiality at all times     4. Being cognizant of ethical boundaries     5. Exhibiting initiative     6. Adapting to change     7. Expressing a responsible attitude     8. Being courteous and diplomatic   **Laboratory:**   * + Practicing how to develop an   + Inventory of equipment   + Students will differentiate between Objective and subjective information from a list provided by the Instructor. | Book Exercise |
| **Day 3** | Content of a Complete Medical Record | **Lecture:**   1. Explaining the content of a complete medical record: 2. Explaining the Subjective Information: Demographics, Personal and Medical History, Patient’s Family History, Patient’s Social History, Patient’s Chief Complaint 3. Explaining Objective Information: Physical Examination, Diagnosis, Laboratory Reports, Treatment Prescribed and Progress Notes 4. Explaining how to Keep records current 5. Explaining Transfer, destruction and retention of Medical Records 6. Describing the releasing Medical Records   **Laboratory:**  Filling Registration forms in order to obtain demographics, social information, family history and chief complaint. | Book Exercise |
| **Day 4** | Filing Systems | **Lecture:**   1. Describing basic equipment used in a filling system. 2. Explaining the steps in filling document. 3. Explaining the use of color-coding of files in medical facility. 4. Describing the Establishing of patient’s medical record. Preparing an informed consent 5. Explaining how to file medical records and documents using an alphabetic system. 6. Explaining how to file medical records and documents using a numeric system. 7. Explaining the Application of HIPAA rules in regard to Document accurately in the patient record   **Laboratory**   1. Filling documents included in a patient’s medical record 2. Filing documents using different methods or systems. | Book Exercise  Group practice:  Filing  Quiz 1 |
| **Week 2** |  |  |  |
| **Day 1** | Electronic Medical record | **Lecture:**   1. Describing the Executive Order that led to the implementation of electronic medical record system across the nation. 2. Describing the principles of using the electronic medical record (EMR). 3. Explaining how to distinguish between Electronic health records (EHR) and Electronic Medical 4. Record (EMR). Advantages and disadvantages of an electronic medical record system   **Laboratory/Homework Assignment**  Students will visit Medical practices in groups and list the different types of filling systems used. | Students will visit Medical practices in groups and list the different types of filling systems used. |
| **Day 2** | EMR | **Lecture:**   1. Explaining Incentives for Implementing EMR System 2. Capabilities of EMR Systems 3. Patients’ Concerns about EMR 4. Explaining how to make additions and corrections to EMR 5. Describing the role of the Medical Assistant and the EMR   **Laboratory:**  Students presentation about advantages and disadvantages of EMR | Book Exercise  Presentation |
| **Day 3** | EMR. Laboratory | **Lecture:**   1. Explaining how to enter patient demographics, registering new patients, and viewing and performing eligibility checks. (Optum PM and Physician EMR) 2. Describing how to How to book, reschedule and cancel appointments using EMR 3. Entering Laboratory and diagnostic tests requests and results 4. Practicing how to add patient visit summary items 5. Demonstrating how to add Chief Complaint 6. Explaining how to create a Bach 7. Viewing the encounters application, active medications, allergies and problems 8. Explaining how to assess the patient chart summary 9. Explaining how to view appointments   **Laboratory:**  Booking and rescheduling patients’ visits  Assessing chart summary  Cancelling appointments | Laboratory  Book Exercise |
| **Day 4** | EMR .Laboratory | **Laboratory:**   1. Practicing how to add patient visit summary items 2. Adding Chief Complaint 3. Create a Bach 4. Viewing the encounters application, active medications, allergies and problems 5. Assessing the patient chart summary 6. Viewing appointments 7. Entering the patient’s Medical History   Midterm Test | Laboratory  Midterm Test |
| **Week 3** |  |  |  |
| **Day 1** | Quality Assurance  Challenges of Quality Assurance Problems | **Lecture:**   1. Explaining the function of the national center for health statistics (NCHS). 2. Describing Total quantity management. 3. Explaining the importance of healthcare standards in medical facilities 4. Acknowledging and Disclosing medical Records 5. Listing common Medical errors 6. Explaining Preventable Adverse Events and Errors identified by family physicians during patient visits | Book Exercise |
| **Day 2** | Health Information in the Medical Office | **Lecture:**   1. Describing HIPAA standards 2. Explaining Title I and Title II Provisions 3. Describing Patients’ rights concerning medical records 4. HIPAA and Electronic Fund Transfers 5. Permission to disclose protected health information 6. HIPAA and Emergency Preparedness   **Laboratory**:  Presentation about HIPAA standards | Book Exercise  Presentation |
| **Day 3** | Laboratory  Review | **Lecture:**   1. Explaining how to create a chart and entering the chart information using EMR system   **Laboratory:**  Study Guide. Answering and discussing questions | Book Exercise  Laboratory  Study Guide |
| **Day 4** | Final Test | 1. Final Test (written) 2. Final test (Practical): Students will develop a complete medical record file 3. Discussion of Results | Test |

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

The qualitative element used to communicate Satisfactory Academic progress is the institutions published grading scale. Theory is evaluated after each unit of study. Students must maintain a cumulative theory grade average of at least 70% (C) at the end of each progress report period. Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion. If performance does not meet satisfactory academic requirements, demonstration of the skills must be repeated until a satisfactory level of performance is achieved.

The school’s satisfactory academic progress policies must contain a Pace (quantitative) measure. The policy defines the pace at which our students must progress to ensure educational program completion within the maximum timeframe of 150%. For Florida Vocational Institute the maximum time frame is no longer than 150% of the published length of the educational programs as measured in the cumulative number of clock hours the student is required to complete.

The school uses the following grading scale:

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| **Letter** | **Number** | **Grade Point** |
| **A** | 100 - 90% | 4.0 |
| **B** | 89 - 80% | 3.0 |
| **C** | 79 - 70% | 2.0 |
| **D** | 69 - 60% | 1.0 |
| **F** | Below 60% | 0.0 |
| **I** | Incomplete | Withdraw / No Grade |

*Not Used in GPA computation: I = Incomplete; W = Withdraw; P = Pass; NP = Not Pass*

Pass - Satisfactory completion of non-graded Externship.

Fail - Unsatisfactory completion of non-graded Externship.

The students who have failed to meet the Qualitative standards are placed first on Financial Aid Warning; if no improvement over the next payment period, the student will be placed on academic suspension, with a loss of Title IV, HEA fund and they appeal the decision. Please review the appeal and probation requirements state in this policy for guidance on this process. The Director of Financial Aid in coordination with the Office of Academic Affairs monitors qualitative progress.

**Final grade calculation criteria**

Q= 20 %

CA = 10%

MT= 30%

F= 40%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity

MT= Mid Term

F= Final

R= Retest

FG= Final Grade

**Attendance**

Regular attendance is required of all students. Promptness and dependability are qualities important in all occupations. Students should begin to develop these qualities and habits the day the students begin their training.

Attendance is taken daily in class by the instructor and submitted to the Registrar before the end of each class day. Students are expected to attend all scheduled class meetings and to arrive on time.  Attendance records will be maintained by the Registrar and will be part of the student’s permanent academic record.

Students with chronic absences in excess of 20% of the scheduled hours for a course will receive a failing grade for the course. Early departures and tardies will be calculated in quarter hour increments. A student will be withdrawn from any course or program if he/she does not attend within a 14 consecutive calendar day period (excluding school holidays or breaks, no longer than 5 consecutive days).  All students must complete a 100% of all externship or clinical hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence. Students enrolled in clock hour programs will be required to attend make up classes for any missed hours scheduled by the instructor if the students has missed more than **10%** of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of **85 %** of the scheduled program hours in order to graduate.

Attendance is reviewed by the instructors, program directors and the Director of Education on a weekly basis with a focus on those who have been absent for **10%** of the scheduled course hours. Students will be notified by phone, text or e-mail if their attendance is danger of violating attendance requirements.

Students may appeal the school’s actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example illness, military duty, death of a family member, court appearances or jury duty. The student should first discuss the issue with his or her instructor. Appeals must be received within **seven (7)** calendar days of the student being notified of the decision that he or she wishes to appeal.

Students are expected to inform faculty in advance of any pending dates where a student may be absent and should make every effort to attend the alternate class in the morning or evening. Students are only allowed to miss up to 15% of their entire program hours, anything in excess of the 15% needs to be made up and could impact the student final course grade. It is the responsibility of the student to make up work or time missed.

**MAKE –UP HOURS/TIME**

Students enrolled in clock hour programs will be required to attend make up classes for any missed clock hours scheduled if the students has missed more than 15% of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of 85 % of the scheduled program hours in order to graduate. Make-up hours for class must be made up during alternative schedules, including daytime, evening or a Friday schedule. Special circumstances will be managed by the Program Director with approval from Campus Vice President.

If absence at any time during the program exceeds **more than 10%,** the student will be placed on a mandatory prescribed school schedule which may include attending Friday scheduled sessions.

**MAKE-UP CLASS WORK**

Arrangements to make-up assignments, project, test, and homework missed as a result of absence must be made with the approval of the instructor. Make-up work must be completed within ten (10) calendar days after the end of the module.

**DRESS CODE**

1. While on campus and in lectures, students must wear uniform and footwear appropriate for the college learning environment. The student should demonstrate appropriate hygiene to avoid offensive odor.
2. In the student laboratory, appropriate clothing must be worn at all designated times as per the specific course syllabus. Close-toed shoes must be worn in the lab at all times.
3. During clinical rotation, the student must adhere to the dress code of the facility to which he/she is assigned. In addition to the facility’s dress code, or if the dress code is optional, the following rules apply:
   1. Students must comply with number 2 above. If the facility requires the student to wear a scrub uniform, it must be school’s uniform. The student is responsible for purchasing the correct scrub uniform. The student must wear their Student ID batch at all times.
   2. Students must not wear clothing made of denim material of any color. (No jeans or JEAN skirts, etc.)
   3. Students must not wear under t-shirts, unless they are of one color with no words, letters, slogans, graphics, etc., of any kind
   4. Students must wear closed-toe shoes (no sandals or canvas shoes) with socks or hosiery.
   5. While attending practicum rotations, student’s hair must be clean, neat and of a normal hair color. Male students must either shave regularly, or if they choose to wear a mustache and/or beard, they must keep them clean and well groomed.
   6. Before attending practicum rotation, students must bathe regularly to avoid offensive odor. In addition, students must refrain from use of cologne/perfume/aftershave lotion, or makeup.
   7. Keep fingernails clean and at a reasonable length.
   8. Students not conforming to the dress code of the facility or the program may be sent home from the practicum site at the preceptor’s or course instructor’s discretion and attendance won’t be granted.

**Cell Phones and Pagers**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family friends be informed of this rule. Phones will not be in used inclass.