Appendix C

CURRICULUM COMMITTEE CHECKLIST

NAME OF PROGRAM: Health Unit Coordinator

Date: 3-13-12

NO

YES

Step 1 Reviewed change at division meeting.

Step 2 Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).

Division Chair's signature

Step 3 Instructional Dean reviewed and indicated need for Curriculum Committee approval.

Instructional Dean's signature

Step 4 Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.

Step 5 Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.

Step 6 Committee’s recommendations completed. (Skip if not applicable.)

Step 7 Curriculum Committee approved.

Curriculum Committee Chair's signature

Step 8 Minutes and necessary materials provided to VP of Academic Affairs.

Step 9 Vice President of Academic Affairs approved.

Vice President of Academic Affairs' signature

Step 10 President's approval for all changes requiring MnSCU approval.

President's signature

4/13/12
Appendix C

New Program or Program Change Proposal Form

Date of Proposal: 3-12-2012

Author: Lisa Lamor

Proposal Type: New Program x Program Redesign Suspend Program Reinstatement Program Add Emphasis Delete Emphasis

Contact for the Program: Lisa Lamor

Program Name: Health Unit Coordinator

Division in Which Program is Currently or Will Be Held:

Health

Program Start (Term/Year):

Program Description:

Degrees Offered: AS AAS AA Diploma Certificate x

Program Location: Faribault Campus x North Mankato Campus x Online
Prerequisites:

Number of Credits: 15

If There is a Program Change, Summarize Changes to the Program:
Due to feedback from students and input from the HUC Advisory Board and industry partners, the program is looking to expand on time spent learning procedures and working hands-on (achieved by making HUC 1201 – HUC Procedures & balancing with a reduction of the credits of HUC 1200 – HUC Fundamentals), and covering diversity, sensitivity, and orientation and behavior elements specific to health care (achieved by HC 1500 course – Healthcare Foundation).

Rationale for Program Development or Program Change:
The specific needs of the students will be more successfully met according to the input received.

What Impact Will this New Program or Change Have on Other Programs or Areas?
Due to wanting to keep the Certificate short and immediately employable, two courses were eliminated (MKT 1940 and OTEC 1800) to keep the credits low (shifted from 16 credits to 15 credits). Healthcare specific applications were instead incorporated into the new courses.

Are There Articulations With Other Colleges? List College(s):
No

➤ Attach Program Design to this Form. Below are Some Recommended Items:
  a. List of program requirements (i.e.: what the catalog page shows for each program).
  b. Cross walk from previous program curriculum to new (how students already started in the old program can finish after this new program begins).
  c. All required course numbers and titles.
  d. Additional supporting information, such as minutes documenting recommendation for proposal.
Health Unit Coordinator Certificate
Requested Program Changes
Spring, 2012

Suggested New Course Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HC 1000</td>
<td>Medical Terminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HC 1500</td>
<td>Healthcare Foundations / Health Careers</td>
<td>3 credits</td>
</tr>
<tr>
<td>HC 2930</td>
<td>Introduction to Health Care / Health Information</td>
<td>4 credits</td>
</tr>
<tr>
<td>HLTH 1954</td>
<td>Safety</td>
<td>1 credit</td>
</tr>
<tr>
<td>HUCF 1200</td>
<td>Health Unit Coordinator Fundamentals</td>
<td>2 credits</td>
</tr>
<tr>
<td>HUCF 1201</td>
<td>Health Unit Coordinator Procedures</td>
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Previous Course Sequence

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<tr>
<td>MKT 1940</td>
<td>Leadership Strategies</td>
<td>3 credits</td>
</tr>
<tr>
<td>OTEC 1800</td>
<td>Keyboarding I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HUCF 1200</td>
<td>Health Unit Coordinator Fundamentals</td>
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*Modified from original to include Safety Course as they are required competencies.*
Health Unit Coordinator Certificate  
Requested Program Changes  
Spring, 2012

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15 credits

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16 credits
Is this Course Proposed as a Liberal Arts Course: Yes No x

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntc.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs? Yes x No

If Yes, Which Program(s)? HUC

Describe What is Changing/Being Added, and the Rationale:
The HUC Fundamentals course needed to be expanded to allow for more practice and expansion of the duties of the HUC. It also spends time preparing students for certification.

What Impact Will This New Course or Change Have on Other Programs or Areas?
None.

Attach Common Course Outline to this Form.

Appendix B (3/3)

New Course or Course Change Proposal Form

Date of Proposal: 3-12-2012
Author: Lisa Lamor
Proposal Type: *New Course Modify Course x Delete Course
Contact for the Course: Lisa Lamor
Course Designator, Number and Title (i.e.: ACCT 1800, Business Law): HUC 1200 – Health Unit Coordinator Fundamentals
Number of Credits: 2
Prerequisites: none
Course Description: This course includes the study of health care facility office and communication skills for nonclinical functions. Information about working with nursing and medical staff, other department staff, patients and visitors to contribute to the patients'/clients'/residents' care and well being is emphasized. Communication of many kinds, including telephone, written, electronic, and interpersonal is a focus of the course. Students will also learn about clerical support duties such as typing, scheduling, faxing, and using the computer. Chart creation and interaction are also explored, both in paper format and in the Electronic Health Record.

Grading Method: | Grade x | Pass/Fail
---|---|---
Scheduling: | Fall x | Spring x | Summer | Alternate Years | Variable | On Demand
Instructional Type: | Lecture x | Lab | Lecture/Lab | Internship | Seminar
*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.
Faculty Name: Lisa Lamor
Faculty Signature: Class Max 4-11-12
Appendix C

New Program or Program Change Proposal Form

Date of Proposal: 3-12-2012

Author: Lisa Lamor

Proposal Type: New Program
Program Name: Health Unit Coordinator
Division in Which Program is Currently or Will Be Held: Health
Proposal Start (Term/Year):
Program Description:

Degrees Offered: AS AAS AA Diploma Certificate ×
Program Location: Faribault Campus × North Mankato Center Online
Health Unit Coordinator Fundamentals
Common Course Outline

Course Information
Organization: South Central College
Development Date: 2/22/2012
Course Number: HUCF 1200
Potential Hours of Instruction: 32
Total Credits: 2

Description
This course includes the study of health care facility office and communication skills for nonclinical functions. Information about working with nursing and medical staff, other department staff, patients and visitors to contribute to the patients'/clients'/residents' care and well being is emphasized. Communication of many kinds, including telephone, written, electronic, and interpersonal is a focus of the course. Students will also learn about clerical support duties such as typing, scheduling, faxing, and using the computer. Chart creation and interaction are also explored, both in paper format and in the Electronic Health Record.

Types of Instruction

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<th>Contact Hours</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Lecture</td>
<td>32</td>
<td>2</td>
</tr>
</tbody>
</table>

Learning Outcomes

Institutional Core Competencies
A. Written and Oral Communication
B. Critical and Creative Thinking
C. Foundation and Skills for Lifelong Learning

Competencies

1. Explain role of the Health Unit Coordinator
   Learning Objectives
   a. Identify the job of a HUC in relation to other health professions
   b. Describe the areas of specialty in a health care facility
   c. Identify healthcare facilities that a HUC could work
   d. Describe the difference of the role of the HUC in each setting

2. Describe communication elements in non-clinical functions
   Learning Objectives
   a. Describe techniques of customer service
   b. Recognize communication barriers and discuss methods to overcome
   c. Differentiate between subjective and objective information
   d. Identify resources and adoptions that are required based on individual needs, i.e., culture and environment, developmental life stage, language, and physical threats to communication
   e. Discuss applications of electronic technology in effective communication in healthcare
   f. Compose professional letters/written communication for a medical setting
   g. Describe how to professional address and work with other healthcare workers in a team approach

3. Demonstrate knowledge of communication behaviors
   Learning Objectives
   a. Describe and differentiate between verbal and non-verbal communication
b. Demonstrate empathy in communicating with patients, family and staff
c. Apply active listening skills and examine effect on providing health care
d. Demonstrate sensitivity and awareness of the boundaries of the person with whom communicating, and identify issues of confidentiality in communication
e. Demonstrate recognition of the patient's level of understanding in communications
f. Recognize and protect personal boundaries in communicating with others

4. Develop knowledge of professional conduct
   Learning Objectives
   a. Identify the role of self boundaries in the health care environment
   b. Discuss the role of assertiveness in professional environments
   c. Differentiate between adaptive and non-adaptive coping mechanisms
d. Demonstrate awareness of how an individual's personal appearance and demeanor affect interactions with co-workers, patients, and families
e. Summarize the Patient Bill of Rights, and incorporate it into personal practice as well as medical office policies and procedures.
f. Demonstrate sensitivity to patient rights.

5. Identify how to work effectively with medical staff and other department staff as a team
   Learning Objectives
   a. Describe nursing dept roles and services
   b. Define position roles and services
   c. Demonstrate central service requisitions
d. Describe multi-disciplinary teams

6. Maximize work efficiency through the use of technology
   Learning Objectives
   a. Apply basic computer skills
   b. Apply internet applications
   c. Demonstrate microcomputer business applications
d. Demonstrate appropriate keyboarding skills

7. Identify ways to problem solve in the work environment
   Learning Objectives
   a. Identify time management skills
   b. Implement time management skills to maintain effective office function
   c. Identify effective communication skills
d. Apply critical thinking skills
e. Describe the process to follow if an error is made in patient care

8. Demonstrate an understanding of different types of office machines
   Learning Objectives
   a. Demonstrate knowledge of fax machine, label maker, pneumatic tube, and other applicable office machines typical to a medical environment
   b. Apply policies and procedures of work setting to maintain office machines
   c. Understand process required to ensure repairs on office machines
d. Use office hardware and software to maintain office systems
e. Perform routine maintenance of office equipment with documentation

9. Demonstrate telephone etiquette
   Learning Objectives
   a. Demonstrate using the phone system
   b. Demonstrate good communication skills
c. Demonstrate problem solving communication skills

10. Develop knowledge of administrative functions
    Learning Objectives
    a. Discuss various types of appointment management systems, scheduling guidelines, and handling appointments; schedule a patient admission or procedure
    b. Describe various types of content maintained in a patient's medical record
c. Discuss principles of using Electronic Medical Records
d. Execute data management using electronic healthcare records such as the EMR

11. Demonstrate an understanding of basic finances

   Learning Objectives
   a. Explain basic bookkeeping computations
   b. Differentiate between bookkeeping and accounting
   c. Describe banking procedures
   d. Discuss precautions for accepting checks
   e. Compare types of endorsement
   f. Differentiate between accounts payable and accounts receivable
   g. Compare manual and computerized bookkeeping systems used in ambulatory healthcare
   h. Describe common periodic financial reports
   i. Explain both billing and payment options and the types of adjustments that may be made to a patient’s account
   j. Identify procedures for preparing patient accounts, including collecting outstanding accounts
   k. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections
   l. Facilitate skills needed such as preparing a bank deposit and other necessary procedures
   m. Demonstrate sensitivity and professionalism in handling accounts receivable accounts with clients.