

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HLTH 613

COURSE TITLE

HEALTH UNIT COORDINATOR BASICS

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

This course provides instruction on the responsibilities for the coordination of non-clinical activities related to patient care and the department (unit). Topics include overview of the healthcare industry, scheduling diagnostic tests and treatments, assisting with processing of orders, maintaining an organized unit, managing medical charts, supplies, equipment, and workflow in the health care setting. Communication skills and soft skills necessary to interact with patients, visitors, healthcare workers, and other healthcare professionals are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

150

ADVISORIES

Successful completion of a medical terminology course or equivalent

RECOMMENDED SKILL LEVEL

1. 10th grade reading and writing level
2. Proficient in the use of medical terminology
3. Ability to perform basic business math
4. Keyboarding 30 words per minute
5. Basic computer, Microsoft Word, and Internet skills

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Students will:

1. Gain knowledge of the healthcare industry including financing, business aspects, healthcare settings, services, legal and ethical issues, and common safety practices.
2. Learn how to communicate in the healthcare setting in oral and written form, including using electronic formats, scanners, printers, shredders, facsimiles, phones, and smart devices.
3. Learn the role of the Health Unit Coordinator (HUC) as a liaison between patients, visitors, healthcare workers, and other healthcare and agencies.
4. Learn to coordinate non-clinical activities related to patient care such as management of supplies and equipment and scheduling appointments and procedures.
5. Gain knowledge of HUC role in the use of both electronic medical records (EMR) and paper records including processing and follow-up of medical orders.
6. Learn regulations and guidelines related to healthcare, such as Health Insurance Portability and Accountability Act (HIPPA), safety, emergency, and infection control.

COURSE OBJECTIVES

1. Describe the role and responsibilities of a HUC.
2. Explain the variety of entities that influence cost and financing of healthcare in the United States.
3. Describe the variety of healthcare delivery systems and services they provide.
4. Operate equipment used by HUC such as scanners, copiers, fax machines, shredders, and intercom systems used in healthcare facilities.
5. Exhibit effective communication skills.
6. Apply HIPPA guidelines in all aspects of communication.
7. Describe workplace ethics, guidelines, relevant laws and regulations related to healthcare.
8. Demonstrate the ability to manage the ordering of supplies and equipment, troubleshoot and apply warranty agreements for defective equipment.
9. Plan the general daily non-clinical HUC tasks performed in a hospital nursing unit or healthcare facility.
10. Schedule appointments, procedures, and tests utilizing medical terminology and abbreviations.
11. Demonstrate the use of EMR and paper medical records by locating or filing information such as assessments, tests, procedures, orders.

COURSE OBJECTIVES (CONTINUED)

12. Explain the safety and emergency procedures in the healthcare setting that the HUC may utilize.

SECTION II

COURSE CONTENT AND SCOPE

1. Health Unit Coordinator (HUC) Career
 - 1.1. History of health unit coordinator position
 - 1.2. Role and responsibilities
 - 1.3. Job descriptions
 - 1.4. National Association of Health Unit Coordinator (NAHUC)
 - 1.5. Electronic medical records (EMR) and technology impact
2. Healthcare Industry Expenses and Financing in the United States
 - 2.1. Overview of present day healthcare and concerns
 - 2.2. Government associated healthcare insurance/expense systems
 - 2.2.1. Affordable Care Act
 - 2.2.2. Medicare
 - 2.2.3. Medi-Cal/Medicaid
 - 2.2.4. Veterans and active military
 - 2.3. Insurance categories
 - 2.3.1. Managed care
 - 2.3.2. Indemnity
 - 2.3.3. Workers compensation
 - 2.4. Health saving account
 - 2.5. Deciphering insurance and authorization
3. Healthcare Organization and Services
 - 3.1. Hospitals
 - 3.1.1. Acute care hospital functions
 - 3.1.2. Distinctions and uniqueness
 - 3.1.2.1. Types of services offered
 - 3.1.2.1.1. Pediatrics
 - 3.1.2.1.2. Obstetrics and gynecology
 - 3.1.2.1.3. Orthopedics
 - 3.1.2.1.4. Oncology
 - 3.1.2.1.5. Behavioral health
 - 3.1.2.2. Ownership
 - 3.1.2.2.1. Proprietary
 - 3.1.2.2.2. Non-profit
 - 3.1.2.2.3. Government
 - 3.1.2.3. Accreditation and recognitions
 - 3.1.2.3.1. The Joint Commission
 - 3.1.2.3.2. Magnet
 - 3.1.3. Other Healthcare Facilities
 - 3.1.3.1. Skilled nursing
 - 3.1.3.2. Behavioral health

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.1.3.3. Long-term acute care
- 3.1.3.4. Surgery centers
- 3.2. Organizational chart
- 3.3. Hospital departments
 - 3.3.1. Business services
 - 3.3.2. Diagnostic and therapeutic services/departments
 - 3.3.2.1. Imaging and radiation therapy
 - 3.3.2.2. Cardiopulmonary labs
 - 3.3.2.3. Nutritional care
 - 3.3.2.4. Gastroenterology lab
 - 3.3.2.5. Pathology lab
 - 3.3.2.6. Nutritional
 - 3.3.2.7. Rehabilitation
 - 3.3.2.8. Pharmacy
 - 3.3.2.9. Other
 - 3.3.3. Clinical support services
 - 3.3.3.1. Materials management
 - 3.3.3.2. Health information management
 - 3.3.3.3. Risk management
 - 3.3.3.4. Public relations
 - 3.3.3.5. Social services
 - 3.3.3.6. Patient advocate and care services
 - 3.3.4. Operational Services
 - 3.3.4.1. Human resources
 - 3.3.4.2. Environmental
 - 3.3.4.3. Biotechnology
 - 3.3.4.4. Information technology
 - 3.3.4.5. Security
 - 3.3.5. Units
 - 3.3.5.1. Medical
 - 3.3.5.2. Nursing
 - 3.3.5.3. Surgical
 - 3.3.5.4. Intensive care and direct observation
 - 3.3.5.5. Oncology
 - 3.3.5.6. Neurology
 - 3.3.5.7. Obstetrics and gynecology
 - 3.3.5.8. Telemetry
 - 3.3.5.9. Rehabilitation
 - 3.3.5.10. Behavioral health
 - 3.3.5.11. Other
 - 3.3.6. Nursing services and delivery structures
 - 3.3.7. Medical services
 - 3.3.7.1. Medical treatment
 - 3.3.7.2. Surgery
 - 3.3.7.3. Rehabilitation
 - 3.3.7.4. Other

COURSE CONTENT AND SCOPE (CONTINUED)

4. Communication: Equipment Use and Etiquette
 - 4.1. Multifunction telephone
 - 4.2. Wireless communication and GPS Systems
 - 4.2.1. Communication badges/clips
 - 4.2.2. Smartphones
 - 4.2.3. Alert and alarm systems
 - 4.2.4. Paging systems
 - 4.3. Copiers and printers
 - 4.4. Shredders
 - 4.5. Scanners/fax machines
 - 4.6. Supply transportation
 - 4.7. Computers
 - 4.7.1. Email
 - 4.7.2. Memos
 - 4.8. Census and bulletin boards
 - 4.9. Communication equipment and uses
 - 4.10. Proper use of equipment and workplace culture
5. Interpersonal Behavior and Communication Skills
 - 5.1. Communication liaison role of HUC
 - 5.2. Maslow's hierarchy of needs- Communication theory
 - 5.2.1. Physiological needs
 - 5.2.2. Safety and security
 - 5.2.3. Love and belonging
 - 5.2.4. Esteem needs
 - 5.2.5. Self-actualization needs
 - 5.3. Communication mechanisms and components
 - 5.3.1. Visual
 - 5.3.1.1. Facial
 - 5.3.1.2. Body language
 - 5.3.1.3. Symbolism
 - 5.3.2. Vocal
 - 5.3.2.1. Tone
 - 5.3.2.2. Loudness
 - 5.3.2.3. Hesitancy
 - 5.3.2.4. Firmness
 - 5.4. Communication model and influences
 - 5.4.1. Sender
 - 5.4.2. Message
 - 5.4.3. Receiver
 - 5.4.4. Verbal vs non-verbal
 - 5.4.5. Listening skills
 - 5.4.5.1. Levels
 - 5.4.6. Feedback
 - 5.4.7. Intercultural competencies
 - 5.4.8. Guidelines for language differences
 - 5.4.9. Assertive vs non-assertive vs non-aggressive

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.4.10. Communication applications
 - 5.4.10.1. Patients
 - 5.4.10.2. Co-workers
 - 5.4.10.3. Phone
 - 5.4.10.4. Email
- 6. Employment/workplace, Ethical and Legal Issues in Healthcare
 - 6.1. Employment/workplace
 - 6.1.1. Personal values
 - 6.1.2. Background & drug screening
 - 6.1.3. Appearance
 - 6.1.4. Cell phone use
 - 6.1.5. Etiquette and respect
 - 6.1.6. Sexual harassment
 - 6.1.7. Violence in the workplace
 - 6.1.8. Abuse
 - 6.1.9. Performance evaluation
 - 6.2. Health Insurance Portability and Accountability Act (HIPPA)
 - 6.3. Health care ethics
 - 6.3.1. NAHUC code of ethics
 - 6.3.2. Patient care partnership and bill of rights
 - 6.3.3. Patient care ethics
 - 6.3.3.1. Respect
 - 6.3.3.2. Autonomy
 - 6.3.3.3. Veracity
 - 6.3.3.4. Beneficence
 - 6.3.3.5. Non-maleficence
 - 6.3.3.6. Confidentiality
 - 6.3.4. Consumer bill of rights and responsibilities
 - 6.3.5. HUC standard of practice
 - 6.4. Legal Issues
 - 6.4.1. Medical malpractice
 - 6.4.1.1. Negligence
 - 6.4.1.2. Liability
 - 6.5. Legal documents
- 7. Unit Management Responsibilities
 - 7.1. Unit supplies management
 - 7.1.1. Purchasing, stocking, and maintaining supplies
 - 7.1.2. Central supplies/materials management
 - 7.1.3. Pharmaceuticals
 - 7.1.4. Nutritional department
 - 7.1.5. Laundry
 - 7.2. Unit equipment management
 - 7.2.1. Storage
 - 7.2.2. Maintenance, warranties, maintenance agreements
 - 7.2.3. Rentals
 - 7.3. Daily management of unit

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.3.1. Census
- 7.3.2. Patient procedures and treatments
- 7.3.3. Stock and maintain forms
- 7.3.4. Maintain log books
 - 7.3.4.1. Admission, discharge, transfer
 - 7.3.4.2. Visitor
 - 7.3.4.3. Procedures
 - 7.3.4.4. Chargeable items
- 7.3.5. Communication and direction to visitors
- 7.4. Medical record management
 - 7.4.1. Fax
 - 7.4.2. Scan
 - 7.4.3. EMR
 - 7.4.4. File
- 7.5. Managing and prioritizing daily responsibilities
- 8. Patient Medical Records (chart and EMR)
 - 8.1. Purpose
 - 8.2. Legal issues
 - 8.3. Components
 - 8.3.1. Face sheet
 - 8.3.2. Admission agreement
 - 8.3.3. Patient's rights
 - 8.3.4. Advance directives
 - 8.3.5. History and physical
 - 8.3.6. Physician's order sheet
 - 8.3.7. Physician's progress form
 - 8.3.8. Nurses admission record
 - 8.3.9. Nurses progress notes
 - 8.3.10. Allied health notes
 - 8.3.11. Medication administration record
 - 8.3.12. Nurses discharge planning
 - 8.3.13. Physicians discharge summary
 - 8.3.14. Informed consents
 - 8.3.15. Organizing paper chart
 - 8.4. Coding
 - 8.4.1. Current procedural terminology (CPT)
 - 8.4.2. International Classification of Diseases
- 9. HUC Role in Processing Orders
 - 9.1. Medical Orders
 - 9.1.1. Chart vs EMR
 - 9.1.2. Categories of orders
 - 9.1.3. Pre-printed
 - 9.1.4. Standing
 - 9.1.5. Pro re nata (PRN) – as needed
 - 9.1.6. Short-term
 - 9.1.7. Stat

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.2. Kardex/Quick reference tools
- 9.3. Transcription
 - 9.3.1. Legal restrictions in California
 - 9.3.2. Accuracy
 - 9.3.3. Frequently used abbreviations and symbols
 - 9.3.4. Processing order
- 9.4. Processing medical orders
- 9.5. Nursing orders
 - 9.5.1. Frequently used abbreviations and symbols
 - 9.5.2. Categories of orders
 - 9.5.2.1. Mobility and positioning
 - 9.5.2.2. Observation
 - 9.5.2.3. Treatment
 - 9.5.3. Processing nursing orders
- 9.6. Nutritional orders
- 9.7. Laboratory orders
- 9.8. Diagnostic studies orders
- 9.9. Procedure and treatment orders
 - 9.9.1. Cardiopulmonary/interventional radiology
 - 9.9.2. Orthopedic
 - 9.9.3. Rehabilitation
 - 9.9.4. Physical therapy
 - 9.9.5. Occupational therapy
 - 9.9.6. Speech therapy
 - 9.9.7. Psych-social
 - 9.9.8. Processing procedure and treatment orders
- 9.10. Surgical Orders
 - 9.10.1. Pre-operation
 - 9.10.2. Post-operation
 - 9.10.3. Processing surgical orders
- 9.11. Other frequently used orders
- 10. Admission/Transfer/Discharge
 - 10.1. Admitting procedures
 - 10.2. Transfer procedures
 - 10.3. Discharge procedures
- 11. Safety and Emergency Procedures
 - 11.1. Common reports specific to unit
 - 11.1.1. Incident/risk management reports
 - 11.1.2. Infectious diseases/transmission precautions
 - 11.1.3. Falls
 - 11.2. Infection control
 - 11.2.1. Standard precautions
 - 11.2.2. Transmission precautions
 - 11.2.3. Reverse isolation
 - 11.2.4. HUC responsibility in infection control
 - 11.2.4.1. Handwashing

COURSE CONTENT AND SCOPE (CONTINUED)

- 11.2.4.2. Disinfection
- 11.2.4.3. Public communication
- 11.3. Emergency procedures
 - 11.3.1. Codes
 - 11.3.2. Fire
 - 11.3.3. Disaster

APPROPRIATE READINGS

Readings assignments may include, but are not limited to, sample charts and orders, policy and procedure manuals, instructor selected websites, and equipment manuals.

WRITING ASSIGNMENTS

Writing assignment may include, but are not limited to, completing sample consent forms and transmitting patient information via chart and/or electronic form, messages, and memos.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, researching common trends in healthcare insurance regulations and payments and homework assignments.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include, but are not limited to, analyzing solutions for scenario based difficult situations that arise in a medical unit or office, practicing virtual health unit applications which include deciphering health insurance codes, and applying problem-solving strategies during role-play scenarios

EVALUATION

A student's grade will be based on multiple measures of performance related to the course objectives, class participation and attendance. The evaluation will assess the development of independent critical thinking skills and may include, but are not limited to, the following:

1. Tests and quizzes
2. Satisfactory use of technology in objectives
3. Competency based evaluation of role play scenarios
4. Competency based evaluation of skills, such as ability to complete and process medical records (chart or EMR)
5. Written and oral translation of medical terminology to English common language and vice versa
6. Class participation and attendance

EVALUATION (CONTINUED)

Upon successful completion of each individual course, a Certificate of Course Completion will be issued. Upon successful completion of all courses in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Instruction will include, but is not limited to, lecture, laboratory, discussion, instructor demonstration followed by student demonstration, role-play, virtual health unit applications, audio-visual aids, individualized and guided study, tutorials, group study, and Internet research. Instruction may also include industry guest speakers and field trips.

This course, or sections of this course, may be offered via distance education.

TEXTS AND SUPPLIES

La Fleur Brooks' Health Unit Coordinating, Elaine A. Gillingham & Monica Melzer Wadsworth Seibel, Saunders, and imprint of Elsevier, Inc., current edition.
Skills Practice Manual for LaFleur Brooks' Health Unit Coordinating, Elaine A. Gillingham & Monica Melzer Wadsworth Seibel, Elsevier Health Sciences, current edition
Illustrated Microsoft Office 365 & Word 2016 for Medical Professionals, Jennifer Duffy, Carol M. Cram, Lisa Friedrichsen, Cengage Learning, current edition
Medical Assistant Model Curriculum, Butte Community College District, Copyright (c) 2013 Chancellor's Office California Community Colleges.
Model Curriculum Healthcare Information Technology HCIT, Santa Clarita Community College, Copyright (c) 2017 Chancellor's Office California Community Colleges.

WEBSITES:

National Association of Health Unit Coordinators (NAHUC) <http://www.nahuc.org>

Mesa College's Health Information Technology Program:

<http://www.sdmesa.edu/academics/academic-programs/health-information-technology.shtml>

US Department of Health and Human Services <https://www.hhs.gov/healthcare/>

PREPARED BY: Kathy Campbell

DATE: October 3, 2018

REVISED BY: _____

DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog