Indiana Rural Health Information Technology Education Network (IRHITEN)
HIT Course Description and Exam Blueprints
(Revised March 1, 2016)
Certification Program Overview

As an Indiana Rural Health Information Technology Education Network (IRHITEN) partner, Ivy Tech Community College is providing a 20-week online certification training program. Ivy Tech is a two-year community college with 31 degree-granting sites across 14 regions in Indiana that serve nearly 200,000 students annually. Ivy Tech was a partner college in the Midwest Consortium's initial pilot of Office of National Coordinator (ONC)'s 20-week health IT certificate program and can serve as a natural bridge for students to continue to pursue additional educational opportunities, such as a two-year associates degree in Health Information Technology, Health Care Support, and other computer-related degrees complemented by the CHTS Credentials.

The certification program core curriculum is provided through an online program, so coursework can be completed anywhere, as long as the student has reliable broadband internet access. The 20-week certificate program of the health IT curriculum focuses on job-specific training for the two workforce roles in the field of health informatics:

1) Clinician/Practitioner Consultant (CPC), and
2) Workflow and Information Management Redesign Specialist (WIFM).

The training incorporates "hard" technical skills as well as "soft" skills such as problem solving, decision making, teamwork, time management, etc. Ivy Tech will place extra emphasis on the "application" of Lean Principles in order to maximize efficiencies that should be gained by implementing technology. The certification training incorporates engaging Lean Principles project activities to instill the value of improving processes with the use of technology. The ability to objectively analyze work processes will make trainees more successful as team members collaborate to meet the goals of Meaningful Use.

The certification program has enhanced existing ONC curriculum with interactive project management activities. Many existing health care workers were never provided project management skills as they learned the technical components of their job; however, the impact of technology drives the need for these skills – certainly for all health care leaders, but also for many midlevel positions. Individuals possessing good project management skills are better positioned to consider "big picture" perspectives, increasing the likelihood for success of health care IT initiatives.

The *HIT Workflow and Information Management Redesign* course provides foundational information about the healthcare industry and involves students in analyzing and improving workflow processes. Participants will work in the context of a medical practice, and as they learn new skills, they will become more confident about suggesting changes to administrators and providers to increase the quality and efficiency of patient care. Students should expect to dedicate 10 – 15 hours per week for the 20-week certification program for optimal success.

HIT Course Description and Exam Blueprints
(Revised March 1, 2016)
Learning Format: Online
Pre-Requisite: Experience in either healthcare or information technology
Course Duration: 20 Weeks (10-15 hours/week)
Cost: $500 for rural grant-eligible participants

The *HIT-Clinician/Practitioner Consultant* training program applies the background and experience of a licensed clinical or public health professional to skills needed to optimize electronic medical records. These members of the workforce will learn to support implementation and train practitioners in the best use of electronic health record systems, conforming to the redesigned practice workflow as needed. This program bridges the gap between the clinical and information technology sides of the house and facilitates an end-result effective for all stakeholders. Students should expect to dedicate 10 – 15 hours per week for the 20-week certification program for optimal success.

Learning Format: Online
Pre-Requisite: Healthcare Experience - Clinical
Course Duration: 20 Weeks (10-15 hours/week)
Cost: $500 for rural grant-eligible participants

Apprenticeship Program Overview
IRHITEN has partnered with HealthLINC to provide the Apprenticeship Program. HealthLINC, an Indiana based health information exchange, has assisted rural-based providers with achieving high rates of EHR adoption since 2007; and Meaningful Use attestation since 2010; and has developed, placed, and mentored apprenticeship students in rural health care settings since 2011.

The Apprenticeship Program projects focuses on assisting rural health care providers or hospitals to achieve Meaningful Use of EHRs that, thus leads to improved health care quality, safety, and cost in the rural health care settings. Students will get "real world" experience utilizing CEHRT and applying the skills they acquired through the Certificate Program to carry out a related health IT project.

Students are placed in apprenticeships within health care locations that result in the achievement of several learning objectives, as well as the completion of a health IT related project. All efforts are made to keep the student in their community for the apprenticeship program. The IRHITEN apprenticeship program includes activities and resources that ensure the apprenticeship student a valuable, relevant, and hands-on health IT experience. Students should expect to dedicate an average of 90 hours to complete the apprenticeship program practicum and project.

CHTS Certification
Upon completion of the 20-week certificate program, students will sit for the Commission on Certification for Health Informatics and Information Management (CCHIM) CHTS exam to obtain their CHTS Certification for either a Clinician/Practitioner Consultant (CHTS-CP) or Practice Workflow and Information

(Revised March 1, 2016)
Management Redesign Specialist (CHTS-PW). The CHTS exams assess the competency of the health IT professional related to the implementation and management of electronic health information in the same manner as the HIT Pro exams. Each step of the respective certificate programs prepares students for the exam. This certification provides employers with confidence in the student's qualifications, open up job opportunities for graduates, and demonstrate the student's commitment to their profession and their career.
http://www.pearsonvue.com/chts.

1. Course Descriptions

Clinician/Practitioner Consultant

CATALOG DESCRIPTION: The **HIT – Clinician/Practitioner Consultant Certificate** training program provides the skills to support implementation and train practitioners in best use of the EHR system. This role also supports implementation efforts in the design process ensuring workflow and data collection are addressed from a clinical perspective. It combines the background and experience of a clinical or public health professional with the skills necessary for health IT implementation and its use. On the implementation side, the Clinician/Practitioner Consultant increases the clinical integrity of the system, bridging the gap between clinical and IT skills and adds expertise to the clinical team, which is expected to use the system for better patient outcomes delivered at lower cost.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course, the student will be able to:
1. Analyze and recommend solutions for health IT implementation problems in clinical and public health settings, bringing clinical expertise directly to bear.
2. Advise and assist clinicians in taking full advantage of technology, enabling them to make best use of data in electronic form, including data in registries and drive improvement in the quality, safety and efficiency of care.
3. Assist in selection of vendors and software by helping practice personnel ask the right questions and evaluate the answers they receive.
4. Advocate for users' needs, acting as a liaison between users, IT staff, and vendors.
5. Ensure that the patient/consumer perspective is incorporated into EHR deployments and that full attention is paid in the deployment to critical issues of patient privacy.
6. Train practitioners in best use of the EHR system, conforming to the redesigned practice workflow.

Indiana Rural Health Information Technology Education Network (IRHITEN)
HIT Course Description and Exam Blueprints
(Revised March 1, 2016)
<u>**Practice Workflow and Information Management Redesign Specialist**</u>

CATALOG DESCRIPTION: This course develops the **HIT –Workflow and Information Management Redesign Specialist** with particular emphasis on how to improve processes. The Specialist will learn skills to improve patient care information systems and assist in the transition from paper-based medical records to EHRs. The Community College enhanced course will incorporate lean practices exercises for students to 1) assess workflows in both the medical practice and critical access hospital environments, 2) suggest changes to increase the quality and efficiency of care, and 3) work with providers to implement changes that will lead to Meaningful Use of electronic systems.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course, the student will:

1. Document workflow and information management models of a practice.
2. Conduct analysis of user requirements to facilitate workflow design.
3. Develop revised workflow and information management models, based on meaningful use of a certified EHR product. Revised models will anticipate implementation of:
    a. General practice automation (e.g., appointment scheduling) to the extent not yet implemented
    b. Electronic documentation and results review
    c. Computerized provider order entry (CPOE)
    d. Clinical decision support (CDS)
    e. Health information exchange to include:
        i.   Sending of lab orders and receipt of results using CPOE
        ii. Quality improvement and reporting
        iii. E-Prescribing
    f. Other EHR functionalities as required by the Stage 1 Meaningful Use definition for 2011 and its evolution into Stage 2 in 2013 and Stage 3 in 2015 - 16
4. Work directly with practice personnel, as the practice implements the EHR, to implement the revised workflow and information management model.
5. Work with practice staff to develop a set of plans to keep the practice running if the EHR system fails.
6. Work with practice staff to evaluate the new processes as implemented, identify problems and changes that are needed, and implement these changes.
7. Design processes and information flows for the practice that accommodates quality improvement and reporting. These workflow analysis skills will be applicable to a variety of environments.

2. Exam Description and Blueprint
IRHITEN distributed the AHIMA endorsed resource manual to address student requests for a textbook* as an added resource to the online curriculum. Each student has received

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a copy of the *Healthcare Information Technology Exam Guide by Dr. Kathleen A.
McCormick and Dr. Brian Gugerty. The ISBN is 978-0-07-180280-2.
https://www.youtube.com/watch?v=RXfEB0Gd0zk

Overview
The CEHRT exams were designed to assess the competency of health IT professionals
who will be instrumental in the transition to electronic health records (EHRs). The
CEHRT exams were developed according to industry best practices and are valid,
reliable, and legally defensible assessment instruments.

Exam Blueprints and Specifications
When developing the exam blueprints and specifications, items are selected for inclusion
on the CEHRT exams based on how their content maps back to, or measures, a core
curriculum component learning objective and / or a task delineated from the job analysis
for that respective HIT Workforce role. In the exam blueprints, the domains, which
represent specific content areas tested on the exams, are comprised of the core curriculum
components for that role. Additionally, the competency statements are comprised of the
corresponding curriculum learning objectives.

The course outline and objectives align with the ONC approved curriculum. To view
each course go to https://www.healthit.gov/providers-professionals/health-it-curriculum-
resources-educators .

Upon successful completion of the online course and the apprenticeship, the student is
eligible to sit for the CHTS certification exam. The certification exams are hosted by
PearsonVue at their proprietary testing centers. In order to register for the exam, the
student will be provided a 100% prepaid exam voucher number, provide through the
grant award. This voucher number will be sent directly to you via email upon completion
of the apprenticeship program. Once the student has the voucher number, go to the
website: http://www.pearsonvue.com/chts/ and select the "register online" option. This
link will walk the student through selecting a date, time and location that will work best
for the student.

Item Writing and Development
All items used on each CEHRT examination are created, reviewed, revised, and
ultimately approved by item writers and item reviewers who are health IT subject matter
experts (SMEs). These item writers receive extensive training in item writing best
practices prior to creating any raw test items.

All draft items undergo a continuous review and revision process, where they are
evaluated by SMEs on content accuracy and conformity to the item writing guidelines.
Items are also reviewed for linkage or correspondence with a learning objective from a
core curriculum component for that respective HIT Workforce role.

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Ongoing item management occurs through a continuous process of statistical analysis to ensure items are performing as expected. Poorly performing scored items are replaced with experimental items, which meet or exceed our performance criteria. This replacement item must be comparable to the item it is replacing with regards to item difficulty and content assignment. Poorly performing items may be salvaged and improved through item revision, review, and approval.

Exam Maintenance and Exam Scoring
Psychometric analysis of item and exam performance is conducted on a continuous basis. This data is used to determine the cut score, or passing standard, using a widely-accepted, best-practice methodology, such as the Modified Angoff method.

The passing scores for each of the CEHRT exams were determined by a panel of SMEs, including educators and practitioners, who participated in standard setting studies. These standard setting studies were convened to establish the operational definition of the minimally competent candidate, which is used to determine the passing or cut score. A candidate's performance on an exam, which meets or exceeds this cut score will be deemed competent to serve in the relevant workforce role.

To determine an exam's cut score, the SME panels first defined the minimally qualified candidate. Then, panelists practiced rating exam items for difficulty with respect to their estimation of the proportion of minimally qualified candidates who would answer each item correctly. Panelists then reviewed the entire exam individually and applied the same item evaluation process. The group's ratings were then averaged across raters and summed to reach the cut score recommendation.

Advisory Council
Twenty-two industry stakeholders have been appointed to serve on the CEHRT Advisory Council, which is responsible for advising the CEHRT exams development team and endorsing the examination blueprints, specifications, and passing standard(s). Advisory Council members bring unique perspectives to the group, as they are affiliated with primary and supporting grant partners, the Curriculum Development Centers, the Community College Consortium, Regional Extension Centers, the Department of Labor, and other industry/employer stakeholder entities.

IRHITEN Program Syllabi
1. **Workflow & Information Management Redesign Specialist (WIFM)**

   COURSE NUMBER: HLTHHIT2 – 87120: Spring 2016
   CREDIT: Non-Credit
   CEUs: 0
   PREREQUISITES: Individuals in this role will be licensed clinical or public health professionals; or in the case of public health, they would bring into the role significant experience in federal, state or local public health agencies.

(Revised March 1, 2016)
   INSTRUCTOR CONTACT INFORMATION:
   Instructor: Andrew VanZee
   Phone Number: (cell) 317-696-5169
   Email (IVY Tech Email): avanzee1@ivytech.edu
   Email (Work Email):   andrew.vanzee@fssa.in.gov

Course Description:
The HIT Practice Workflow & Information Management Redesign course teaches process improvement skills to equip individuals to serve as HIT-Practice Workflow and Information Management Redesign Specialists. The Specialist will learn techniques to improve patient care information systems and assist in the transition to of medical records to Electronic Health records (EHR), but more importantly, will become more familiar with analyzing workflow to maximize productivity and reduce waste. The course uses the context of workflows in a medical practice; however, the skills are transferrable to every healthcare position. Effective Specialists will increase the quality and efficiency of care and work with colleagues at all levels to implement changes.

MAJOR COURSE LEARNING OBJECTIVES:
At the completion of this course, the student will be able to:

- Document workflow and information management models. Conduct user requirements analysis to facilitate workflow design.

- Develop revised workflow and information management models, based on meaningful use of a certified EHR product. Revised models will anticipate implementation of automated processes; analysis of electronic documentation Meaningful Use requirements and intended outcomes; and become exposed to Health Information Exchange – with all its implications.

- Participants will become exposed to the customer service and change management skills inherent in successful project management transitions.

- Participants will get exposure to creating alternative plans to continue serving patients when and if a system goes down.

- Participants will be taught design processes and information flows in the practice setting that accommodate quality improvement and reporting

REQUIRED TEXT: All materials are online.

COURSE EVALUATION: Pass/Fail

PASS/FAIL CRITERIA

- Certification Program: This course is graded "Pass/Fail". You will earn a passing grade if you have completed 100% of the assigned quizzes in each component; AND scored at least 70% of the <u>total points across</u> <u>all</u> quizzes; AND actively participate in 4 of the 5 discussions (active participation is defined as completion of the initial post and at least one reply to a fellow student's post) ; AND your total score on the final test is 70% (2 attempts) of the total possible points; otherwise, you will earn a failing grade.

- Apprenticeship Program: This project is graded "Pass/Fail". To pass the project the student must complete agreed upon hours for project completion; AND complete one meaningful use project: AND submit all required paper work. If not completed, the student will receive a failing grade

- Program Completion Requirement: The student MUST PASS the 1) certification program; and 2) apprenticeship program to be eligible to receive the prepaid testing voucher for the HIT certification test. No exceptions!

ATTENDANCE POLICY: Attendance will be taken via active participation in course discussions and completion of online assignments. You are encouraged to participate in all class discussions and assignments to derive maximum benefit from the course.

REFUND POLICY: Due to the nature of this course, once you log into the system, there are no refunds. If you have not received your login, you are eligible to receive a 100% refund. Refund-eligible students may contact ITCC Program Manager, Linda Butler at 317-916-7857.

METHOD OF DELIVERY: Online Course consisting of Written and Audio Lectures, PowerPoints, Discussion Forums, Quizzes, and Assignments. Participants will experience student guided learning activities via the Internet using a virtual classroom on Blackboard. The instructor will give feedback regarding assignments through Blackboard. Participants will also use patient-protected EHR systems to gain practical learning experience.

NOTE: Each class week starts at 12:00 am Monday and runs through 11:59pm Sunday. All required work for the current week must be submitted by 11:59pm on Sunday unless otherwise noted.

BECOME A SUCCESSFUL DISTANCE LEARNER: Successful distance learners are self-disciplined, self-motivated, accountable, and have good time-management skills. There are things you can do to help ensure your success. Be realistic. You may not have to keep a class attendance schedule, but you will have to do regular academic work. Set interim goals and deadlines for yourself and stick to them. Keep a calendar showing the amount of work you need to do each week, the days when you expect to take tests, due

dates for projects, and meetings or contacts with your instructor. Stay current on the work and don't fall behind.

- Organize a study schedule. It should be times when you are alert and attentive. Stick to those times each week. If you miss too many, revise your schedule.

- Avoid interruptions and distractions. Find a distraction-free location to study. Avoid all interruptions while viewing a video, reading, working on the computer. It will keep you focused and maximize learning and time.

- Stay in touch with the instructor. Contact him/her regularly, especially when you have questions about course content. Ask for help when needed, and be specific about difficult or unclear topics. Instructors will make themselves available by phone, e-mail, mail, or fax. He/she will share their preferred method of communication, as well as their availability schedule.

- Pay careful attention to instructions and be certain you understand what is being asked when submitting assignments.

- Self-evaluate regularly by re-reading course objectives and standards to determine how well you are progressing.

ACADEMIC HONESTY STATEMENT: The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

COPYRIGHT STATEMENT: Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

<u>WIFM Weekly Syllabus:</u> The instructor retains the prerogative of changing or adjusting the course syllabus to best accommodate the pace of progression and the needs of the students.

2. CPC Course Syllabus

COURSE NUMBER: HLTHHIT2 – 101530: Spring 2016

Instructor: Andrew VanZee		CRN and Workforce Role: 87120 –Spring 2016 Non Credit Practice Workflow and Information Management Redesign Specialist		
Week	**Date**	**Component**	**Units**	**Due Date**
1-2	1/25/16	**Pre-Test (*Not counted toward course grade)**	Pre Test	2/7/2016
	2/1/16	**Orientation** **1 - Introduction to Health Care and Public Health in the U.S.**	1, 6, 9, 10	
		Introduction On-Line Discussion 1	Participation	
3	2/8/16	**2 - The Culture of Health Care**	1-4 &7	2/14/2016
4	2/15/16	**3 - Terminology in Health Care and Public Health Settings**	1 & 13-16	2/21/2016
5	2/22/16	**4 – Introduction to Information & Computer Science.**	3 & 5-9	2/28/2016
6	2/29/16	**5 - History of Health Information Technology in the U.S**	3,5,9,11 & 15	3/6/2016
		On-Line Discussion 2	Participation	
7	3/7/16	**6 - Health Management Information Systems**	1-6	3/13/2016
8	3/14/16	**Catch-up /Work Ahead**		
9	3/21/16	**7 - Working with Health IT Systems** **Lab 7**	1-7	3/27/2016
10	3/28/16	**9 - Networking and Health Information Exchange**	1,2,5-7&9	4/3/2016
		On-Line Discussion 3	Participation	
11	4/4/16	**10 - Fundamentals of Health Workflow Process Analysis and Redesign**	1-4,6,10	4/10/2016
12	4/11/16	**11 - Configuring EHRs** **Lab 11**	1,2,4,&8	4/17/2016
13	4/18/16	**Catch-up/Work ahead**		
14	4/25/16	**12 - Quality Improvement**	1,3, 5-7, 11	5/1/2016
15	5/2/16	**15-Usability and Human Factors**	4, 5, 6 & 7	5/8/2016
		On-Line Discussion 4	Participation	
16	5/9/16	**16 – Professionalism/Customer Service in the Health Environment**	1, 6, 7	5/15/2016
17	5/16/16	**17 - Working in Teams** **for Health IT**	1, 2, 5, 10	5/22/2016
18	5/23/16	**19 - Introduction to Project Management**	1-3, 5, 7	5/29/2016
		On-Line Discussion 5	Participation	
19	5/30/16	**Review for Final / Catch up**		
20	6/6/16	**Final Exam**		6/12/2016
21	6/13/16	**Wrap Up/Pass/Fail**		

CREDIT: Non-Credit

(Revised March 1, 2016)

    CEUs: 0

    PREREQUISITES: Individuals in this role will be licensed clinical or public health professionals; or in the case of public health, they would bring into the role significant experience in federal, state or local public health agencies.

    INSTRUCTOR CONTACT INFORMATION:
    Instructor: Beth Jump
    Phone Number: (work) 574-753-7541
    Email (IVY Tech Email): bjump2@ivytech.edu
    Email (Work Email):   bjump@logansportmemorial.org

COURSE DESCRIPTION: The HIT-Clinician/Practitioner Consultant training program applies the background and experience of a licensed clinical or public health professional to skills needed to optimize electronic medical records. These members of the workforce will learn to support implementation and train practitioners in best use of the electronic health record system, conforming to the redesigned practice workflow as needed. This program bridges the gap between the clinical and IT sides of the house and facilitates an end-result effective for all stakeholders.

MAJOR COURSE LEARNING OBJECTIVES: At the completion of this component, the student will be able to:

- Analyze and recommend solutions for Health IT implementation problems in clinical and public health settings, maximizing system and process changes by integrating clinical expertise on the front end.
- Advise and assist clinicians to make best use of data in electronic form - including data in registries - and to drive improvement in the quality, safety and efficacy of care.
- Assist with vendor software selection to ensure a comprehensive review of the product is made, before investing, and that the resulting system provides the greatest value from both clinical and technology perspectives.
- Advocate for users' needs, acting as a liaison between users, IT staff, and vendors.
- Ensure that the patient/consumer perspective is incorporated into EHR deployments and that due diligence has been performed regarding patient privacy.
- Train users in best use of the EHR system, conforming to the redesigned workflow.
- Successfully manage the transition associated with major change, utilizing strong customer service skills, and projecting confidence and professionalism as a result of project management integration.

REQUIRED TEXT: All materials are online.

COURSE EVALUATION: Pass/Fail

(Revised March 1, 2016)
PASS/FAIL CRITERIA:
- Certification Program: This course is graded "Pass/Fail". You will earn a passing grade if you have completed 100% of the assigned quizzes in each component; AND scored at least 70% of the total points across all quizzes; AND actively participate in 4 of the 5 discussions (active participation is defined as completion of the initial post and at least one reply to a fellow student's post); AND your total score on the final test is 70% (2 attempts) of the total possible points; otherwise, you will earn a failing grade.
- Apprenticeship Program: This project is graded "Pass/Fail". To pass the project the student must complete agreed upon hours for project completion; AND complete one meaningful use project; AND submit all required paper work. If not completed, the student will receive a failing grade.
- Program Completion Requirement: The student MUST PASS the 1) certification program; and 2) apprenticeship program to be eligible to receive the prepaid testing voucher for the HIT certification test.

ATTENDANCE POLICY: Attendance will be taken via active participation in course discussions and completion of online assignments. You are encouraged to participate in all class discussions and assignments to derive maximum benefit from the course.

REFUND POLICY: Due to the nature of this course once you log into the system, there are no refunds. If you have not received your login, you are eligible to receive a 100% refund. Refund-eligible students may contact ITCC Program Manager, Linda Butler at 317-916-7857.

METHOD OF DELIVERY: Online Course consisting of Written and Audio Lectures, PowerPoints, Discussion Forums, Quizzes, and Assignments. Participants will experience student guided learning activities via the Internet using a virtual classroom on Blackboard. The instructor will give feedback regarding assignments through Blackboard. Participants will also use patient-protected EHR systems to gain practical learning experience.
NOTE: Each class week starts at 12:00 am Monday and runs through 11:59pm Sunday. All required work for the current week must be submitted by 11:59pm on Sunday unless otherwise noted.

BECOME A SUCCESSFUL DISTANCE LEARNER: Successful distance learners are self-disciplined, self-motivated, accountable, and have good time-management skills. There are things you can do to help ensure your success.

- Be realistic. You may not have to keep a class attendance schedule, but you will have to do regular academic work.
- Set interim goals and deadlines for yourself and stick to them. Keep a calendar showing the amount of work you need to do each week, the days when you expect

to take tests, due dates for projects, and meetings or contacts with your instructor. Stay current on the work and don't fall behind.

- Organize a study schedule. It should be times when you are alert and attentive. Stick to those times each week. If you miss too many, revise your schedule.
- Avoid interruptions and distractions. Find a distraction-free location to study. Avoid all interruptions while viewing a video, reading, working on the computer. It will keep you focused and maximize learning and time.
- Stay in touch with the instructor. Contact him/her regularly, especially when you have questions about course content. Ask for help when needed, and be specific about difficult or unclear topics. Instructors will make themselves available by phone, e-mail, mail, or fax. He/she will share their preferred method of communication, as well as their availability schedule.
- Pay careful attention to instructions and be certain you understand what is being asked when submitting assignments.
- Self-evaluate regularly by re-reading course objectives and standards to determine how well you are progressing.

INAPPROPRIATE USE OF COLLEGE COMPUTERS: Theft or other abuse of computer time is against college rules, which include but are not limited to:
- unauthorized entry into a file, to use, read, or change the contents or for any other purpose
- unauthorized transfer of a file
- unauthorized use of another user's identification and password
- use of computing facilities to interfere with work of students, faculty members or college officials
- use of computing facilities to send, receive, or view obscene or abusive messages
- use of computing facilities to interfere with normal operation of the college computing system
- use of computing facilities for student's personal benefit
- unauthorized use of college owned computer resources to prepare or print work for commercial use

ACADEMIC HONESTY STATEMENT: The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

COPYRIGHT STATEMENT: Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in

no way infringe on the copyright or other proprietary rights of others and that the
materials used and developed at Ivy Tech Community College contain nothing unlawful,
unethical, or libelous and do not constitute any violation of any right of privacy.

CPC WEEKLY SYLLABUS: The instructor retains the prerogative of changing or
adjusting the course syllabus to best accommodate the pace of progression and the needs
of the students.

Instructor: Beth Jump		HLTHHIT2 - 101530 – Clinical/Practitioner Consultant Spring 2016 Non-Credit		
Week	**Date**	**Component**	**Units**	**Due Date**
1	1/25/16	**Pre-Test (*Not counted toward course grade)**	Pre-Test	1/31/16
		3 – Terminology in Health Care and Public Settings	13, 14, 15, 16	
		Introduction On-Line Discussion 1	Participation	
2	2/1/16	**4 - Introduction to Information and Computer Science**	4, 8, 10	2/7/16
		5 – History of Health Information Technology in the U.S.	3, 8, 9, 10	
3	2/8/16	**6 - Health Management Information Systems**	1, 2, 3, 4, 5	2/14/16
4	2/15/16	**6 - Health Management Information Systems**	6, 7, 8, 9	2/21/16
		On-Line Discussion 2	Participation	
5	2/22/16	**9 – Networking and Health Information Exchange**	3, 4, 5, 6, 10	2/28/16
6	2/29/16	**10 – Fundamentals of Health Workflow Process Analysis and Redesign**	1, 2, 3, 4, 5	3/6/16
7	3/7/16	**10 - Fundamentals of Health Workflow Process Analysis and Redesign**	6, 7, 8, 9, 11	3/13/16
8	3/14/16	**7 - Working with Health IT Systems**	2, 3, 5, 6	3/20/16
		Hands-On Lab 7	Vista Lab	
9	3/21/16	**Spring Break / Catch-Up on Any Outstanding Work**		3/27/16
10	3/28/16	**7 - Working with Health IT Systems**	7, 9, 10	4/3/16
		On-Line Discussion 3	Participation	
11	4/4/16	**12 – Quality Improvement**	1, 2, 4, 5, 6	4/10/16
12	4/11/16	**12 – Quality Improvement**	8, 9, 10, 11, 12	4/17/16
13	4/18/16	**14 – Special Topics: Vendor-Specific Systems**	1, 4, 5, 8	4/24/16
		On-Line Discussion 4	Participation	
14	4/25/16	**15 - Usability and Human Factors**	4, 5, 6, 7	5/1/16
15	5/2/16	**Catch-Up on Any Outstanding Work**		5/8/16
16	5/9/16	**16 – Professionalism/Customer Service in the Health Environment**	1, 5, 7, 8	5/15/16
17	5/16/16	**13 – Public Health IT**	1, 2, 3, 6, 7	5/22/16

Indiana Rural Health Information Technology Education Network (IRHITEN)
HIT Course Description and Exam Blueprints
(Revised March 1, 2016)

Instructor: Beth Jump		HLTHHIT2 - 101530 – Clinical/Practitioner Consultant Spring 2016 Non-Credit		
Week	**Date**	**Component**	**Units**	**Due Date**
18	5/23/16	**17 - Working in Teams for Health IT**	1, 2	5/29/16
		19 – Introduction to Project Management	1, 2	
		On-Line Discussion 5	Participation	
19	5/30/16	**18 – Planning, Management, and Leadership for Health IT**	1, 2, 3, 4, 5	6/5/16
20	6/6/16	**18 – Planning, Management, and Leadership for Health IT**	6, 7, 8, 9, 10	6/12/16
21	6/13/16	**Catch-Up and Prepare for Final Exam**		6/19/16
22	6/20/16	**Final Exam**		6/26/16