

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
(309) 692-4092 (800) 251-4299

Summer 2014

Course: HI 195 Medical Transcription Externship
Credit: 4 Quarter Hours **Method of Delivery:** Hybrid

Course Description: The student is provided with experience in transcribing a variety of complex medical reports common to acute care facilities including some dictation from physicians of different nationalities. Transcription production accuracy and speed improvement are emphasized. All competencies must be passed with a "C" or better to pass this course.

Prerequisite: Satisfactory completion of core courses.

Text(s) & Manual(s): The Medical Transcription Workbook (3rd ed.).
Author(s): Health Professions Institute (2010).
Publisher: Health Professions Institute, P.O. Box 80 Modesto, CA 95353-0801.
Companion Website: <http://www.hpisum.com>

Materials needed for this course:

Additional Supplies: Access to www.drugs.com and/or drug reference book(s) i.e. Physician Desk Reference.

Hardware/Software and Equipment: SUM Program CD; Interpreting ESL Medical Dictation. Access to computer for companion website/CD.

Topics:

1. Professional Issues.
2. Confidentiality of the Healthcare Record.
3. Dictated Medical Reports.
4. Transcription Practices.
5. Proofreading and Editing.
6. Tracking Productivity.
7. Electronic Resources.
8. Health in the Workplace; avoiding work-related injuries.
9. Style & Usage.
10. Laboratory Data.

Learning Objectives: Upon completion of this course, the student will be able to:

1. Transcribe ESL dictation with minimal errors.
2. Demonstrate the correct methodology of proofreading and editing reports in conjunction with the AHDI guidelines.
3. Identify strategies as outlined by HIPAA as to how to handle the confidential nature of the healthcare documentation afforded to them as Medical Transcriptionists.
4. Track productivity on a weekly basis to determine an accurate line count utilizing the formula in text.

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5. Monitor reports for critical errors such as omissions of words or wrong medications versus soft errors such as omission of a punctuation mark.
6. Describe the electronic medical record and the impact it will have on the Medical Transcription industry.
7. Compare/contrast the working environments available to a Medical Transcriptionist.
8. Illustrate the importance of networking i.e. become involved with the AHDI student forum on line.

Midstate Grading scale:

90 - 100 A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

Midstate Plagiarism Policy:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success:

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take notes, developing good study skills, etc. Contact Chris Peck in Room 502 (in person); (309) 692-4092, extension 5023 (phone); dcpeck@midstate.edu (email).

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Instructor: Aaryn Jennings, BS

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Local (309)692.4092

Toll Free: 800.251.4299

Fax: 309.692.3893

Office Hours: I am typically grading in Joule Wednesday afternoons and from 9:30 to 1:30 on Thursdays.

Participation Requirements: Students are required make a discussion forum post, a journal entry each week, *plus* the weekly summary post. **Attendance is expected, not suggested.** Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

Policies and Procedures: All work is to be completed on time. While a week may seem like a lot of time, you will find your time being filled up very quickly doing all of the required readings, as well as homework assignments. Please make sure that you prioritize your time. There are several helpful hints in the front of your Medical Terminology text to assist you with this. If you are going to be absent for a prolonged period, and unable to participate in the discussion forum please let the instructor know immediately so that we can work together to keep you current with classroom assignments and such. You, the student, will have 1 week to make up the missed work without penalty. The grade will drop 10% for each week that the student delays in completing assigned material.

Methods of evaluating student performance:

1. Homework; transcribed reports/ periodic assessments = 20%
2. Summaries = 20%
3. Discussions = 20%
4. Assignment = 5%
5. Thank You Note = 5%
6. Journal entries = 10%

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7. Final Exam = 20%

Interim Performance Evaluations: The student's progress is evaluated every 40 hours by both the healthcare facility and college faculty throughout the professional practice experience to determine that satisfactory progress is being made (see attached Interim Professional Practice Experience Performance Evaluation). The results of these are shared with the student in a timely manner to offer encouragement, information, coaching, retraining and progress reports. Unprofessional behavior that is not corrected will require the professional practice experience to be repeated. **Evaluations MUST be completed in order to assign grades for this course. If they are not completed, it will result in a failing grade and will impact your ability to graduate.**

DISCUSSION QUESTION GRADING GUIDELINES	
Initial posting <ul style="list-style-type: none"> • Answers the minimal requirements of the question without supporting evidence = 1 point • Minimal posting with supporting evidence = 2 points • Complete posting with supporting evidence = 3 points 	30 points
Correct spelling in postings for the week	20 points
Correct grammar in postings for the week	20 points
Total points per weekly discussion	100 points

WEEKLY SUMMARY GRADING GUIDELINES	
<ul style="list-style-type: none"> • Three complete paragraphs with supporting evidence = 4 points • Two paragraphs with supporting evidence = 3 points • One paragraph with supporting evidence = 2 points • Answers the minimal requirements of the question without supporting evidence = 1 point • No posting = no points 	40 points
Correct spelling in postings for the week <ul style="list-style-type: none"> • No spelling errors = 3 points • 1 misspelled word = 2 points • 2-3 misspelled words = 1 point • More than 3 misspelled words = 0 points 	30 points

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Correct grammar in postings for the week <ul style="list-style-type: none"> • No grammar/mechanical errors = 3 points • 1 grammar/mechanical error = 2 points • 2-3 grammar/mechanical errors = 1 point • More than 3 misspelled words = 0 points 	30 points
Total points per weekly discussion	100 points

Instructor’s Grading Scale:

90-100	A	Met/exceeded the entry level standard in 90-100% of marked performance areas on the final evaluation
80-89	B	Met/exceeded the entry level standard in 80-89% of marked performance areas on the final evaluation
70-79	C*	Met/exceeded the entry level standard in 70-79% of marked performance areas on the final evaluation
60-69	D	Repeat professional practice experience
0-59	F	Repeat professional practice experience

*Any student achieving evaluations below 70% may not be demonstrating professional behavior and adequate skills and may be required to repeat the professional practice experience at the discretion of the Dean of the College and/or the Health Information Technology Department Director. Marks in the “below entry level standard” on the Final Evaluation will require the professional practice experience to be repeated.

EXPECTATIONS:

- You will be expected to **call in absence/complete form** to both the PPE supervisor and the department director. Do not call in except in extreme emergencies. Plan ahead to deal with sick kids, broken cars and job demands. This is to be your top priority.
- You must **keep track of your 160 hours** and see that the signed evaluations are sent to the department director. Your grade is dependent upon these evaluations.
- **Evaluations MUST be completed in order to assign grades for this course. If they are not completed, it will result in a failing grade and will impact your ability to graduate.**
- You must complete a site evaluation before graduation.
- **DO NOT EXPECT THE PPE TO RESULT IN A JOB OFFER. THIS IS NOT A TRIAL RUN FOR EMPLOYMENT.**

ATTENDANCE: All missed hours will be made up so that a minimum of 160 hours of attendance is achieved for the PPE. Excessive absence is considered unprofessional behavior. The student may be required to repeat the professional practice experience because of excessive absences. If the PPE host site is unable to provide experience in

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all areas to be assessed or if approved by the program director, the student may make arrangements to complete application and analysis projects as a substitution for any or all areas to be assessed.

PROFESSIONAL PRACTICE EXPERIENCE JOURNAL

A journal entry should be made for each day, each site visited. The structure of the journal may be in any format that the student chooses to use. List the date, amount of time spent and a description of the activities performed. Each entry should include the following:

- The student's name and name of the site
- The date with starting and ending time spent on each activity
- Title of the activity performed and/or observed
- Name, credential, and title of the employee the student worked with on the activity
- Ability of the employee to explain the procedure and answer questions
- Problems encountered by the student, if any.
- Each day, answer the question: "What did I learn today?" If your first answer is nothing, keep asking until you come up with what you learned. Every experience is a learning experience.

If the student has already completed the on-site requirement for the PPE, a weekly journal should still be completed. The weekly journals following completion of on-site requirements should address learning experiences related to research on discussion topics, information about what the student is doing to prepare for certification testing, or anything else that may be pertinent that the student has learned or experienced during the week as it may be related to the career field.

THANK YOU LETTERS

A thank you letter should be written and mailed to each Professional Practice Experience supervisor, one per site, shortly after the conclusion of the activity. A copy of the letter should be submitted to the drop box for grading.

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PROFESSIONAL PRACTICE EXPERIENCE ASSIGNMENT

Instructions: As you complete your professional practice experience, you will either observe or have experience in many areas. Briefly answer each question. **Boldface** each question to facilitate evaluation by the instructor. Answer based on your experience while you are there. The purpose of this activity is to re-enforce what you see/do. Not all questions will be applicable due to the differences in structure of departments. If a question is not applicable to the facility where you are, simply state "not applicable".

1. What is the background,/training/credentials of the transcriptionists?
2. How many transcriptionists are there?
3. What are the roles of the lead transcriptionist, manager, and department director?
4. How many people in the department are credentialed?
5. What hours do the transcriptionists work?
6. What is the relationship of the transcription department with the billing and coding departments?
7. What software and books do the transcriptionists use to find patient information and drug/terminology spelling?
8. What effect do turnaround times have on report priority?

Week-By-Week

Week One

Topics: AHDI Style & Usage

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Identify the appropriate style and usage with regards to grammar, punctuation and style according to the AHDI Book of Style.

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2. Compare/contrast ESL versus English as a primary language speaking dictators and their command of the language.
3. Compare/contrast verbatim transcription versus light or gentle editing according to the AHDI.
4. Demonstrate appropriate usage of editing and proofreading skills in healthcare documentation.

Assignments

1. Go to MTworld.com and take free typing test. Choose the medical example and document what your typing speed is. We need this number as a reference as to how hard we need to work on speed to meet graduation requirement of 55 wpm.
2. Take week 1 assessment.
3. Read The Medical Transcription Workbook (3rd edition); read pages 22-24, 41, 226.
4. **No transcription homework this week.** This will start next week.
5. Participate in discussion forum. Topic: Discuss issues defined in your weekly readings regarding professionalism and health in the workplace. Describe an ergonomic friendly work environment for the MT.
6. Participate in weekly summary.
7. Keep weekly journal with goals for the week and any achievements (big or small) that have been made. (Define the what, assess how you will achieve it, goals, evaluation of those goals as you progress from week to week and reflect on your methodology to attain those goals).
8. **Meet on campus.**

Week Two

Topics: Transcribing ESL Dictation.

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Differentiate between ESL dictation and traditional dictation.
2. Identify the different dialects and the emphasis put on syllables given the nationality of the dictator.
3. Edit and proofread reports returned to student by the instructor as a learning tool.
4. Utilize reference materials such as Transcription Workbook to assist with adaptation to various ESL dialects.

Assignments:

1. Audio Lecture Week 2 "Transcribing ESL dictation".

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2. Read Medical Transcription Workbook 3rd edition pages 220-225 “Transcribing for the ESL dictator and Risk Management”
3. Transcribe Cardiology reports 1 through 3. Don't panic. You will have the opportunity to redeem your score by editing these reports. Just remember this is your first time transcribing ESL physicians. It does get easier with practice. Submit to homework drop box week 2.
4. Participate in the Discussion Forum with your fellow HI peers. Identify your preconceived notions of listening to an ESL physician. What do you think will be your great challenge? After you have read assigned readings and listened to ESL dictation, did your perceptions change?
5. Weekly summary posting. What was transcribing ESL physicians like? What advice would you give to your HI150 and HI170 peers as they follow in your footsteps?
6. Continue with weekly journal. I am sure you will have lots to share with your peers about transcribing ESL dictation.
7. **Meet on campus.**

Week Three

Topics: Transcribing Operative Reports.

Objectives

Upon completion of this week's assignments, the student will be able to:

1. Compare/contrast transcribing an operative report versus other documents such as an H&P, consultation, office note.
2. Format operative reports according to the AHDI Book of Style.
3. Practice transcribing operative reports by both traditional and ESL dictators.
4. Utilize the Surgical Word Book as a reference tool to locate surgical tools and names of procedures.
5. Review pharmacological agents i.e. anesthetics and sedatives utilized during the surgical procedure as discussed in HI205.

Assignments:

1. Review Chapter 1 AHDI Book of Style p. 7 (1.1.7) formatting of Operative Report.
2. Complete Chapter 1 AHDI Book of Style Workbook p 1-5 (do not submit to drop box).
3. Read HPI Transcription Workbook pp 173-191. Compare worksheets throughout reading and compare answers with your CD in the back of your text.
4. Transcribe three operative reports of your choice. One should be chosen from the ESL disk and the other two can come from either ESL or the blue surgery disk. **Please let me know which disk each report comes from and the specialty/number of each.**

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5. Participate in discussion forum and summary.
6. Complete weekly journal.
7. **Meet on campus.**

Week Four

Topics: Editing: The Art of Mind Reading.

Objectives:

1. Differentiate between light or gentle editing versus verbatim transcription.
2. Create an error free document utilizing proofreading and editing skills discussed in audio lecture.
3. Illustrate risk management issues with regards to the appropriate way to edit a report or flag a report if a blank is necessary.

Assignments:

1. Read HPI Transcription Workbook pp 226-230.
2. Read Chapter 2 Editing The Record in the AHDI Book of Style **Workbook**, 3rd edition on pp 9-12.
3. Complete worksheet on p. 230-231 from the Medical Transcription Workbook and compare your answers with the disk.
4. Transcribe the following reports from the ESL SUM Program CD: 23, 24 and 25 (Pediatrics)
5. Participate in discussion forum: What would you do if you were unable to understand the dosage of a medication. Would you flag the report or would you transcribe verbatim. Sometimes ESL physicians say "4" and it sounds like "40" or "floor". We know it's not "floor" but how do you learn to discern what the dosage would be?
6. Complete weekly summary. Define the role of an editor, especially related to ESL dictation. Would you like to be an editor? What do you think would be good qualities to have as an editor?
7. Complete weekly journal.
8. **Meet on campus.**

Week Five

Topics: Anesthetics

Objectives:

1. List/review the pharmacological actions and indications for the following anesthetic medications.
2. Identify mechanism of action for each medication with regard to anatomy and physiology of the surgical patient postoperatively.

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3. Utilize HPI Transcription Workbook section #8 for review of pharmacology and review Anesthesia and Anesthesia drugs in the Medical Transcription workbook on p. 175.

Assignments:

1. Review in Transcription Workbook p. 175.
2. Complete review questions from pg 175 and 176 in Transcription workbook and compare your answers with CD in back of book.
3. Transcribe the following SUM Program CD reports: #17 and 20.
4. Participate in discussion forum. Differentiate between general, regional, local, epidural, spinal anesthetics. Dust off those cobwebs from Pharmacology☺
5. Summary: Discuss any experiences you or someone you know may have had (successful or untoward) when receiving anesthesia.
6. Complete weekly journal.
7. **Meet on campus.**

Week Six: Midterm week

Topics: Transcribing Gastroenterology Reports

Objectives:

1. Review anatomy and physiology of gastroenterology system.
2. Review laboratory values associated with the gastroenterology system.
3. Review pharmacology agents used in the treatment of GE anomalies.
4. Utilize reference materials to determine appropriate terms used for diagnostic testing.
5. Illustrate editing and proofreading skills as evidenced by error free reports.

Assignments:

1. Read in the Medical Transcription Workbook pp77-85. Complete exercises, but do not submit to homework box. Compare your answer to CD in back of your text.
2. Transcribe the following ESL SUM Program CD reports: 6, 7, 8 and 9 (Gastrointestinal reports).
3. Participate in discussion forum; Go to your Dirckx text, Chapter, p. 45. Discuss the types of quality and quantity associated with abdominal pain. Does abdominal pain typically radiate somewhere else in the body? How is it described (sharp, dull, stabbing). What are the quadrants of the abdomen; how might those be dictated?
4. Weekly summary. The importance of remaining current in the field of medical transcription.
5. **Meet on campus.**

Week Seven

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Topics: Health in the Workplace

Objectives:

1. List how to deter work-related injuries as a Medical Transcriptionist.
2. Identify work-related hazards in the MT industry.
3. Differentiate between the importance of reliability of the employee and its impact on the entire workforce.
4. List risk management issues surrounding an unsafe work environment.

Assignments:

1. Read in HPI Transcription Workbook pp 245-250.
2. Complete exercises on pg 247 of MT workbook. Do not submit.
3. Transcribe random SUM program CD reports for a two-hour timeframe. Use either the blue CD or ESL. Submit work to drop box and please specify which disk was used, specialty and number so I can follow along.
4. Participate in discussion forum. Discuss how many reports you finished after two hours and what it was like to transcribe for an extended period of time. What do you think a regular shift as a transcriptionist will be like?
5. Weekly summary.
6. Complete weekly journal.
7. **Meet on campus.**

Week Eight

Topics: Electronic Resources

Objectives:

1. Differentiate between professional and personal use of E-mail in the work environment.
2. Identify e-mail security and encryption basics when transferring a healthcare document.
3. Define the HITECH Act and what impact it may have on the MT industry.

Assignments:

1. Read in HPI Transcription Workbook pp 234-244.
2. Review the HITECH Act online. Some websites to get you started: <http://www.athenahealth.com/hitech.php>, which provides a little video. It's geared toward doctors but I still found it informative. I also like www.hipaa4mt.com.
3. Discuss HITECH Act in discussion forum. Specifically, how does this act impact the MT profession? At least two paragraphs.
4. Weekly journal.
5. Weekly summary.

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6. Transcribe the following reports: 12 , 13, 14 and 15 from ESL CD (Neurology).
7. **Meet on campus.**

Week Nine

Topics: Transcribing Pulmonary Medicine Reports

Objectives:

1. List the pharmacological actions and indications for the following drug classifications (bronchodilators, inhalant therapy, nebulizers, decongestants, antihistamines, corticosteroids, antibiotics, antitussive and expectorants).
2. Spell and pronounce generic and trade names for commonly used pulmonary and ENT disease processes.
3. Review the anatomy and physiology of the pulmonary system in HPI Transcription Workbook.

Assignments:

1. Read HPI Transcription Workbook pp 91-93, 96, 99, 101 and 184. Complete exercise and check your answers using CD in back of book.
2. Transcribe the following ESL SUM Program reports: 27, 28 and 29 (Pulmonary Discharge Summary).
3. Participate in discussion forum.
4. Weekly summary.
5. Complete weekly journal.
6. **Meet on campus.**

Week Ten

Topics: Transcribing Radiology Reports.

Objectives:

1. Identify the necessary references when transcribing radiology reports.
2. Differentiate between the idiosyncrasies of transcribing radiology reports versus more traditional reports.
3. Utilize editing and proofreading skills with speech recognition documents created in Radiology Department.

Assignments:

1. Read HPI Transcription Workbook pp 56, 61, 64, 66. Complete exercises and check your answers using CD in back of book.
2. Transcribe the following SUM Program reports: 30, 31, 32, and 33.
3. Participate in discussion forum. What are your thoughts on SRT and your role as an editor?

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4. Weekly summary.
5. Complete weekly journal.
6. **Meet on campus.**

Week Eleven

Topics: Transcribing Urology Reports

Objectives:

1. Review the anatomy and physiology of the urology system.
2. Identify common laboratory tests utilized on the urology system.
3. Recognize common drug classifications utilized with urology system diagnoses.

Assignments:

1. Read HPI Transcription workbook pp 125, 127, 129, 131-2, and 178. Complete exercises and compare your answers with CD in back of book.
2. Transcribe the following ESL SUM Program CD reports: 35, 36 and 37.
3. Participate in discussion forum. Discuss your feelings regarding your future in the industry.
4. Submit journal entry.
5. Weekly summary.
6. Submit PPE assignment.
7. Study for Final Exam.
8. **Meet on campus.**

Week Twelve FINAL EXAM (Cumulative, on line)