Ohio Transfer Module:

Ohio Transfer Module (OTM) Requirements: 36-40 semester hours. Students should select courses within the OTM that complement the selected major and meet any specific general education requirements. Students are encouraged to complete the OTM to ensure maximum transferability and application of credits.

<table>
<thead>
<tr>
<th>Required Disciplines</th>
<th>Minimum Required Hours</th>
<th>Recommended Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I. English Composition</td>
<td>3 Semester Hours</td>
<td></td>
</tr>
<tr>
<td>Area II. Mathematics</td>
<td>3 Semester Hours</td>
<td></td>
</tr>
<tr>
<td>Area III. Arts &amp; Humanities</td>
<td>6 Semester Hours</td>
<td></td>
</tr>
<tr>
<td>Area IV. Social Sciences</td>
<td>6 Semester Hours</td>
<td></td>
</tr>
<tr>
<td>Area V. Natural &amp; Physical Science</td>
<td>6 Semester Hours</td>
<td>Anatomy with lab and Physiology</td>
</tr>
</tbody>
</table>

Additional courses beyond the minimum required hours, from any of the disciplines listed above, will count toward the completion of the OTM (36-40 semester hours).

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHL019</td>
<td>Human Diseases</td>
<td>3-4 Semester Hours</td>
</tr>
<tr>
<td>Advising Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OHL020</td>
<td>Medical Terminology</td>
<td>2-3 Semester Hours</td>
</tr>
<tr>
<td>Advising Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OHL021</td>
<td>Legal Aspects</td>
<td>2 Semester Hours</td>
</tr>
<tr>
<td>Advising Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBU003</td>
<td>Computer Applications</td>
<td>3 Semester Hours</td>
</tr>
<tr>
<td>Advising Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OHL022</td>
<td>Reimbursement</td>
<td>2 Semester Hours</td>
</tr>
</tbody>
</table>

Transfer Assurance Guides Total Guaranteed Credits (Range)

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Transfer Module (OTM)</td>
<td>36 – 40 Semester Hours</td>
</tr>
<tr>
<td>Pre-major/Major</td>
<td>0 – 12 to 14 Semester Hours</td>
</tr>
</tbody>
</table>

Institutional Requirements: For entrance and graduation, a transfer student must meet all institutional requirements which would include, but may not be limited to: minimum grade point average, residency requirements, upper division credits attained, minimum grades in specific courses, performance requirements (ex. dance, music) and other requirements of native students from the same institution.
OHL019– Human Diseases

3-4 Semester Hours

Related TAGs: Health Information Management

All of the learning outcomes with an asterisk are essential and must be met.

1. Apply principles of normal anatomy and physiology of human body systems to the pathophysiological processes of common health problems.*
2. Differentiate between physiological functioning and pathophysiological processes in the various systems of the human body.*
3. Define the common terms used to describe disease, such as lesions, organic and functional disease, symptomatic and asymptomatic disease, etiology, and pathogenesis.*
4. Describe the basic concepts of pathophysiology at the cellular level related to injury, self-defense mechanism, mutation, and cellular proliferation.*
5. Discuss the etiology, pathogenesis, morphology, local & systemic effects of cell injury.*
6. Discuss the etiology, pathogenesis morphology and clinical significance of selected disorders of the musculoskeletal, cardiopulmonary, renal, nervous, gastrointestinal, immune, hematological and endocrine systems.*
7. Identify signs, symptoms and diagnostic tests for common human disorders and diseases of the respiratory, hematological, cardiovascular, gastrointestinal, urinary, endocrine systems, obstetrics, pediatrics, gynecology, radiology, orthopedics, psychiatry, neurology, pharmacology, ophthalmology and oncology.*
8. Describe the manifestation of specified diseases/conditions and identify related medical terminology, surgical procedures, medical specialties, diagnostic and clinical procedures, and treatment modalities.*
9. Describe the effects of predisposing factors on specific body systems.*
10. Identify specific treatments and prevention measures related to human diseases.*
11. Interpret clinical information and diagnostic studies related to diagnoses, conditions/ problems, significant procedures and pharmaceuticals for the ambulatory and inpatient care settings.*
OHL020– Medical Terminology
2-3 Semester Hours

Related TAGs: Health Information Management

All of the learning outcomes with an asterisk are essential and must be met.

1. Define medical prefixes, suffixes, combining forms, word roots, and compound words.*
2. Describe how medical terms are constructed using word elements.*
3. Construct medical words by combining forms, prefixes and suffixes.*
4. Apply the rules used to build singular/plural forms of medical terms derived from the Greek and Latin language.*
5. Define a medical term by dividing it into its elements.*
6. Spell terms related to the pathology, diagnostic and treatment procedures, and pharmacology of each body system.*
7. Pronounce terms related to the pathology, diagnostic and treatment procedures, and pharmacology of each body system.*
8. Identify common diagnostic procedures and conditions including laboratory and radiology tests and exams.*
9. Identify the body systems in terms of their major structures, functions, and related work parts.*
10. Identify the medical specialists who treat disorders of each body system.*
11. Identify body planes, directions, cavities, quadrants and regions.*
12. Define common medical and healthcare abbreviations.*
13. Describe the anatomical structures of the given body systems, common diseases, and medical and surgical procedures.*
14. Interpret various medical reports that use common diagnostic, symptomatic, and procedural terms and standard abbreviations.*
OHL021– Legal Aspects
2 Semester Hours

Related TAGs: Health Information Management

Course Descriptions:
Evaluation of health care records as legal documents, special emphasis on policies and procedures concerning release of medical information and protecting patient confidentiality, principles and organization of the judicial system, and healthcare fraud and abuse and Health Insurance Portability and Accountability (HIPAA) regulations. Ethical issues in healthcare settings concerning the privacy and security of healthcare should be addressed.

All of the learning outcomes with an asterisk are essential and must be met.

1. Differentiate between the types and sources of law, which constitute a basis for the use of medical or health information in litigation.*
2. Distinguish between the components of the court system and trial process as related to the use of medical or health information in litigation.*
3. Differentiate between types of evidence, process of e-discovery and the permissible use of evidence in litigation.*
4. Appraise elements of negligence as related to standards of practice for the healthcare facility and the healthcare professional.*
5. Recognize potential malpractice problems based upon the legal principles and standards of practice for healthcare professionals and/or facilities.*
6. Interpret legal issues related to obtaining consent for treatment by healthcare facilities and healthcare professionals.*
7. Distinguish between confidential and non-confidential information within a healthcare information system.*
8. Assess general legal principles governing access to confidential health information in a variety of circumstances.*
9. Interpret laws, regulations, standards, and ethics that govern and control the maintenance, disclosure, re-disclosure, and destruction of health information.*
10. Apply regulatory policies and procedures for access and disclosure of protected health information (PHI) as required by federal law, including but not limited to the HIPAA Privacy Rule.*
11. Apply regulatory policies and procedures as required by federal law, including but not limited to the HIPAA Security Regulations.*
12. Apply appropriate statutory requirements and/or applicable standards of practice to requests for access, use and disclosure of highly sensitive health information.*
13. Interpret laws, regulations, and standards of practice as related to legal aspects of quality improvement, risk management and corporate compliance programs.*
14. Apply ethical standards and moral responsibility for protecting the privacy and confidentiality of health information.*
15. Assess the relevance of federal, state, and private sector initiatives related to the privacy, security and confidentiality of health information technology.*
OBU003– Computer Applications
3 Semester Hours

Related TAGs: Health Information Management

All of the learning outcomes with an asterisk are essential and must be met.

1. Identify hardware and software systems with a focus on personal computers and emerging technologies.*
2. Identify the components of a computer system.*
3. Demonstrate efficient file management techniques using an operating system’s file management tools.*
4. Describe the basic concepts of information systems.*
5. Evaluate the current value, the potential value, the limitations, and potential dangers (e.g., violation of privacy, copyright, software piracy, and computer crime) in the use of computers.*
6. Apply appropriate technology tools and resources to locate and retrieve information from various sources (e.g., on-line, libraries, etc.).*
7. Demonstrate the ability to create documents and manipulate text data using the current available software.*
8. Demonstrate the ability to organize and manipulate numerical data using the currently available spreadsheet software.*
9. Demonstrate the ability to create and manipulate simple presentation materials using the currently available presentation software.*
10. Demonstrate the ability to create and manipulate simple databases using the currently available database software.*
11. Evaluate the role of information systems in supporting organizational goals.*
12. Demonstrate use of email systems and use proper etiquette and netiquette when communicating electronically.*
13. Evaluate the ethical, social and political impact of information systems.*
14. Evaluate the strengths and weaknesses of computer functions and information systems.*
15. Navigate Intranet and Internet applications.*
16. Recognize fundamental networking technologies (e.g., wireless, cellular).*
OHL022– Reimbursement
2 Semester Hours

Prerequisite: Clinical Classification

Related TAGs: Health Information Management

Course Description:
Review includes organization of health care delivery system including managed care and capitation. The theory and use of reimbursement systems such as Diagnostic Related Groups, Ambulatory Payment Classifications, and Resource-Based Relative Value Scale are applied. Revenue cycle discussions and analysis include data flow from admission to billing and the analysis of casemix. In addition, other external forces, such as Health Insurance Portability and Accountability Act and Recovery Audit Contractors, are reviewed.

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be covered:

1. Define health care reimbursement terms, phrases, and abbreviations.*
2. Describe the similarities and differences between the major payment methods in the U.S. including Inpatient and Outpatient Prospective Payment Systems.*
3. Differentiate between the code sets approved by the HIPAA of 1996.*
4. Examine coding compliance issues that influence reimbursement.*
5. Explain the major types of voluntary healthcare insurance plans and the common models and policies of payment for commercial healthcare insurance plans.*
6. Differentiate between the various government-sponsored healthcare programs.*
7. Describe the origin, evolution and types of managed care plans as they relate to healthcare reimbursement.*
8. Explain the common models and policies of payment for inpatient and outpatient Medicare and Medicaid prospective payment systems.*
9. Manage the use of clinical data required in prospective payment systems (PPS) and other reimbursement systems in healthcare delivery.*
10. Apply DRG, MS-DRG, APC-based, RBRVS (etc.) reimbursement principles and payment rate calculations.*
11. Describe the selection and development of applications and processes for organizations’ revenue cycle management, including chargemaster, claims management and financial decision support.*
12. Implement processes for compliance and reporting related to the national Correct Coding Initiative, Local Medical Review Policies [LMRP]; Medicare Code Editor [MCE]; Resource-Based Relative Value Scale [RBRVS]; Outpatient Code Editor [OCE], RACs, etc.*
13. Identify and interpret key form locators on the UB-04 (previously UB-92), CMS 1500 and the CMS-1450.*
14. Describe the claims processing logic.*
15. Evaluate expected reimbursement for various third-party payer contract provisions.*
16. Explain the life/revenue cycle of a patient account from the point of registration through closure.*
17. Identify purposes, goals, and intent of compliance programs and regulations as related to fraud and abuse.*
18. Locate current references (web-sites and other sources) regarding updates for healthcare reimbursement rules, regulations, polices, and procedures.*
19. Identify the major systems of data collection and review in non-acute care settings (i.e., UB-04, MDS, IRF-PAI, OASIS, etc.) as related to reimbursement practices and payment systems (i.e., APCs, HHRG, RUGS, LTC-DRGs, CMGs, etc.).*
20. Recognize uses of encoder and grouper applications as applied in revenue management activities.*
21. Evaluate the revenue cycle management processes in acute and ambulatory care setting (i.e., EOB, ABN, electronic data interchange, coding, charges, the bill reconciliation, etc.).*
### HEALTH INFORMATION MANAGEMENT TAG
#### FACULTY PARTICIPANTS
**January 2016-March 2017**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Kelly (Co-Lead)</td>
<td>University of Cincinnati</td>
</tr>
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<td>Lisa Cerrato</td>
<td>Columbus State Community College</td>
</tr>
<tr>
<td>Christine Jerson</td>
<td>Lakeland Community College</td>
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<tr>
<td>Karen Motley</td>
<td>Sinclair College</td>
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<tr>
<td>Marie Janes</td>
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<td>Cincinnati State Technical and Community College</td>
</tr>
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<td>Lisa Cerato</td>
<td>Columbus State Community College</td>
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<tr>
<td>Jane Roberts</td>
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<tr>
<td>Kathy Loflin</td>
<td>Hocking Technical College</td>
</tr>
<tr>
<td>Pamela Luber</td>
<td>Hocking Technical College</td>
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<tr>
<td>Molly Weiland</td>
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<tr>
<td>Karen Wright</td>
<td>Hocking College</td>
</tr>
<tr>
<td>Kitty Kisker</td>
<td>Ohio Board of Regents - Consultant</td>
</tr>
<tr>
<td>Melanie Brodnik</td>
<td>The Ohio State University</td>
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<tr>
<td>Steve Wilson</td>
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<td>Sue Wambold</td>
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<td>Dixie Stone</td>
<td>Washington State Community College</td>
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