

**Rowan College at Burlington County**  
**Health Information Management**  
**Division of Health Science**  
**[2020 Summer Semester]**

Course Title: Mastering an Electronic Health Record (EHR)

Credits: 3 cr

Prerequisites: Permission from the program

Class Day/Time: Distance Learning

Instructors: Mike Papale, Alison Raposa

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### **SECTION 1: COURSE INFORMATION**

**Course Description:** This program includes both distance learning and hands on exercises to provide an introduction into healthcare informatics focusing on responsibilities associated with careers in this profession. The course will demonstrate clinical workflow using Medical Information Technology, Inc. (MEDITECH) Electronic Health Record (EHR) software and will provide students with an understanding of the impact of EHRs on a healthcare setting. This course requires two mandatory LIVE online sessions for hands-on practice and discussion.

#### **Required and Other Materials:**

Students will be supplied with the necessary text and reading materials. No book needs to be purchased. During the remote hands on sessions, students will be connected to the training EHR system. Other class assignments will be available via the web. Internet access will be necessary for completion of assignments.

Websites accessed in the course:

HISTalk <https://histalk2.com/>

Centers for Medicare & Medicaid Services <https://www.cms.gov/>

#### **Computer Requirements:**

This is an online course. It is expected that you will have reliable, consistent access to the Internet and a working computer. In the event that there is a disruption in internet service or your computer fails to function properly, it is your responsibility to make alternative arrangements to complete assignments on-time. These arrangements may include using campus or community libraries, or borrowing the computer of a friend or family member. [How to Find Free Wi-Fi Hotspots](#)

Students should have a working knowledge of computers and the internet.

#### **Course Learning Outcomes:**

Upon successful completion of the Mastering an Electronic Health Record course, the student will have demonstrated the ability to:

- Explain hospital workflows with a focus on the clinical aspects of patient care management.

- Demonstrate, in MEDITECH’s Electronic Health Record (EHR) software, how a physician and nurse would place orders on a patient, document vital signs, document a progress note, and administer medications for a patient.
- Incorporation of related healthcare industry topics that supplement or affect workflow and software functionality covered during e-learning modules.
- Successfully troubleshoot, research and document resolution to mock EHR software issues/questions. Demonstrate strong interpersonal skills and written, verbal and analytical skills through the management of these mock tasks.
- Analyze the impact of an industry topic (e.g., American Reinvestment and Recovery
- Act/Promoting Interoperability, Population Health, Patient Portal, etc.) on hospital workflow and compose a presentation to explain the findings.
- Demonstrate understanding of healthcare informatics terminology when accomplishing issue management related assignments.

**General Education Outcomes:**

Written and Oral Communication: Communication	<ul style="list-style-type: none"> <li>* Students will logically and persuasively support their points of view or findings.</li> <li>* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.</li> <li>* Students will conduct investigative research which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation.</li> </ul>
Scientific Knowledge and Reasoning: Science	<ul style="list-style-type: none"> <li>* Students will demonstrate critical thinking skills in the analysis of scientific data</li> </ul>
Technological Competency or Information Literacy: Technology	<ul style="list-style-type: none"> <li>* Students will demonstrate competency in office productivity tools appropriate to continuing their education.</li> <li>* Students will use critical thinking skills for computer-based access, analysis, and presentation of information.</li> <li>* Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.</li> </ul>

**Core Course Content:**

- A review of clinical workflow in the EHR as it relates to physicians, nurses, and pharmacists
- Education on troubleshooting and research techniques of EHR software
- Discussion of the tools and strategies necessary to provide a superior customer service experience
- Overview of industry topics and related terminology

**Section 2: Course Information**

**Course and Classroom Policies:**

Online students need to be motivated and disciplined in order to complete classes online. You should understand that these courses take just as much time, if not more, than traditional classes. The bulk of the responsibility falls on the student. It is recommended that you set aside several hours each week for class work, just as you would need to do if you were attending classes on campus. It is also recommended that you communicate with your classmates and form study groups to tackle the information you will be given. The instructor will be available throughout the semester via email. The

instructor can guide your learning, but cannot make you read the assignments or study the material.  
TIME MANAGEMENT IS KEY!

**Communication Statement:** Email is the primary form of communication for this course. Students are **REQUIRED** to check their RCBC and Blackboard email accounts at least once every 48 hours.

Distance learning allows the student to have access to the course 24/7. Instructors are required to check in with the course at least once in a 48 period.

**Teaching Strategies:** The instructors will use a variety of teaching strategies to engage the participants in this course: lectures, hands-on exercises with EHR software, as well as independent assignments. Instructors are MEDITECH employees and/or affiliated with MEDITECH hospitals, with demonstrated leadership and expertise in their product areas and in training/education.

**Attendance:** Students should treat attendance for the hands-on class with the same importance as showing up on time for work. Attendance at each distance learning webinar is mandatory. Each presentation builds on the previous one. Students are expected to log in on time and to remain until the end of the session. Two 10-minute breaks will be provided during each class session.

If a tardy is unavoidable or if it is necessary to leave early, it is expected that the student will communicate this to the instructor as soon as possible and that these are exceptions and not the rule.

**Webinar/Hands-on Behavior:** Students are expected to be respectful and courteous of the instructor and fellow students. Language should be professional at all times.

**Netiquette Guide:** During the course of this class, students will be communicating with the instructor or other members of the class electronically. The rules of netiquette should guide this communication at all times. Netiquette violations will result in students being dismissed from this course.

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesies online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. <http://www.learnthenet.com/learn-about/netiquette/index.php>. Consider netiquette when communicating with your course instructors and fellow members of the class.

**Grading:** Grading is generally determined by the instructor teaching the course. HIM courses do have certain criteria for each course regarding grading; spelling, grammar and punctuation (including typographical errors) are to be calculated into the grading of assignments, discussion posts, quizzes and tests.

It is the policy of the HIM department that we DO NOT ROUND UP. If you have a 79.5 It is a "C+" not a "B".

Students have access to Blackboard courses for 48 hours after the last day of the semester. Please see the college calendar for specific dates. After access to Blackboard is denied, and AT LEAST 48 hours after the last day of the semester students can go the WebAdvisor to review their final grades

Grade Range	Letter Grade	* In order to be eligible for graduation, a passing grade of "C+" or better is required in this course. HIT students with a final grade of C, D, F or ST may repeat this course one (1) time only, and may not progress to higher level program
90-100%	A	

87-89.999%	B+	courses until a passing grade of "C+" or better has been achieved. Failure to achieve a passing grade [second time the course is taken] will result in dismissal from the program. See HIT Student Handbook.
80 - 86.999%	B	
77 - 79.999%	C+	
70 - 76.999%	C	
60 - 69.999%	D	
</= 59.999%	F	

### Assessment Methods:

Assignments are a major part of the coursework and should receive appropriate attention. It is expected that all assignments will be completed by the due date. Quizzes and assessments/exams will not be given out for the purpose of copying. Each assignment is available only for the time specified. Late assignments will be penalized 10 points for each day late, up to 3 days. After 3 days, the assignment will not be accepted and the score will be zero.

**Exams:** During the course there will be two exams covering the topics reviewed in the e-learning lessons and/or reading assignments distributed. Late exams must be requested within 48 hours of the due date or the grade will be a zero. The Final Exam cannot be taken late for any reason. A 20-point penalty will be applied to all late exams.

- **Exam 1:** 40-50 multiple choice questions.
- **Exam 2:** Combination of multiple choice and short to long answer questions.

**Capstone Project:** The Capstone project will be an individual assignment consisting of a five page paper. Each student will identify a clinical workflow scenario that will demonstrate their understanding of the best practice within the EHR software, as well as understanding the impact within the healthcare setting.

Students may select a topic from the suggested list below, or determine one on their own. These topics will need to be approved by the professor(s) by the end of Week 4.

- Surveillance/Toolkits
  - CAUTI
  - Sepsis
  - Depression and Suicide Risk
  - Antimicrobial Stewardship
  - Opioid Stewardship
- Population Health
- Patient Engagement/Patient Portal
- Virtual Visits
- Interoperability
- Medication Management/Provider Drug Monitoring Program
- Imaging Appropriate Use Criteria
- Clinical Decision Support
- Genomics/Pharmacogenomics

Students should look to address the following concepts:

1. How is a certain aspect of healthcare affected positively and negatively by the introduction and use of an electronic health record?
2. How is this aspect improved with utilization and what potential challenges do healthcare organizations, providers, and patients face? (For example, how is patient safety improved while using an EHR but what are the potential challenges an organization could face while implementing?)
3. Highlight any areas of government involvement and how this affects the workflow or intended outcome.

Students will be graded on how well they demonstrate their understanding of the EHR and how well they tie it into real life scenarios and/or challenges while discussing the above themes.

**Independent Assignments:** As noted in the syllabus, there will be associated e-learning activities that will be required to be completed each week and due on Sunday by 11:59 pm.

<b>Exams (2 @ 20% each)</b>	<b>40%</b>
<b>Quizzes (given each week)</b>	<b>20%</b>
<b>Capstone Project</b>	<b>20%</b>
<b>LIVE Hands-On Completion</b>	<b><u>20%</u></b>
	<b>100%</b>

**LIVE Hands-On Sessions:** There will be two LIVE hands-on building sessions that students are required to attend. There will be one make-up LIVE hands-on session if any students are unable to attend either of these dates. If they attend the make-up session, students will receive a 50% grade deduction for that session.

Students will provide their patient(s) and build examples for review and will be given a PASS/FAIL grade. If students do not attend a session, they will be given a FAIL grade for that week.

#### Course Schedule or Calendar

Week	Dates	Topic and Assignments
1		<b>E-Learning:</b> Introduction to Healthcare Information Systems <b>E-Learning:</b> Clinician Workflow  <b>Quiz:</b> 10-20 multiple choice questions on topics covered.
2		<b>E-learning:</b> Patient Walkthrough <b>E-learning: Patient Trackers and Status Boards:</b> Emergency Department Trackers Physician Status Boards, Nursing Status Boards <b>Related Exercise:</b> Research of Capstone project topic. <b>Quiz:</b> 10-20 multiple choice questions on topics covered.
3		<b>E-learning:</b> Medication Reconciliation/Home Medications/Allergy Management <b>E-learning:</b> Patient Portal to Ambulatory Visit <b>Quiz:</b> 10-20 multiple choice questions on topics covered.
4		<b>E-Learning:</b> Medications: Medication Overview, Inpatient Medication Ordering, and Medication Administration <b>Procedures:</b> Order Sets and Series Orders overview

		<p><b>E-Learning:</b> Diagnostic Ordering Imaging Appropriate Use Criteria</p> <p><b>Reading:</b> Adverse Events and Near Misses</p> <p><b>Reading:</b> Order Management Overview</p> <p>Capstone Work</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p> <p><b>CAPSTONE PROJECT TOPIC DUE</b></p>
5		<p>Review of topics covered</p> <p><b>Related exercise:</b> Self Study</p> <p>EXAM: 40-50 multiple choice questions on topics covered thus far.</p> <p>Capstone Work</p>
6		<p><b>E-learning:</b> Provider Documentation: Provider Acute Documentation and Provider ED Documentation</p> <p>Nursing Documentation: Patient Care Documentation/Interventions</p> <p><b>E-learning:</b> Universal Discharge/EPCS and Provider Drug Monitoring Program and Discharge Transfer</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p>
7		<p><b>LIVE Hands-On Session</b></p> <p>Patient Care Documentation: Queries and Assessments</p> <p>Troubleshooting Hands-On Activity: Provide mock issues based on Documentation build. Work as a group and in pairs via Zoom Breakout Rooms</p> <p><b>Article/Reading:</b> Cloud Based Solutions Software as a Service</p>
8		<p><b>E-learning:</b> Business and Clinical Analytics Overview</p> <p>Capstone Work</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p>
9		<p><b>E-learning:</b> Overview of ARRA/Promoting Interoperability (PI)</p> <p><b>E-learning:</b> Clinical Decision Support &amp; CAUTI Toolkit</p> <p><b>Review/Reading:</b> The role of Government in Healthcare Joint Commission/CMS</p> <p>Related Exercise: Discussion topic Pros and Cons of Government Involvement</p> <p>Articles: Federal Involvement in Healthcare Quality, Value and Prevention</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p>
10		<p><b>LIVE Hands-On Session</b></p> <p>Clinical Workflow Overview</p> <p><b>E-learning:</b> Ambulatory Environment Overview/Ambulatory Integration (Chart and Ordering)</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p>
11		<p><b>E-Learning:</b> Revenue Cycle</p> <p><b>Reading:</b> Protecting Patient Data with Cybersecurity and Preventing Malware Attacks</p> <p><b>Article/Reading:</b> Technical overview - servers, hardware, background jobs. Team; Roles and Responsibilities</p> <p><b>Quiz:</b> 10-20 multiple choice questions on topics covered.</p>
12		<p>Capstone Projects Due</p>

		FINAL EXAM: Combination of multiple choice and short to long answer questions based on all materials covered. This will be inclusive of e-learnings and article reading
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### **SECTION 3: COLLEGE INFORMATION**

#### **College Policies:**

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. Important policies and regulations include, but are not limited, to the following:

- College Attendance Policy
- Grading Standards
  - Withdraw (W) and Incomplete Grades (I & X)
  - Withdrawal date for this semester
  - Student Code of Conduct
  - Academic Dishonesty/Plagiarism and Civility
  - For information on the College's policies regarding Code of conduct violations, hearing processes, and sanctions, see <http://rcbc.edu/conduct>
- Use of Communication and Information Technology

#### **Office of Student Support and Disability Services:**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, [disabilityservices@RCBC.edu](mailto:disabilityservices@RCBC.edu), or <http://www.RCBC.edu/studentssupport>.

#### **Educational Technology Statement:**

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

#### **Student Success Services**

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook

- Academic Advisement (<http://www.RCBC.edu/advising>)
- Career Services (<http://www.RCBC.edu/careers>)
- Educational Opportunity Fund (EOF) (<http://www.RCBC.edu/eof>)
- Financial Aid (<http://www.RCBC.edu/financialaid>)
- International Students Office (<http://www.RCBC.edu/international>)
- Library/Integrated Learning Resource Center (ILRC) (<http://www.RCBC.edu/library>)
- Office of Veteran Services (<http://www.RCBC.edu/vets>)

- Student Support Counseling (<http://rcbc.edu/counseling>)
- Tutoring Center (<http://www.RCBC.edu/tutoring> )
- Test Center (<http://www.RCBC.edu/testcenter> )
- Transfer Services (<http://www.RCBC.edu/transfer>)

**Student Assistance:**

**Student Help Desk:**

If you need support regarding RCBC email or WebAdvisor access, contact the Student Help Desk. Due to the large volume of requests, please allow 24 hours for a response.

[www.RCBC.edu/studenthelpdesk](http://www.RCBC.edu/studenthelpdesk)

**Office of Distance Learning**

Technical support for RCBC's Blackboard system may be available from the Office of Distance Education by calling (609) 894-9311 or (856) 222-9311, ext.1790. The Office of Distance Education can also be reached by email to [dlearn@RCBC.edu](mailto:dlearn@RCBC.edu)

Technical Support for Distance Learning: <http://www.RCBC.edu/distance-education/technical-support>

Blackboard Training Videos: <http://www.RCBC.edu/distance/training-videos>