

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
 (Attach copy of syllabus)

**SUBMITTED BY:**

Department	Allied Health	College/School	UAF Community and Technical College
Prepared by	Cathy Winfree	Phone	907-455-2876
Email Contact	<a href="mailto:cmwinfree@alaska.edu">cmwinfree@alaska.edu</a>	Faculty Contact	Cathy Winfree

1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept MA Course # F144 No. of Credits 6

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE: Administrative Procedures for the Medical Assistant

4. To be CROSS LISTED? YES/NO No If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO No If yes, Dept: Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: Every Fall and Spring  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) Fall 2017

8. COURSE FORMAT:  
 NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.  
 COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT  
(specify)

Mode of delivery  
(specify lecture,  
field trips, labs,  
etc)

9. CONTACT HOURS PER WEEK:  LECTURE  LAB  PRACTICUM  
hours/weeks hours /week hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, 0 Fisheries Management  
3 Credits Offered Spring  
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

MA F144 Administrative Procedures for the Medical Assistant  
6 Credits

This is an in-depth examination of the administrative medical assistant office duties to include: reception, telephone procedures, public relations, professionalism, medical practice and financial management in the health care setting, written communications, paper and EHR, HIPAA, and billing and coding procedures. This course emphasizes the importance of accuracy and attention to detail, not only documentation but in all areas of medical assisting practice.

Prerequisites: MA F100, MA F114, HLTH F116, English F111X, test scores to place into English F111X or permission of the instructor.

Lecture + Lab = Other: 3 + 3 + 0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:  NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,  Format 6 W = Writing Intensive,  Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES  
 CREDITS

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:  PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** English F111X, MA F100, MA F114, HLTH F116 or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

No.

16. **PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?   
Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Fall 2016 and Spring 2017

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No impact.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

MA designator and combining the past Administrative classes will not affect other Allied Health students. The change clarifies which Administrative Procedures course Allied Health students are required to take for Medical Assisting degree.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

MA F144 is focused on Administrative Procedures for the Medical Assistant with heavy focus on documentation and mastery of required competencies for their discipline. It will prepare them for the workforce but also for the National Certification Examination for Medical Assistants. Medical Assisting students will be able to focus on the Administrative aspect of the job without a break in the teaching process.

**APPROVALS: Add additional signature lines as needed.**

<i>Patricia Williams</i>	Date	10/6/16
Signature, Chair, Program/Department of:	Allied Health	

<i>Quida Cude</i>	Date	10/7/16
Signature, Chair, College/School Curriculum Council for:	Rural Community Development	

<i>Michelle Staller</i>	Date	10/11/16
Signature, Dean, College/School of:	OTC	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</b>		
	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

- Course textbook title,  author,  edition/publisher.
- Supplementary readings (indicate whether  required or  recommended) and
- any supplies required.

**4. Course description:**

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":  
[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



Department of Allied Health  
Course Syllabus  
**MA144 Administrative Procedures for the Medical Assistant**  
**6 Credits Fall 2017**

**Faculty:** Millie Castro, MA, PBT I  
**Email:** [mcastro11@alaska.edu](mailto:mcastro11@alaska.edu)  
**Phone:** 907-455-2575  
**Office:** 604 Barnette St. Room 403

**Instructor:** Tami Leroux, CMA (AAMA)  
**Email:** [tmleroux@alaska.edu](mailto:tmleroux@alaska.edu)  
**Phone:** 907-322-1130 cell  
907-490-2684 home – use this # evenings and weekends.

**Program Assistant:** Monica Bettis, CMA (AAMA)  
**Email:** [mebettis@alaska.edu](mailto:mebettis@alaska.edu)  
**Phone:** 907-378-8424 cell

**Class Location:** UAF Community and Technical College  
604 Barnette Street, Room 411

**Class Dates:** 8/24/17 through 12/14/17  
**Class Hours:** Tuesday & Thursday 5:30pm – 9:00pm

**Office Hours:** By appointment

**Course Description:** This is an in-depth examination of the administrative medical assistant office duties to include: reception, telephone procedures, public relations, professionalism, medical practice and financial management in the health care setting, written communications, paper and EHR, HIPAA, and billing and coding procedures. This course emphasizes the importance of accuracy and attention to detail, not only in documentation, but in all areas of medical assisting practice.

**Course Methodology:** Course instruction may include lecture, audio visual presentations, class work, quizzes, homework, small group activities, games, tests, demonstration, hands on computer skills with electronic medical records charting, and practice and instructor sign off on procedures in classroom.

### **Course Goals:**

All students must complete and pass must pass 100% of the competencies outlined below in the course schedule with an 85% or above in order to pass this course. Students will document the Administrative competencies on the Procedure forms found in the Student Workbook. Procedures will be observed, assessed and verified by an instructor and kept in the individual student file.

**Text:** Booth, Whicker and Wyman (2017) Medical Assisting, Administrative and Clinical Procedures with Anatomy and Physiology (6th ed).

### **Learning Objectives and Administrative Competencies required by Medical Assistant Education Review Board:**

(Letters/numbers in parenthesis are Accreditation identifiers for the competencies)

### **Students will be able to:**

#### **Chapter One: Introduction to Medical Assisting**

- Recognize the duties and responsibilities of a medical assistant.
- Distinguish various organizations related to the medical assisting profession.
- Explain the need for and importance of the medical assistant credentials.
- Identify the training needed to become a professional medical assistant.
- Discuss professional development as it relates to medical assisting education.
- Define patient navigator (V.C.12)
- Describe the role of the medical assistant as a patient navigator (V.C.13)
- Differentiate between the scope of practice and standards of care for medical assistance (X.C.1)
- Discuss licensure and certification as it applies to healthcare providers (X.C.5)
- Locate a state's legal scope of practice for medical assistants (X.P.1)

#### **Chapter Two: Healthcare and the Healthcare Team**

- Discuss healthcare and healthcare trends and their relationship to medical assistant practice.
- Identify medical specialties and specialists certified by the American Board of Medical Specialties (ABMS).
- Recognize the duties of various allied health professionals with whom medical assistants may work.
- Compare specialty careers that a medical assistant may choose for advancement.
- Differentiate professional associations that relate to healthcare and their relationship to the medical assisting profession.
- Use medical terminology correctly and pronounced accurately to communicate information to providers and patients (V.P.3)
- Compare and contrast provider and medical assistant roles on terms of standard of care (X.C.2)

#### **Chapter Three: Professionalism and Success**

- Recognize the importance of professionalism in the medical assisting practice.
- Explain the professional behaviors that should be exhibited by medical assistants
- Model strategies for success in medical assisting education and practice.
- Demonstrate: (V.A.1)
  - empathy

- active listening
- nonverbal communication
- Demonstrate the principles of self-boundaries (V.A.2)
- Demonstrate respect for individual diversity including: (V.A.3)
  - gender
  - race
  - religion
  - age
  - economic status
  - appearance
- Demonstrate appropriate responses to ethical issues (XI.P.2)
- Recognize the impact personal ethics and morals have on the delivery of healthcare

#### **Chapter Four: Interpersonal Communication**

- Identify elements and types of communication.
- Relate communication to human behavior and needs
- Categorize positive and negative communication.
- Model ways to improve listening, interpersonal skills, and assertiveness skills.
- Carry out the therapeutic communication skills.
- Use effective communication strategies with patients in special circumstances.
- Carry out positive communication with coworkers and management.
- Identify styles and types of verbal communication (V.C.1)
- Identify types of nonverbal communication (V.C.2)
- Recognize communication barriers (V.C.3)
- Identify techniques for overcoming communication barriers (V.C.4)
- Recognize the elements of oral communication using a sender-receiver process (V.C.5)
- Relate the following behaviors to professional communication: (V.C.14)
  - assertive
  - aggressive
  - passive
- Use feedback techniques to obtain patient information including: (V.P.1)
  - reflection
  - restatement
  - clarification
- Respond to nonverbal communication (V.P.2)
- Coach patients appropriately considering: (V.P.5)
  - cultural diversity
  - developmental life stages
  - communication barriers
- Demonstrate: (V.A.1)
  - empathy
  - active listening
  - nonverbal communication
- Demonstrate respect for individual diversity including: (V.A.3)
  - gender
  - race
  - religion
  - age
  - economic status
  - appearance



## **Chapter Five: Legal and Ethical Issues**

- Differentiate between law and ethics.
- Identify the responsibilities of the patient and physician in a physician-patient contract, including the components for informed consent that must be understood by the patient.
- Describe the four Ds of negligence required to prove malpractice and explain the four Cs of malpractice prevention
- Relate the term *credentialing* and explain the importance of the FDA and DEA to administrative procedures performed by medical assistants.
- Summarize the purpose of the following federal healthcare regulations: HCQIA, False Claims Act, OSHA, and HIPPA.
- Identify the six principles for preventing improper release of information from the medical office.
- Discuss the importance of ethics in the medical office.
- Explain the differences among the practice management models.
- Differentiate between fraud and abuse (VIII.C.5)
- Differentiate between scope of practice and standards of care for medical assistants (X.C.1)
- Summarize the Patient Bill of Rights (X.C.4)
- Compare criminal and civil law as they apply to the practicing medical assistant (X.C.6)
- Define: (X.C.7)
  - negligence
  - malpractice
  - statute of limitations
  - Good Samaritan Act(s)
  - Uniform Anatomical Gift Act
  - living will/advanced directives
  - medical durable power of attorney
  - Patient Self Determination Act (PSDA)
- Identify: (X.C.10)
  - Genetic Information Nondiscrimination Act of 2008 (GINA)
- Describe the process in compliance reporting: (X.C.11)
  - conflicts of interest
- Define the following medical legal terms: (X.C.13)
  - informed consent
  - implied consent
  - expressed consent
  - patient incompetence
  - emancipated minor
  - mature minor
  - subpoena duces tecum
  - respondeat superior
  - re ipsa loquitor
  - locum tenens
  - defendant-plaintiff
  - deposition
  - arbitration-mediation
- Define: (XI.C.1)
  - ethics
  - morals
- Differentiate between personal and professional ethics (XI.C.2)
- Develop a plan for separation of personal and professional ethics (XI.P.1)

- Recognize the impact personal ethics and morals on the delivery of healthcare (XI.A.1)

### **Chapter Seven: Safety and Patient Reception**

- Describe the components of a medical office safety plan.
- Summarize OSHA's Hazard Communication Standard.
- Describe basic safety precautions you should take to reduce electrical hazards.
- Illustrate the necessary steps in a comprehensive fire safety plan.
- Summarize proper methods for handling and storing chemicals used in a medical office
- Explain the principles of good ergonomic practice and physical safety in the medical office.
- Articulate the cause of most injuries to medical office workers and the four body areas where they occur.
- List the design items to be considered when setting up an office reception area.
- Summarize the housekeeping tasks required to keep the reception area neat and clean.
- Relate how the Americans with Disabilities and Older American Acts have helped to make physical access to the medical office easier for all patients.
- Describe the functions of the front office staff, including patient registration and accepting payments from patients.
- Implement policies and procedures for opening and closing the office.
- Summarize the Patient Bill of Rights (X.C.4)
- Identify: (XII.C.1)
  - safety signs
  - symbols
  - labels
- Identify safety techniques that can be used in responding to accidental exposure to: (XII.C.2)
  - blood
  - other body fluids
  - needle sticks
  - chemicals
- Discuss fire safety issues in an ambulatory healthcare environment (XII.C.3)
- Describe fundamental principles for evacuation of a healthcare setting (XII.C.4)
- Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting (XII.C.5)
- Discuss protocols for disposal of biological chemicals materials (XII.C.6)
- Identify principles of: (XII.C.7)
  - body mechanics
  - ergonomics
- Comply with: (XII.P.1)
  - safety signs
  - symbols
  - labels
- Demonstrate proper use of: (XII.P.2)
  - eyewash equipment
  - fire extinguishers
  - sharps disposal containers
- Use proper body mechanics (XII.P.3)
- Evaluate the work environment to identify unsafe working conditions (XII.P.5)

### **Chapter Eight: Office Equipment and Supplies**

- Identify common types of computers.

- Describe computer hardware components and explain the functions of each.
- Describe the types of software applications commonly used in the medical office.
- Summarize the options available for learning computer software programs.
- Recall the steps involved in selecting new or upgrading existing office computer equipment.
- Outline the basic care and maintenance required for the office computer system.
- Identify several reasons why security is particularly important in the computerized office.
- Explain the function of other types of administrative medical office equipment.
- Outline the steps to be taken in deciding whether new office equipment is needed.
- Explain the difference between a maintenance contract and a service contract.
- Define vital, periodic, and incidental supplies.
- Outline the steps in performing a supply inventory.
- List the items that should be considered when choosing a vendor for supply ordering.
- Discuss application of electronic technology in professional communication (IV.C.8)
- Explain the purpose of routine maintenance of administrative and clinical equipment (VI.C.9)
- List steps involved in completing an inventory (VI.C.10)
- Explain the importance of a data backup (VI.C.11)
- Perform routine maintenance of administrative or clinical equipment (VI.P.8)
- Perform an inventory with documentation (VI.P.9)

### **Chapter Ten: Written and Electronic Communication**

- Explain why well-written documents are important to the image of the medical practice.
- Describe the types of document supplies that will be used in a medical office.
- Outline the general guidelines to effective writing.
- List and explain the purpose of different types of documents used in a medical office.
- Explain what it is important to have a signed written consent from the patient for e-mail communications.
- Describe the tasks involved in editing and proofreading a document.
- Outline the steps for preparing a completed letter for mailing.
- Explain the differences among the types of mail services offered by the USPS.
- Describe the steps involved in processing incoming.
- Recognize elements of fundamental writing skills (V.C.7)
- Discuss applications of electronic technology in professional communication (V.C.8)
- Compose professional correspondence utilizing electronic technology (V.P.8)

### **Chapter Eleven: Medical Records and Documentation**

- Explain the importance of patient medical records.
- Identify the documents that constitute a patient medical record.
- Compare SOMR, POMR, SOAP, and CHEDDAR medical record formats.
- Recall the six Cs of charting, giving an example of each.
- Describe the need for neatness, timeliness, accuracy, and professional tone in patient records.
- Illustrate the correct procedure for correcting and updating a medical record.
- Describe the steps in responding to a written request for release of medical records.
- Use feedback techniques to obtain patient information including: (V.P.1)
  - reflection
  - restatement
  - clarification
- Report relevant information concisely and accurately (V.P.11)

- Define types of information contained in the patient's medical record (VI.C.4)
- Identify methods of organizing the patients' medical record based on: (VI.C.5)
  - problem-oriented medical record (POMR)
  - source-oriented medical record (SOMR)
- Identify equipment and supplies needed for medical records in order to (C.VI.6)
  - create
  - maintain
  - store
- Describe filing indexing rules (VI.C.7)
- Create a patient's medical record (VI.P.3)
- Describe the components of the Health Information Portability and Accountability Act (HIPAA) (X.C.3)
- Apply HIPPA ruled in regards to (X.P.2)
  - privacy
  - release of information
- Document patient care accurately in the medical record (X.P.3)
- Protect the integrity of the medical record (X.A.2)

### **Chapter Twelve: Electronic Health Records**

- List four medical mistakes that will be greatly decreased through the use of EHR.
- Differentiate among electronic medical records, electronic health records and person health records.
- Explain the concept of meaningful use, identifying at least two of its goals.
- Contrast the advantages and disadvantage of electronic health records.
- Illustrate the steps in creating a new patient records and correcting an existing record using EHR software.
- Describe some of the capabilities of EHR software programs.
- Explain how you might alleviate a patient's security fears surrounding the use of EHR.
- Differentiate between electronic medical records (EMR) and a practice management system (VI.C.8)
- Explain meaningful use as it applies to EMR (VI.C.12)
- Create a patient's medical record (VI.P.3)
- Organize a patient's medical records (VI.P.4)
- Utilize an EMR (VI.P.6)
- Input patient data utilizing a Practice Management System (VI.P.7)
- Identify: (X.C.10)
  - Health Information Technology for Economic and Clinical Health (HITECH) Act
- Describe components of the Health Information Portability and Accountability Act (HIPAA) (X.C.3)
- Document patient care accurately in the medical record (X.P.3)

### **Chapter Thirteen: Managing Medical Records**

- Identify the common equipment used to file and store paper medical records.
- Outline the security and safety measures that should be employed when working with paper medical records.
- List the common filing supplies used in the medical office.
- Contrast the methods used for various filing systems and how color-coded can assist with the filing systems.

- Recall the steps in the filing process.
- Compare active, inactive, and closed files and how to set up a records retention program for the office.
- Identify equipment and supplies needed for medical records in order to: (VI.C.6)
  - create
  - maintain
  - store
- Describe filing indexing rules (VI.C.7)
- File patient medical records (VI.P.5)
- Protect the integrity of the medical record (X.A.2)
- Use proper body mechanics (XII.P.3)

### **Chapter Fourteen: Telephone Techniques**

- Explain the purpose of the telecommunications equipment commonly found in the medical office.
- Relate the five Cs of effective communication to telephone communication skills.
- Define the following terms involved in making a good impression on the telephone: telephone etiquette, pitch, pronunciation, enunciation, and tone.
- Describe how to appropriately handle the different types of calls coming into the medical practice.
- Summarize the purpose of the office routing list with regard to call screening.
- Carry out the procedure for taking a complete telephone message.
- Outline the preparation required prior to making outgoing calls and the skills used in making the phone call.
- Demonstrate professional telephone techniques (V.P.6)
- Document telephone messages accurately (V.P.7)
- Demonstrate: (V.A.1)
  - empathy
  - active listening

### **Chapter Fifteen: Patient Education**

- Identify the benefits of patient education and the medical assistant's role in providing education.
- Describe factors that affect learning and teaching.
- Implement teaching techniques.
- Choose reliable patient education materials used in the medical office.
- Explain how patient education can be used to promote good health habits.
- Describe the types of information that should be included in the patient information packet.
- Describe the benefits and special considerations of patient education prior to surgery.
- Define coaching a patient as is related to: (V.C.6)
  - health maintenance
  - disease prevention
  - compliance with treatment plan
  - community resources
- Discussing applications of electronic technology professional communication (V.C.8)
- Coach patients regarding: (V.P.4)
  - office policies
  - health maintenance
  - disease prevention
  - treatment plan

- Develop a current list of community resources related to patients' healthcare needs (V.P.9)
- Facilitate referrals to community resources in the role of a patient navigator (V.P.10)
- Utilize an EMR (VI.P.6)
- Describe components of the Health Information Portability and Accountability Act (HIPAA) (X.C.3)
- Document patient care accurately in the medical record (X.P.3)

### **Chapter Sixteen: Schedule Management**

- Describe how the appointment book is key to the continuity of patient care.
- Identify how to properly apply a matrix to an appointment book.
- Compare different types of appointment scheduling systems.
- Identify ways to organize and schedule patient appointments.
- Model how to handle special scheduling situations.
- Explain how to schedule appointments that are outside the medical office.
- Implement ways to keep an accurate and efficient practitioner schedule.
- Identify different types of appointment scheduling methods (VI.C.1)
- Identify the advantages and disadvantages of the following appointments systems: (VI.C.2)
  - manual
  - electronic
- Identify critical information requires for scheduling procedures (VI.C.3)
- Manage appointment schedule using established priorities (VI.P.2)
- Schedule a patient procedure (VI.P.2)
- Display sensitivity when managing appointments (VI.A.1)

### **Chapter Seventeen: Insurance and Billing**

- Define the basic terms used by the insurance industry.
- Compare fee-for service plans, HMOS, and PPOs and explain the new concept of patient centered medical home.
- Outline the key requirements for coverage by the Medicare, Medicaid, TRICARE, and CHAMPVA programs.
- Describe allowed charge, contracted fee, capitation and the formula for RBRVS.
- Outline the tasks performed to obtain the information required to produce and insurance claim.
- Produce a clean CMS-1500 health insurance claim form.
- Explain the methods used to submit and insurance claim electronically.
- Recall the information found on every payer's remittance advice.
- Identify: (VIII.C.1)
  - types of third party plans
  - information required to file a third party claim
  - three steps for filing a third party claim
- Outline managed care requirements for patient referral (VIII.C.2)
- Describe the process for: (VIII.C.3)
  - verification of eligibility for services
  - precertification
  - preauthorization
- Define a patient-centered medical home (VIII.C.4)
- Interpret information on an insurance card (VIII.P.1)
- Verify eligibility of services including documentation (VIII.P.2)
- Obtain precertification preauthorization including documentation (VIII.P.3)
- Complete an insurance claim form (VIII.P.4)

- Interact professionally with third party representatives (VIII.A.1)
- Display tactful behavior when communicating with medical providers regarding third party requirements (VIII.A.2)
- Show sensitivity when communicating with patients regarding third party requirements (VIII.A.3)
- Describe the following types of insurance: (X.C.8)
  - liability
  - professional (malpractice)
  - personal injury
- Apply HIPAA rules in regard to: (X.P.2)
  - privacy
  - release on information

### **Chapter Eighteen: Diagnostic Coding**

- Recall the six ways the ICD codes are used today.
- Describe the conventions used by ICD-9-CM.
- Describe the conventions used in ICD-10.
- Outline the steps to code a diagnosis using ICD-9-CM.
- Explain the purpose and usage of external cause of injury and health status codes.
- Illustrate unique coding applications of neoplasms, diabetes mellitus, fractures, signs and symptoms, poisonings, and Z codes.
- Describe how to use the most current diagnostic coding classification system (IX.C.2)
- Perform diagnostic coding (IX.P.2)
- Utilize medical necessity guidelines (IX.P.3)
- Utilize tactful communication skills with medical providers to ensure accurate code selection (IX.A.1)

### **Chapter Nineteen: Procedure Coding**

- List the sections of the PCT manual, giving the code range for each.
- Describe briefly each of the CPT's general guidelines. List the types of E/M codes within the CPT.
- List the E/M codes within the CPT.
- List the areas included in the surgical coding section.
- Locate a CPT code using the CPT manual.
- Explain how to locate a HCPCS code using the HCPCS coding manual.
- Explain the importance of code linkage in avoiding coding fraud.
- Describe how to use the most current procedural coding system (IX.C.1)
- Describe how to use the most current HCPCS level II coding system (IX.C.3)
- Discuss the effects of: (IX.C.4)
  - upcoding
  - downcoding
- Define medical necessity as it applies to procedural and diagnostic coding (IX.C.5)
- Perform procedural coding (IX.P.1)
- Utilize medical necessity guidelines (IX.P.3)
- Utilize tactful communication skills with medical providers to ensure accurate code selection (IX.A.1)

## **Chapter Twenty: Patient Billing and Collections**

- Summarize the importance of and how to establish good bookkeeping and banking practices.
- Compare single-entry, double-entry, and write-it-once bookkeeping systems and explain accounts receivable and accounts payable.
- Describe the common payment methods accepted in medical practices today.
- Identify the different types of documents used as statements to bill patients and how these documents are used in cycle billing.
- Compare open-book, written-contract, and single-entry accounts and the purpose of creating an accounts receivable aging.
- Explain the purposes of the following credit and collections acts: ECOA, FCRA, FDCPA, and TLA.
- Define the following bookkeeping terms: (VII.C.1)
  - charges
  - payments
  - accounts receivable
  - accounts payable
  - adjustments
- Describe banking procedures as related to the ambulatory care settings (VII.C.2)
- Describe precautions for accepting the following types of payments: (VII.C.3)
  - cash
  - check
  - credit card
  - debit card
- Describe types of adjustments made to patient accounts including: (VII.C.4)
  - non-sufficient funds (NSF) check
  - collection agency transaction
  - credit balance
  - third party
- Identify types of information contained in the patient's billing record (VII.C.5)
- Explain patient financial obligations for services rendered (VII.C.6)
- Perform accounts receivable procedures to patient accounts including posting: (VII.P.1)
  - charges
  - payments
  - adjustments
- Prepare a bank deposit (VII.P.2)
- Obtain accurate patient billing information (VII.P.3)
- Inform a patient of financial obligations for services rendered (VII.P.4)
- Demonstrate professionalism when discussing patient's billing record (VII.A.1)
- Display sensitivity when requesting payment for services rendered (VII.A.2)

## **Chapter Fifty Six: Practice Management**

- Explain the basic organizational designs of the medical office and the relationship of the physician and the medical assistant with the practice manager and the direct supervisors.
- Describe the responsibilities of the practice manager.
- Summarize the basic human relations functions in practice management.
- Distinguish four of the possible traits of someone with leadership skills and the importance of these skills to the healthcare team.
- Compare risk management and quality assurance in a medical facility.



- Calculate an employee's gross earnings, deductions, and net earnings for a pay period.
- Describe the tax forms commonly used in the medical office and the purpose of the office tax liability account.
- Identify quality assurance practices in healthcare (I.C.12)
- Coach patients regarding: (V.P.4)
  - office policies
- Demonstrate: (V.A.1)
  - empathy
  - active listening
- Describe components of the Health Information Portability and Accountability Act (HIPAA) (X.C.3)
- Discuss licensure and certification as they apply to healthcare providers (X.C.5)
- Define: (X.C.7)
  - risk management
- List and discuss legal and illegal applicant interview questions (X.C.9)
- Complete an incident report related to an error in patient care (X.P.7)
- Identify the effects of personal morals on professional performance (XI.C.3)

### **Chapter Fifty Eight: Preparing for the World of Work**

- Carry out professionalism in all applied training scenarios.
- Summarize the steps necessary for obtaining professional certification.
- Describe an appropriate strategy for finding a position.
- Explain key factors for a successful interview.
- Describe ways of becoming a successful employee.
- Compose professional correspondence utilizing electronic technology (V.P.8)

**GRADING:** Your final grade in this class will be based on the total points accumulated and using the following percentages.

Letter grades will be assigned as follows: (You must make a C or higher to pass this class)

Attendance/Participation:	10%	A=90%-100%
Quizzes:	20%	B=80%-89%
Project:	20%	C=70%-79%
Competencies/Homework	30%	D=60%-69%
Final	20%	F=59% and lower

**Attendance/Participation:** I cannot stress enough about the importance of attending and participating in discussions, competencies, and classroom assignments. It is important that you are present in order to understand and interact in all aspects of the class. Professionalism involves **demonstrating** behaviors and attitudes important in the medical workplace and participation involves **actively** responding to the classroom activities and assisting in creating a positive environment. Therefore, **10%** of your grade will consist of attendance and participation. Arriving late, not coming prepared, and leaving early is disruptive to the rest of the class and displays unprofessional behavior. Attendance/participation points are worth **10%** of your final grade.

**Quizzes:** Quizzes will be given as designated on the syllabus. The quizzes will constitute **20%** of your grade.

**Project:** You will be assigned an individual project of writing a Policy and Procedure Manual for a fictitious medical office. More details will be provided in a separate document. Deadline for this project is noted in the syllabus and is worth 20% of your grade.

**Competencies/Homework:** During the semester you will be assigned homework as well as class work/competencies/projects. It is your responsibility to follow the syllabus and turn in all work on time before class. During class is not the time to finish homework. Homework/class assignments will be worth 30% of your grade. All competencies will be taught, practiced and evaluated by instructors. **All students need to complete 100% of the competencies with 85% or above.** Instructor will not accept late assignments.

**Final Exam:** Your final exam will be worth 20% of your grade.

**Confidentiality:** Due to the confidential and medical/legal issues incorporated in the content of the class and the medical field, it is imperative to maintain discretion and confidentiality.

**Social Media:** All cell phones should be turned off during the class, skills lab, and practice of competencies. There should be absolutely no sharing of information or photographs during the class with anyone, including no posting on social media sites, such as Facebook. Non-compliance will result in removal from the class and an "F" recorded as a final grade. All students will sign a Social Media Agreement.

**IMPORTANT! CELL PHONES ARE TO BE TURNED OFF DURING CLASS AND TEXTING WILL NOT BE TOLERATED. Most places of employment prohibit personal cell phone use. This class is no different.**

**Title IX:** The University of Alaska Board Of Regents has clearly stated in BOR Policy that discrimination, harassment, and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encourage to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for report include:

- 1.) Access confidential counseling by contacting the UAF Health & Counseling Center at 474-7721;
- 2.) Access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3.) File a criminal complaint by contacting the University Police Department at 474-7721

**The Honor Code of the University of Alaska Academic Regulations will be strictly enforced and I encourage you to familiarize yourself with them. Cheating will not be tolerated and will result in immediate dismissal from this course as well as a failing grade.**

**Disability Services:** Instructors teaching in the Allied Health Programs will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. The staff of Disability Services works with faculty in arranging appropriate serves in the classroom Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>.

10/5/16

**MA F144 Administrative Procedures for Medical Assistants**

**Fall 2017**

**Class content and Homework Schedule**

**Tuesday and Thursday**

**5:30 to 9:00**

<b>Date</b>	<b>Class Work</b>	<b>Class Preparation</b>
8/22/17 Tuesday	<p>Review Syllabus</p> <p>Discuss requirements of the class</p> <p><b>Lecture: Chapter 1 Introduction to Medical Assisting</b></p> <p><b>Lecture: Chapter 2 Healthcare and the Healthcare Team</b></p>	<p><b>Prior to Class:</b></p> <p>Read Chapter 1, 2 &amp; 3</p> <p>Complete Exam Prep Questions</p> <p><b>In-Class: Chapter 2 Student Workbook</b></p> <p>CONNECT assignment for Chapter 2</p>
8/24/17 Thursday	<p><b>Lecture: Chapter 3 Professionalism and Success</b></p> <p><b>Discuss, Practice and Evaluate Procedures</b></p> <p><b>Procedure 3-1 Self-Evaluation of Professional Behaviors</b></p> <p><b>WP XI.P.2</b></p>	<p><b>Prior to Class:</b></p> <p>Read Chapter 3</p> <p>Complete Exam Prep Questions</p> <p>Read Chapter 4</p> <p>Complete Exam Prep Questions</p> <p><b>In-Class: Chapter 3 Student Workbook</b></p> <p>CONNECT assignment for Chapter 3</p> <p>Procedure 3-1</p> <p>Review for TEST</p>
8/29/17 Tuesday	<p><b>Quiz: Chapters 1, 2, &amp; 3</b></p> <p><b>Lecture: Chapter 4 Interpersonal Communication</b></p> <p><b>Discuss, Practice and Evaluate Procedures:</b></p> <p><b>Procedure 4-1 Communicating with the Anxious Patient</b></p> <p><b>Procedure 4-2 Communication with the Angry patient</b></p> <p><b>Procedure 4-3 Communicating with use of an Interpreter</b></p> <p><b>WP V.P.2</b></p>	<p><b>Prior to Class:</b></p> <p>Read Chapter 5</p> <p>Complete Exam Prep Questions</p> <p><b>In-Class: Chapter 5 Student Workbook</b></p> <p>CONNECT assignment for Chapter 5</p> <p>Procedures 5-1, 5-2, 5-3</p> <p><b>In-Class: Chapter 4 Student Workbook</b></p> <p>CONNECT assignment for Chapter 4</p> <p>Procedure 4-1, 4-2, 4-3</p>
8/31/17 Thursday	<p><b>Lecture: Chapter 5 Legal and Ethical Issues</b></p> <p><b>Discuss, Practice and Evaluate Procedures:</b></p> <p><b>Procedure 5-1 Obtaining Signature for Notice of Privacy Practices and Acknowledgement</b></p> <p><b>Procedure 5-2 Completing a Privacy Violation Complaint Form</b></p> <p><b>Procedure 5-3 Obtaining Authorization to Release Health Information</b></p>	<p><b>Prior to Class:</b></p> <p>Read Chapter 7</p> <p>Complete Exam Prep Questions</p> <p>Connect assignment for Chapter 7</p> <p><b>IN CLASS Ch. 7 Student Workbook</b></p> <p>For Monday: Read Ch. 7</p> <p>Review Procedures:</p> <p>7-1 Handling a Fire Emergency</p>

	<p><b>WP XI.P.1</b></p>	<p><b>7-2 Maintaining and Using an Eyewash Station</b>  <b>7-3 Creating a Pediatric Reception Area</b>  <b>7-4 Creating a Reception Area Accessible to Patients with Special Needs</b>  <b>7-5 Opening and Closing the Medical Office</b></p>
<p><b>9/5/17</b>  <b>Tuesday</b></p>	<p><b>Lecture: Ch. 7 Safety and Patient Reception</b>  <b>Lecture: Ch. 8 Office Equipment and Supplies</b></p> <p><b>Discuss, Practice and Evaluate Procedures: 7-1 through 7-5</b>  <b>7-1 Handling a Fire Emergency</b>  <b>7-2 Maintaining and Using an Eyewash Station</b>  <b>7-3 Creating a Pediatric Reception Area</b>  <b>7-4 Creating a Reception Area Accessible to Patients with Special Needs</b>  <b>7-5 Opening and Closing the Medical Office</b>  <b>WP XII.P.1</b>  <b>WP XII.P.5</b></p>	<p><b>Prior to Class:</b>  Read Ch. 8 Office Equipment and Supplies  CONNECT assignment for Chapter 8</p> <p><b>In Class:</b>  Chapter 8 Student Workbook  Review Procedures:  <b>8-1 Using a Facsimile Machine</b>  <b>8-2 Using a Photocopier Machine</b>  <b>8-3 Using a Postage meter</b>  <b>8-4 using a Check- Writing Machine</b>  <b>8-5 Step by step Overview of Inventory</b></p> <p>Review for test</p>
<p><b>9/7/17</b>  <b>Thursday</b></p>	<p><b>Quiz: on Chapter 4, 5, 7 &amp; 8</b></p> <p><b>Discuss, Practice and Evaluate Procedures: 8-1 through 8-5</b>  <b>8-1 Using a Facsimile Machine</b>  <b>8-2 Using a Photocopier Machine</b>  <b>8-3 Using a Postage meter</b>  <b>8-4 using a Check- Writing Machine</b>  <b>8-5 Step by step Overview of Inventory</b></p>	<p><b>Prior to Class:</b>  Read Chapter 14  Complete Exam Prep Questions  CONNECT assignment for Chapter 14</p> <p><b>In class:</b>  Chapter 14 Student Workbook  Discuss, practice and evaluate  Procedures 14-1, 14-2, 14-3, 14-4, 14-5</p>
<p><b>9/12/17</b>  <b>Tuesday</b></p>	<p><b>Lecture: chapter 14 Telephone Techniques</b></p> <p>Review Procedures 14-1 thru 14-5  <b>14-1 Using a Telecommunications Device for the Deaf</b>  <b>14-2 Renewing a Prescription by Telephone</b>  <b>14-3 Screening and Routing Telephone Calls</b>  <b>14-4 handling Emergency Calls</b>  <b>14-5 Retrieving Messages from an Answering Service or Systems</b></p>	
<p><b>9/14/17</b>  <b>Thursday</b></p>	<p><b>Lecture on Ch. 58 Preparing for the World of Work</b></p> <p><b>Discuss, Practice and Evaluate 58-1</b>  <b>Procedure: 58-1 Resume Writing</b></p>	<p><b>In-Class Assignment</b>  Review for Exam</p>
<p><b>9/19/17</b>  <b>Tuesday</b></p>	<p><b>Quiz: Chapters 14 &amp; 58</b></p> <p><b>Complete evaluation and documentation of all above Procedures</b></p>	<p>Read Ch. 10 Written and Electronic Communication  Homework: Complete review questions in workbook and Connect  Review Procedures 10-1 thru 10-5</p>

		<b>10-1 Creating a Professional Letter</b> <b>10-2 Writing an Interoffice Memo</b> <b>10-3 Composing a Professional E-mail Message</b> <b>10-4 Composing an Electronic Patient Letter</b> <b>105- Sorting and Opening Mail</b>
<b>9/21/17</b> <b>Thursday</b>	<b>Review Policy and Procedure Manual Project</b> <b>AAMA/CMA Today article on Policy and Procedure Manual.</b> <b>Video: "If we could see inside other people's Hearts."</b>  <b>Youtube video's: Dr. Brene Brown: "Blame and Empathy?"</b> <b>Ch. 10 Written and Electronic Communication</b> <b>Discuss, Practice and Evaluate procedures 10-1 through 10-5</b> <b>10-1 Creating a Professional Letter</b> <b>10-2 Writing an Interoffice Memo</b> <b>10-3 Composing a Professional E-mail Message</b> <b>10-4 Composing an Electronic Patient Letter</b> <b>105- Sorting and Opening Mail</b>	<b>Read Ch. 11 Medical Records and Documentation</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 11-1 thru 11-3</b> <b>11-1 Preparing a New Patient Paper Medical Record</b> <b>11-2 Correcting Paper Medical Record</b> <b>11-3 Entering (Adding) Information into a Paper Medical Record</b> <b>Read Ch. 12 Electronic Health Records</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 12-1 thru 12-4</b>
<b>9/26/17</b> <b>Tuesday</b>	<b>Lecture on Ch. 11 Medical Records and Documentation</b> <b>Discuss, Practice and Evaluate Procedures 11-1 thru 11-3</b>  <b>11-1 Preparing a New Patient Paper Medical Record</b> <b>11-2 Correcting Paper Medical Record</b> <b>11-3 Entering (Adding) Information into a Paper Medical Record</b> <b>WP X.A.2</b>	<b>12-1 Creating a New patient Record Using EHR Software</b> <b>12-2 Making an Addition or Addendum(Correction) to an Electronic Health Record</b> <b>12-3 Creating an Appointment Matrix for an Electronic Scheduling System</b> <b>12-4 Scheduling a Patient Appointment Using an Electronic Scheduler</b>
<b>9/28/17</b> <b>Thursday</b>	<b>Lecture on Ch. 12 Electronic Health Records</b> <b>Review Ch. 12 Homework</b>  <b>Discuss, Practice and evaluate Procedures 12-1 thru 12-4</b> <b>12-1 Creating a New patient Record Using EHR Software</b> <b>12-2 Making an Addition or Addendum(Correction) to an Electronic Health Record</b> <b>12-3 Creating an Appointment Matrix for an Electronic Scheduling System</b> <b>12-4 Scheduling a Patient Appointment Using an Electronic Scheduler</b>  <b>Review videos from ebook Ch. 12: Creating a new Patient in HER &amp; Ordering and Tracking Medical Test Results.</b> <b>Review youtube videos: "Difference between EMR &amp; EHR" and "What is Meaningful Use?"</b>	<b>Read Ch. 13 Managing Medical Records</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 13-1 thru 13-3</b> <b>13-1 Creating a Filing System for Paper Medical Records</b> <b>13-2 Setting Up an Office Tickler File</b> <b>13-3 Developing a Records Retention Program</b>
<b>10/3/17</b> <b>Tuesday</b>	<b>Ch. 13 Managing Medical records</b>  <b>Review youtube bideo's: "Ted the Records Manager" and "Interventions-Records Retention"</b>  <b>Discuss, Practice and Evaluate Procedures 13-1 thru 13-3</b> <b>13-1 Creating a Filing System for Paper Medical Records</b> <b>13-2 Setting Up an Office Tickler File</b>	<b>Study for Quiz on Chapters: 10, 11, 12 &amp; 13</b>

	<b>13-3 Developing a Records Retention Program</b>	
<b>10/5/17 Thursday</b>	<b>Quiz: Ch. 10, 11, 12 &amp; 13</b>  <b>Practice, Evaluate and Document any of above Procedures students have not completed to date.</b>	<b>Read Ch. 15 Patient Education</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 15-1 thru 15-5</b> <b>15-1 Creating Electronic Patient Instructions</b> <b>15-2 Identifying Community Resources</b> <b>15-3 Locating Credible Patient Education Information on the Internet</b> <b>15-4 Developing a Patient Education Plan</b> <b>15-5 Outpatient Surgery Teaching</b>
<b>10/10/17 Tuesday</b>	<b>Review Quiz results</b> <b>Lecture Ch. 15 Patient Education</b> <b>Discuss, Practice and Evaluate Procedures 15-1 thru 15-5</b> <b>15-1 Creating Electronic Patient Instructions</b> <b>15-2 Identifying Community Resources</b> <b>15-3 Locating Credible Patient Education Information on the Internet</b> <b>15-4 Developing a Patient Education Plan</b> <b>15-5 Outpatient Surgery Teaching</b>	<b>Study for Quiz on Chapters 15 &amp; 16</b> <b>Read Ch. 16 Schedule Management</b> <b>Homework: Complete questions in workbook and Connect</b> <b>Review Procedures 16-1 thru 16-6</b> <b>16-1 Creating an Appointment Matrix</b> <b>16-2 Scheduling Appointments</b> <b>16-3 Completing the Patient Appointment Card</b> <b>16-4 Placing Appointment Confirmation Calls</b> <b>16-5 Scheduling Outpatient Surgical Appointments</b> <b>16-6 Scheduling Inpatient Surgical Appointments</b>
<b>10/12/17 Thursday</b>	<b>Lecture on Ch. 16 Schedule Management</b> <b>Discuss, Practice and Evaluate Procedures 16-1 thru 16-6</b> <b>16-1 Creating an Appointment Matrix</b> <b>16-2 Scheduling Appointments</b> <b>Discuss, Practice and Evaluate Procedures 16-2 thru 16-3</b> <b>16-3 Completing the Patient Appointment Card</b> <b>16-4 Placing Appointment Confirmation Calls</b> <b>16-5 Scheduling Outpatient Surgical Appointments</b> <b>16-6 Scheduling Inpatient Surgical Appointments</b> <b>Review for Quiz</b>	
<b>10/17/17 Tuesday</b>	<b>Quiz: Ch. 15 &amp; 16</b>  <b>Policy and Procedure Manual Check</b>	<b>Read Ch. 17 Insurance and Billing</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 17-1 thru 17-4</b> <b>17-1 Verifying Workers' Compensation Coverage</b> <b>17-2 Submitting a Request for Prior Authorization</b> <b>17-3 Completing the CMS-1500 Claim Form</b> <b>17-4 Tracking Insurance Claims Submissions</b>
<b>10/19/17 Thursday</b>	<b>Review Quiz</b> <b>Lecture on Ch. 17 Insurance and Billing</b> <b>Review Homework Ch. 17</b> <b>Discuss, Practice and Evaluate Procedures 17-1 thru 17-4</b> <b>17-1 Verifying Workers' Compensation Coverage</b> <b>17-2 Submitting a Request for Prior Authorization</b> <b>17-3 Completing the CMS-1500 Claim Form</b> <b>17-4 Tracking Insurance Claims Submissions</b> <b>Review ebook video: "Completing the CMS 1500 Form."</b>	<b>Read Ch. 18 Diagnostic Coding</b> <b>Homework: Complete review questions in workbook and Connect</b> <b>Review Procedures 18-1 thru 18-3</b> <b>18-1 Locating an ICD-10-CM Code</b> <b>18-2 Locating a Health Status (Z) Code</b> <b>18-3 Locating an External Cause Code</b>

	<p><b>WP VIII.A.1 thru 3</b></p> <p>Watch movie: "Rainmaker"</p>	
<p>10/24/17 Tuesday</p>	<p>Lecture on Ch. 18 Diagnostic Coding Review Ch. 18 homework Discuss, Practice and Evaluate Procedures 18-1 18-1 Locating an ICD-10-CM Code</p>	
<p>10/26/17 Thursday</p>	<p>Discuss, Practice and Evaluate Procedures 18-2 thru 18-3 18-2 Locating a Health Status (Z) Code 18-3 Locating an External Cause Code</p> <p>Codes Into an EHR Program</p>	<p>Read Ch. 19 Procedural Coding Homework: Complete review questions in workbook and Connect Review Procedures 19-1 thru 19-3 Procedure 19-1 Locating a CPT Code Procedure 19-2 Locating a CCPCS Code Procedure 19-3 Entering CPT/HCPCS and ICD</p>
<p>10/31/17 Tuesday</p>	<p>Lecture: Ch. 19 Procedural Coding Review homework Ch. 19 Discuss, Practice and Evaluate Procedures 19-1 Procedure 19-1 Locating a CPT Code</p>	
<p>11/2/17 Thursday</p>	<p>Review and practice procedures</p>	
<p>11/7/17 Tuesday</p>	<p>Quiz: Chapters: 17, 18 7 19</p> <p>Discuss, Practice and Evaluate Procedures 19-2 and 19-3 Procedure 19-2 Locating a CCPCS Code Procedure 19-3 Entering CPT/HCPCS and ICD Codes Into an EHR Program WP IX.A.1</p>	<p>Read Ch. 20 Patient Collections and Financial Management Homework: Complete review questions in workbook and Connect Review Procedures 20-1 thru 20-11 Procedure 20-1 Posting Charges, Payments, and Adjustments Procedure 20-2 Using the Superbill as Bill/Receipt Procedure 20-3 Posting a Nonsufficient Funds (NSF) Check Procedure 20-4 Processing a Payment Resulting in a Credit Balance Procedure 20-5 Processing Refunds to Patients Procedure 20-6 Preparing an Age Analysis Procedure 20-7 Referring an Account to a Collection Agency and Posting the Payment from the Agency Procedure 20-8 Completing a Truth in Lending Statement (Agreement) Procedure 20-9 Making a Bank Deposit Procedure 20-10 Reconciling the Bank Statement Procedure 20-11 Setting Up the Disbursements Journal</p>

11/9/17	<b>Difficult Patients PPT</b> <b>Lecture: Ch. 20 Patient Collections and Financial Management</b> <b>Review Ch. 20 Homework</b> <b>Discuss, Practice and Evaluate Procedures 20-1 thru 20-4</b> <b>Procedure 20-1 Posting Charges, Payments, and Adjustments</b> <b>Procedure 20-2 Using the Superbill as Bill/Receipt</b> <b>Procedure 20-3 Posting a Nonsufficient Funds (NSF) Check</b> <b>Procedure 20-4 Processing a Payment Resulting in a Credit Balance</b>	Work on Policy and Procedure Manuals
11/14/17	<b>Discuss, Practice and Evaluate Procedures 20-5 thru 20-8</b>  <b>Procedure 20-5 Processing Refunds to Patients</b> <b>Procedure 20-6 Preparing an Age Analysis</b> <b>Procedure 20-7 Referring an Account to a Collection Agency and Posting the Payment from the Agency</b> <b>Procedure 20-8 Completing a Truth in Lending Statement (Agreement)</b>	Work on Policy and Procedure Manuals
11/16/17	<b>Discuss, Practice and Evaluate Procedures 20-9 thru 20-11</b> <b>Procedure 20-9 Making a Bank Deposit</b> <b>Procedure 20-10 Reconciling the Bank Statement</b> <b>Procedure 20-11 Setting Up the Disbursements Journal</b> <b>Lecture on Ch. 56 Practice Management</b> <b>Review Homework</b>	Work on Policy and Procedure Manuals Read Chapter 56 Homework: Complete review questions in workbook and Connect Review Procedures 56-1 thru 56-4 56-1 Preparing a Travel Expense report 56-2 Preparing an Agenda 56-3 Completing an Incident Report 56-4 Generating a Payroll
11/21/17	<b>Social Media PPT</b> <b>Review videos from ebook Ch. 56: Petty Cash and Incident Reporting</b>	Work on Policy and Procedure Manuals
11/28/17	<b>Review for Quiz</b> <b>Procedure 56 1-4</b> <b>56-1 Preparing a Travel Expense report</b> <b>56-2 Preparing an Agenda</b> <b>56-3 Completing an Incident Report</b> <b>56-4 Generating a Payroll</b>	Study for Quiz: Ch. 19, 20 & 56
11/30/17	<b>Quiz: Ch. 20 &amp; 56</b> <b>Policy and Procedure Manual checks</b> <b>Evaluation and Documentation Completed on all Procedures</b>	
12/5/17	<b>FIRST AID</b>	
12/7/17	<b>Presentation of Policy and Procedure Manuals</b>	
12/12/17	<b>Knowledge Bowl</b>	
12/14/17	<b>Final Examination</b> <b>Evaluation and Documentation Completed on all Procedures</b>	

10/1/16