




---

**Detailed Course Curriculum for  
On-Campus and Distance Learning**

**Course Description**

A medical transcriptionist or editor, also known as a healthcare documentation specialist, listens to voice recordings made by doctors or other healthcare professionals and either transcribes the information into an electronic record, or reviews and edits a version produced by speech recognition technology. The reports become part of the legal medical record, and include medical histories, discharge summaries, physical examination reports, op reports, diagnostic imaging studies, consultation reports, autopsy reports, referral letters and other documents. These reports are important because they serve as the foundation for ongoing clinical decision-making, continuity of care, maximized reimbursement, and risk management.

The course includes focused training in keyboarding, grammar and punctuation, medical terminology, medical specialties, editing and proofreading, and speech recognition. More importantly, the course provides extensive “hands-on” practice with authentic doctor dictations and real-world technology. Each student will also participate in a Practicum as part of the course, experiencing ‘real world’ Medical Transcription/Healthcare Documentation while being mentored by a Practicum Supervisor.

\*\*Full permission for use of diagrams, images, and pictures used throughout the course material per current license agreement with Lippincott Williams & Wilkins (LWW).

**Prerequisites**

Applicants must have a grade 12 diploma or be a mature student (aged 19 at the start of the course). A copy of the student’s high school diploma is required if they are under the age of 19. A copy of a Government issued photo identification such as a driver’s license, passport or other, which shows the student’s date of birth, must also be supplied. Students must complete our typing test confirming that they meet our minimum typing speed of 40 nwpm (net words per minute). Students must also complete and pass the English & Grammar test with at least 85%. All distance learning students are required to complete a Distance Learning Assessment and have a PC with Internet access (high speed is recommended).

**Instructors and Education Assistants**

All instructors and education assistants employed by CanScribe Career College are highly qualified and bring with them a wealth of knowledge and experience. They are dedicated to assisting every student through the program. Every instructor is a Certified Medical Transcriptionist (CMT) or a Certified Healthcare Documentation Specialist (CHDS). All education assistants work under the direct supervision of an instructor.

**Required Textbooks, Computer, Reference Materials and Industry Platforms**

The following will be used for all chapters, exercises, and tests throughout the course, except where referenced separately. Comparable replacements may be substituted at CanScribe’s discretion.

An 18-month licence through Stedman’s Online Learning, which includes:

- Stedman’s Medical Dictionary
- Stedman’s Abbreviations, Acronyms & Symbols
- Stedman’s image library and videos
- Stedman’s audio pronunciation of medical terms
- My Stedman’s (allows user to save searches, terms, definitions, notes)
- Stedman’s Medical Terms and Phrases
- Stedman’s Medical & Surgical Equipment Words
- Quick Look Drug eBook

AHDI Book of Style, 3rd edition– 1-year license

EMDAT transcription platform– introduced after the Speech Recognition chapter

FastFox software – introduced after PIE-1

Medical Transcription Platform Software – utilized in the Practicum

## **EMDAT**

When students complete the Speech Recognition chapter, they will be introduced to speech recognition technology. Chapter dictations will be completed by using technology within the EMDAT Transcription Platform. By using this software, the student will create healthcare documentation by editing speech-recognition generated dictation. EMDAT is a user-friendly platform that powers quick and easy documentation, making dictations easy for medical transcriptionists to enhance documentation, and achieve documentation goals. This platform will also be used for the Psychiatry chapter as well.

## **Text Expander**

FastFox® is a word expander that organizes frequently used text snippets in customizable categories for quick access, saving hours of typing in the field of medical transcription. This resource will be introduced after PIE-1.

## **Medical Transcription Platform Software**

Regardless of practicum location, all students will be exposed to a transcription platform. The Fluency Transcription Platform will be used exclusively in the CanScribe practicum and will be introduced during the Practicum preparation portion of the course. Students will put into practice what they have learned in the course while gaining experience on an authentic transcription platform. These platforms allow the transcriptionist to improve productivity, while helping to optimize turnaround time, quality, and accuracy of the documentation.

**\*\* Note: Students requiring extensions will also be required to re-purchase all licenses that have expired.**

## **Computer**

A **Personal Computer** is **required** for the entire program, practicum, and in preparation for employment. A Mac computer is not considered industry standard, and as such, all students will be required to have a PC for the program and industry employment.

## **Method of Evaluation**

### 1. **Chapter Tests** **3%**

The student is encouraged to meet or exceed a benchmark score of 90% on all tests. The score from each chapter test is added together and averaged. There are no re-writes permitted.

### **Chapter Exercises** **2%**

This mark is derived from the completion of all chapter exercises and activities. If any components are not completed, the student will not receive the 2% allotted for this section of the course. The student is encouraged to meet or exceed a benchmark score of 90% on all exercises. Instructors will be spot checking random exercises throughout the course.

### 2. **Proficiency Improvement Exams (PIE):**

The MT/HDS course consists of 3 “PIE” exams. All 3 exams provide the student with the opportunity to self-assess at specific intervals of the program. Each exam consists of two components, a theory portion and a dictation section.

#### **PIE–1 (Proficiency Improvement Exam)**

- Theory **5%**
- Dictation **10%**

#### **PIE–2 (Proficiency Improvement Exam)**

- Theory **10%**
- Dictation **15%**

#### **PIE–3 (Proficiency Improvement Exam)**

- Theory **10%**
- Dictation **25%**

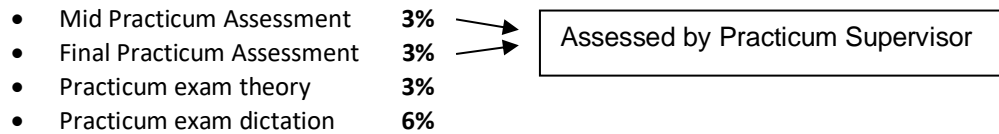
**PIE Theory-** There is a maximum of one (1) attempt for the theory portion for each PIE. It is important the student research the material to promote their adult-learning experience. The theory portions are open book, so each student may use any type of reference, other than human, to help them complete this portion of the exam. Posting or sharing of any exam content is strictly forbidden and will result in immediate dismissal from the course.

**PIE Dictations-** After completing the theory portion, the student will begin the dictation portion of the exam. This consists of 4 audio files for each of PIE-1, PIE-2, and PIE-3. If the student scores under 90% on any dictations, these will be reviewed by an instructor with the student, after which 1 or 2 additional dictations will be provided for the student to transcribe. Up to a maximum of 2 additional dictations are available in each PIE should a student score less than 90% on one or more of the dictations (one for one, two for two or more). The grade for this component will be based upon the top 4 dictations averaged together.

**3. Practicum**

The Practicum component is unique only to CanScribe and has helped develop the best trained MT/HDSs available. The student will have the opportunity to experience ‘real world’ Medical Transcription/Healthcare Documentation, while being supervised by a Quality Assurance Editor. Each student will be able to secure their own onsite Practicum with local healthcare facilities or will be placed with one of CanScribe’s internal or external based Practicums. The student will create and submit a resume, experience the interview process, provide a signed Confidentiality Agreement, learn account guidelines, and work on industry technology in order to complete their Practicum. There may be up to 2 weeks’ waiting period for external practicum setups.

There are 4 components for the Practicum evaluation:



**4. Chapter Dictation Reports 5%**

Two student chapter dictations from each chapter are chosen by the instructor to be graded. The mark for this component is derived from the score from each of the graded dictations, added together, and averaged. The student is encouraged to meet or exceed a benchmark score of 90% on all chapter dictations. This mark is worth 5% of the final grade.

---

**TOTAL 100%**

**Grade Book**

Upon registration, the student has access to an online grade book in their account. This tool is for the student to access grades throughout the program. There are six (6) components within the grade book:

1. Chapter tests and quizzes
2. Chapter exercises
3. PIE exams:
  - a. Theory
  - b. Dictations
4. Instructor-graded chapter dictation reports
5. Practicum components
6. Student self-assessed dictation reports
  - a. The student will be prompted to “self-assess” many of their own reports throughout the program. Developing this skill is helpful in cultivating proofreading and research skills and is intended to enhance the ability to recognize and prevent potential errors. This skill will also be useful for the Proficiency Improvement Exams (PIEs).

**Graduation Requirements**

To meet the **graduation requirement** for the MT/HDS program, the student must meet one of the following standards:

Standard Graduation Certificate	<b>85%-89%</b>	Honors Graduation Certificate	<b>94%-97%</b>
Merit Graduation Certificate	<b>90%-93%</b>	High Honors Graduation Certificate	<b>98%-100%</b>

As per industry standards, there will be no graduation or other certificate issued if the student does not achieve a minimum final grade of 85%.

**Timeline**

Upon registration, each student is provided with a personalized timeline, including completion dates, to guide and assist with time management of the course. Students proceed at their own pace and are required to complete the course in 12 months. (365 days). An example of the basic timeline is as follows:

TIMELINE COLOR LEGEND	
<b>MILESTONES</b>	
<b>Software Launches</b>	
<b>PIE Preparation</b>	
<b>PIE Examination</b>	
<b>PRACTICUM</b>	
<b>Practicum Preparation</b>	

CHAPTER	NUMBER OF DICTATIONS	ESTIMATED # HOURS TO COMPLETE	ESTIMATED # OF DAYS TO COMPLETE
Introduction		2	1
Program Orientation		14	4
Computer Fundamentals		13	4
Microsoft Outlook		14	4
Microsoft Word		14	4
Microsoft Excel		13	4
Keyboarding Techniques	8	15	5
Grammar & Style	8	36	11
Medical Report Formatting	6	27	8
<b>MILESTONE 1</b>			
Body as a Whole	7	36	11
Pharmacology	11	36	11
Speech Recognition		6	2
<b>EMDAT Launch</b>	<b>25</b>	<b>23</b>	<b>7</b>
Skeletal System	30	40	12
<b>MILESTONE 2</b>			
Muscular System	15	30	9
Lymphatic, Immune, and Allergy	23	27	8
Endocrine System	31	27	8
Sensory System	31	27	8
<b>PIE 1 PREPARATION</b>		5	2
<b>PIE-1 EXAM</b>	4	5	2
<b>FastFox Text Expander Launch</b>		2	1
Integumentary System	38	23	7
<b>MILESTONE 3</b>			
Cardiovascular System A	29	33	10
Cardiovascular System B	29	33	10
Respiratory System	38	30	9
Gastrointestinal System	45	36	11
Genitourinary System	35	32	10
Reproductive System	30	30	9
<b>MILESTONE 4</b>			
Nervous System	42	30	9
Psychiatry	25	27	8

Oncology	40	42	13
Surgical Documentation A	34	46	14
Surgical Documentation B	34	46	14
Advanced A	39	46	14
Advanced B	39	46	14
Advanced C	39	49	15
Professional Issues	43	20	6
Career Development A	32	20	6
Career development B	32	20	6
<b>MILESTONE 5</b>			
Electronic Health Records		10	3
<b>PIE-2 PREPARATION</b>		5	2
<b>PIE-2 EXAM</b>	4	10	2
<b>Practicum Preparation</b>		15	12
<b>PRACTICUM</b>	158	100	31
<b>PIE-3 PREPARATION</b>		5	2
<b>PIE-3 Exam</b>	4	10	2
<b>Total Hours</b>	<b>1008</b>	<b>1176</b>	<b>365</b>

### Milestones

“Milestones” occur throughout the course and are triggered when the student reaches a specific point in the program. The student is encouraged to complete a short “milestone survey,” which is then reviewed by instructors. Contact is initiated by the instructor, to see in general how the student is doing, answer any questions or concerns, reaffirm the importance of the Book of Style, and ensure the student is making use of all resources available. If the survey is not completed, instructor/student contact is still made. Students are encouraged to contact instructors at **any time** throughout the program when they need assistance.

### Additional Information

CanScribe Career College is committed to the highest standards of academic integrity and honesty. Students are particularly urged to avoid any behavior which could potentially result in suspicion of cheating, plagiarism, misrepresentation of facts, and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or dismissal from the program. Please see further details under item #10 of the **Appropriate Conduct/Dismissal Policy** in the CanScribe Student Handbook.

### Chapter Surveys

Upon completion of each chapter, the student is encouraged to fill out a short chapter survey. It will ask for your experience with basic directions, activities, materials and resources, visual and audio elements, and instructor assistance for that chapter. There is room for comments, and all are welcomed. As many concerns can be resolved directly, we encourage you to leave your email contact information on the survey. Constructive feedback is welcomed and viewed as an excellent opportunity for us to enhance the course.

### COURSE OUTLINE

#### Introduction to Medical Transcription

**Prerequisites:** None

**Chapter Length:** 2 hours

**Chapter Test:** not applicable

**Learning Objective:** The student will be introduced to the transcription field and learn how the profession has evolved and advanced to current day. Upon completion of this chapter, the student will have a better understanding of the field of transcription, as well as the skills and equipment needed to perform this task.

#### **Chapter Outline:**

1. CanScribe Career College Course Orientation
2. Transcription Historical Facts
3. Dictation Equipment History
4. Transcription Equipment History

## **Program Orientation**

**Prerequisites:** Introduction to Medical Transcription

**Chapter Length:** 14 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn how the learning management system works and how to navigate and use built-in features. Instruction will be provided on use of the foot pedal, headset, and transcription platform. The student will be introduced to different learning styles, including tips on how to study and be successful with test taking. The student will also learn how to use Stedman's Online. Upon completion of this chapter, the student will have knowledge of the learning style that works best for them, how to effectively study the material, and how to use all of the features of the learning management system.

### **Chapter Outline:**

1.0 Introduction	4.1 Lighting
1.1 What is Your Style? Learn Your Style	4.2 Shared Work Area
1.2 How to Study and Prepare for Testing	4.3 Posture
1.3 Spelling Variations	4.4 Snacking
1.4 Program Orientation Learning Style Matching Exercise	4.5 Aromatherapy
2.0 Orientation to Online Resources	4.6 Vision
2.1 Orientation to eBook of Style	4.7 Hearing
2.2 Using Stedman's eBooks and Stedman's Online (Medical Dictionary)	4.8 Discipline
3.0 Workstation Ergonomics	4.9 Tools
3.1 Ergonomics	4.10 Vocabulary
4.0 Workstation Set-up	5.0 Program Orientation Chapter Test
	5.1 Program Orientation Chapter Survey

## **Computer Fundamentals**

**Prerequisites:** Program Orientation

**Chapter Length:** 13 hours

**Chapter Test Content:** The student should maintain a minimum grade of 90%.

**Learning Objective:** In this chapter the student will become familiar with basic computer skills, including the use of hardware, software, peripherals, and wireless technology, use of the internet as a resource, and use of various methods for data storage and networking. Upon completion of this chapter, the student will be able to identify hardware/software and internet components and have a better understanding of the equipment and how to use it.

### **Chapter Outline:**

1.0 Introduction	2.16 Central Processing Unit
2.0 Basic Computer Components and Terminology	2.17 Memory
2.1 PC Basics	2.18 Read-Only Memory (ROM)
2.2 Case	2.19 Random-Access Memory (RAM)
2.3 Monitor	2.20 Ports and Connectors
2.4 Keyboard	2.21 Network Operating Systems
2.5 Mouse	2.22 Firewall
2.6 Power Cords/Surge Protection	2.23 Routers/Hubs/Switches
2.7 Deleting Temporary Internet Files	2.24 Wireless
2.8 User Name and Passwords	2.25 How the Internet Works
2.9 Malware, Viruses, Worms, and Trojan Horses	2.26 Internet Service Providers (ISPs)
2.10 Unauthorized Access, Phishing, Spyware/Adware	2.27 Web Browsers
2.11 Antivirus Software	2.28 Installing a Web Browser
2.12 Equipment Damage Protection	2.29 Browser Home Page
2.13 Portable PCs (Laptops)	2.30 Popup Blocker and Encryption
2.14 Servers	2.31 Choose Your Version of Office
2.15 The Motherboard (System Board)	3.0 Program Orientation Chapter Test

## **Microsoft Outlook**

**Prerequisites:** Computer Basics

**Chapter Length:** 14 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** This chapter teaches the student how to use the features in Microsoft Outlook 2010/2013 and how to use ribbons, quick access toolbar, and navigation pane. The student learns how to address, compose, read, reply, forward, and format email messages. Upon completion of this chapter, students will have a better understanding of how to use the features in their email program.

**Chapter Outline:**

- 1.0 Introduction
- 2.0 Getting Started
- 3.0 Using the Ribbon
- 4.0 Using the Quick Access Toolbar
- 5.0 Creating an Email Message
- 5.1 Email Etiquette
- 5.2 Addressing a New Message
- 5.3 Entering and Formatting Message Text
- 5.4 Inserting Items in Messages
- 6.0 Reading, Viewing, and Checking for New Messages
- 10.0 Using Message Options
- 11.0 Requesting Delivery or Read Receipts
- 12.0 Working with Attachments
- 12.1 Sending Attachments
- 12.2 Opening Attachments
- 8.1 Sorting Messages (2013 version only)
- 9.0 Using the Reminders Window
- 12.3 Saving Attachments
- 13.0 Creating Folders
- 14.0 Creating a New Contact
- 14.1 Editing or Updating a Contact (2013 version only)
- 14.2 Creating a New E-mail (2013 version only)
- 6.1 Using the Reading Pane
- 6.2 Changing the Current Reading View
- 6.3 Marking Messages as Read or Unread
- 7.0 Replying to a Message
- 8.0 Forwarding a Message
- 15.0 Deleting a Contact (2010 version only)
- 16.0 Using the Calendar
- 16.1 Creating an Appointment
- 17.0 Microsoft Outlook 2010/2013 Chapter Test

**Microsoft Word**

**Prerequisites:** Microsoft Outlook

**Chapter Length:** 14 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The purpose of this chapter is to teach the student available features in Microsoft Word 2010/2013 such as copy and paste, find and replace, and how to format documents. Students will learn how to use Word features to produce a professional edited document. Upon completion of this chapter, the student will be able to apply simple formatting to documents, create lists, change margins, paper size, and document orientation. In addition, the student will be able to proofread and edit documents using spellcheck and grammar check features. Students will be introduced to word expander technology through the use of AutoCorrect.

**Chapter Outline:**

- 1.0 Introduction
- 2.0 Screen Tips
- 3.0 Using the Quick Access Toolbar
- 4.0 Using the Ribbon
- 5.0 Moving Around in the Document
- 6.0 Saving Documents
- 7.0 Selecting Text and Consecutive Text
- 8.0 Proofing your Document
- 9.0 Using AutoCorrect
- 10.0 AutoText (2013 version only)
- 11.0 Microsoft Word 2010/2013 Chapter Test

**Microsoft Excel**

**Prerequisites:** Microsoft Word

**Chapter Length:** 13 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** This chapter is an introduction to Microsoft Excel 2010/2013. The student will learn about an electronic spreadsheet, the Excel program, what it can do, identify elements within the program, and understand basic terminology. Upon completion of this chapter, the student will have a working knowledge of the use of Excel as an electronic spreadsheet.

**Chapter Outline:**

- 1.0 Introduction
- 2.0 What is Excel?
- 3.0 Types of Data
- 4.0 Entering Text and Numbers
- 5.0 Entering Dates and Times

- 6.0 Moving Around and Saving the Worksheet
- 7.0 Saving Workbooks (Version 2013 only)
- 8.0 Microsoft Excel 2010/2013 Chapter Test

**CHAPTER TEST**

- 1.0 Computer Fundamentals and Microsoft Office Chapter Test
- 1.1 Computer Fundamentals Chapter Survey

**Keyboarding Techniques**

**Prerequisites:** Microsoft Excel

**Chapter Length:** 15 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The purpose of this chapter is to familiarize the student with correct ergonomic setup and placement of the hands on the keyboard. The student will complete exercises to increase their keyboarding skill and speed, as well as an introduction to transcription. Upon completion of this chapter, the student will have learned proper ergonomics to avoid repetitive injury and will be introduced to exercises that will help increase keyboarding techniques. Students will learn how to set up for and begin transcription of audio files.

**Chapter Outline:**

- |   |  |
|---|--|
| 1.0 The Keyboard                              | 4.3 Visual Appearance                        |
| 1.1 QWERTY Keyboard                           | 4.4 Volume                                   |
| 1.2 Placement of the Hands                    | 4.5 Speed of Dictation                       |
| 1.3 Sleuthing                                 | 4.6 Transcription Practice                   |
| 1.4 Practice Exercises 1 & 2                  | 4.7 Preamble                                 |
| 2.0 Proofreading and Editing                  | 5.0 Keyboarding Techniques Quick Reference   |
| 2.1 Proofreading and Editing Tips; The Live 5 | 6.0 Keyboarding Techniques Matching Exercise |
| 2.2 Accents/ESL Influence                     | 7.0 Keyboarding Techniques Chapter Test      |
| 2.3 Summary                                   | 8.0 Keyboarding Techniques Transcriptions    |
| 3.0 Word to Page                              | 8.1 Acceptable Variations                    |
| 3.1 Word to Page exercises 1 - 7              | 8.2 Keyboarding Techniques Platform          |
| 4.0 Audio to Page                             | 8.3 Keyboarding Techniques Chapter Survey    |
| 4.1 Audio Transcription                       |  |
| 4.2 Setup for Transcription                   |  |

**Grammar and Style**

**Prerequisites:** Keyboarding Techniques

**Chapter Length:** 36 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** This chapter is a refresher of English grammar and punctuation rules. The student will be able to recognize and identify proper usage of English grammar and correctly punctuate sentences. The student will understand the difference between formal and medical grammar and style and why these differences are important in medical documentation. Upon completion of this chapter, the student will be able to apply correct grammar rules and styles to sentences, paragraphs, and documents.

**Chapter Outline:**

- |  |   |
|--|---|
| 1.0 Introduction                                     | 3.8 Listening Exercise Answers          |
| 2.0 Parts of Speech                                  | 4.0 Hyphens                             |
| 2.1 Basic Grammar                                    | 4.1 Primary Function of a Hyphen        |
| 2.2 Grammar and Style Parts of Speech Exercise       | 4.2 When Do I Use a Hyphen?             |
| 3.0 Commas   | 4.3 Using Hyphens in Compound Modifiers |
| 3.1 Primary Function of a Comma                      | 4.4 Hyphens Examples                    |
| 3.2 Basic Rules for Commas that Separate             | 4.5 Table – Compound Nouns              |
| 3.3 Basic Rules for Commas that Offset               | 4.6 When Not to Hyphenate               |
| 3.4 Punctuation of Clauses and Phrases in a Sentence | 5.0 Colons                              |
| 3.5 Punctuation of Numbers                           | 5.1 Primary Function of a Colon         |
| 3.6 Afterthoughts and Transitional Words and Phrases | 6.0 Semicolons                          |
| 3.7 Listening Exercise                               | 6.1 Primary Function of a Semicolon     |



- 7.0 Periods
- 7.1 Primary Function of a Period
- 8.0 Homonyms and “Sound-Alike” Words
- 8.1 Homonyms
- 8.2 Abbreviation Errors
- 8.3 List of Homonyms and Sound-Alike Words
- 8.4 Grammar and Style Homonym Exercise
- 9.0 Other Grammar and Style
- 9.1 Braces, Brackets, and Parentheses

- 9.2 Forward Slash or Virgule
- 9.3 Quotation Marks
- 9.4 Vocabulary List
- 9.5 Chapter Quick References
- 10.0 Grammar and Style Matching Exercise
- 11.0 Grammar and Style Proofreading
- 12.0 Grammar and Style Chapter Test
- 13.0 Grammar and Style Transcriptions
- 13.1 Grammar and Style Chapter Survey

## **Medical Report Formatting**

**Prerequisites:** Grammar and Style

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The purpose of this chapter is to educate the student on how to format medical records. Specifically, the chapter will cover report types, report components, formatting rules, and using resources effectively. The student will become familiar with specific topics that are included in different sections of reports. Upon completion of this chapter, the student will be able to recognize different report types and format reports correctly.

### **Chapter Outline:**

- 1.0 Introduction
- 1.1 Word List Information
- 1.2 Researching
- 1.3 Resource Website List
- 1.4 Structure and Format
- 1.5 Report Elements
- 2.0 Verbatim
- 2.1 Patient Demographics
- 2.2 SOAP Note
- 2.3 Letter
- 2.4 Reason for Admission
- 2.5 Chief Complaint
- 2.6 History of Past Illness
- 2.7 Past Medical History
- 2.8 Medications
- 2.9 Allergies
- 2.10 Family History
- 2.11 Social History
- 2.12 Review of Systems
- 2.13 Physical Examination
- 2.14 Laboratory Data
- 2.15 Diagnosis
- 2.16 Plan
- 3.0 Consultation Report Headings
- 3.1 Reason for Consultation
- 3.2 Medications
- 3.3 Physical Examination
- 3.4 Laboratory Data
- 3.5 Assessment and Plan
- 4.0 Discharge Summary Headings
- 4.1 Reason for Admission
- 4.2 History of Present Illness
- 4.3 Hospital Course and Treatment
- 4.4 Diagnostic Impression
- 5.0 Radiology Report Headings
- 5.1 Report Overview
- 5.2 Exam
- 5.3 Reason for Exam
- 5.4 Interpretation
- 5.5 Impression
- 5.6 Medical Report Formatting Exercise
- 6.0 Laboratory Report Headings
- 6.1 Report Overview and Basic Components
- 6.2 Specimen Source
- 6.3 Date and Time of Specimen Collection
- 6.4 Laboratory Accession Numbers & Name of the Test and Results
- 6.5 Medications
- 6.6 Lab Report Sample
- 6.7 Chapter Quick Reference
- 7.0 Emergency Room Report Headings
- 7.1 Report Overview
- 7.2 Chief Complaint
- 7.3 History of Present Illness
- 7.4 Past Medical History
- 7.5 Social History
- 7.6 Review of Systems
- 7.7 Physical Examination
- 7.8 Clinical Impression
- 7.9 Plan
- 7.10 Condition on Discharge
- 8.0 Operative Report Headings
- 8.1 Report Overview
- 8.2 Preoperative Diagnosis
- 8.3 Postoperative Diagnosis
- 8.4 Title of Operation
- 8.5 Anesthesia
- 8.6 Indications for Procedure
- 8.7 Medical Report Formatting Matching Exercise
- 8.8 Description of Operative Procedure

8.9 MRF Chapter Review Quick Reference  
9.0 Medical Report Formatting Chapter Test  
10.0 Medical Report Formatting Transcriptions

11.0 Medical Report Formatting Chapter Survey  
\*\*12.0 Milestone 1 – Student Survey

### **The Body as a Whole**

**Prerequisites:** Medical Report Formatting

**Chapter Length:** 36 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** This chapter introduces medical terms by teaching the student word parts (combining forms, suffixes, and prefixes). The student will then be able to break down words to define terms and will begin transcribing simple medical sentences.

Upon completion of this chapter, the student will have basic knowledge of medical terms, combining forms, prefixes, and suffixes. The student will be able to find the meaning of terms by breaking a word down into components and will begin transcription of medical sentences.

#### **Chapter Outline:**

1.0 Introduction	4.9 Body as a Whole BOS Exercise
2.0 New Concepts, Ancient Languages	4.10 Body as a Whole Researching Exercise
2.1 Two Source Languages	5.0 Combining Forms to the Major Organ Systems
2.2 Evolving Medical Concepts	5.1 Cardiovascular System
2.3 Definition and Rules	5.2 Table – Combining Forms
2.4 Word Elements	5.3 Respiratory System
2.5 Body as a Whole Case Study	5.4 Table – Combining Forms
3.0 Combining Forms	5.5 Gastrointestinal System
3.1 Root Words	5.6 Table – Combining Forms
3.2 Table – Common Prefixes	5.7 Body as a Whole Sound-alikes Exercise 2
3.3 Combining Vowels	5.8 Genitourinary System
3.4 Suffixes	5.9 Table – Combining Forms
3.5 Table – Suffix Nouns and Adjectives	5.10 Skeletal System
3.6 Table – Suffix Irregular Plurals	5.11 Table – Combining Forms
3.7 Healthcare Specific Suffixes	5.12 Nervous System
3.8 Table - Suffixes - Diseases or Conditions	5.13 Table – Combining Forms
3.9 Table - Suffixes - Surgical Procedures	5.14 Body as a Whole Proofreading
3.10 Common Prefixes	5.15 Table – Combining Forms
3.11 Body as a Whole Sound-alikes Exercise	5.16 Body as a Whole Prefixes and Suffixes Exercise
4.0 Combining Forms 2	5.17 Lab Glossary
4.1 Forms for the External Body	5.18 Radiology Procedure – X-Ray and Procedure
4.2 Table – Combining Forms	5.19 Transcribing Reports Using Account Specifics
4.3 Internal Organization of the Body	5.20 Vocabulary List
4.4 The Cell	5.21 Chapter Quick Reference
4.5 Tissue	6.0 Body as a Whole Chapter Test
4.6 Organ	7.0 Body as a Whole Transcription Platform
4.7 Organ Systems	8.0 Body as a Whole Chapter Survey
4.8 Table – Combining Forms	

### **Pharmacology**

**Prerequisites:** Body as a Whole

**Chapter Length:** 36 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will be exposed to general pharmacology fundamentals, including development, administration, and schedules, and will learn the basics of drug nomenclature. The student will also be able to define the classification and function of different drug types and will learn how to effectively research medication names. The student will be able to properly format medication references in a patient record. Upon completion of this chapter, the student will have the knowledge to research and identify major drug classifications and insert medication names correctly into patient reports.

#### **Chapter Outline:**

- 1.0 Introduction
- 2.0 Fundamentals
  - 2.1 Drug Nomenclature
  - 2.2 Drug Sources
  - 2.3 Drug Classes
  - 2.4 Drug Development/Drug Trials
  - 2.5 Drug Schedules
  - 2.6 Pharmacokinetics
  - 2.7 Drug Administration Table
  - 2.8 Drug Routes
  - 2.9 Drug Preparations
  - 2.10 Adverse Drug Reactions
  - 2.11 Pharmacology BOS Exercise
- 3.0 Analgesic Agents
  - 3.1 Nonopioid Analgesics
  - 3.2 Anti-inflammatory Drugs
  - 3.3 Narcotics
  - 3.4 Combination Medications
  - 3.5 Antagonists
  - 3.6 Anesthetics
- 4.0 Anti-infective Agents
  - 4.1 Antibiotics
  - 4.2 Antivirals
  - 4.3 Anti-tubercular Drugs
- 7.8 Listening Exercise
- 7.9 Listening Exercise Answers
- 8.0 Respiratory Medications
  - 8.1 Bronchodilators
  - 8.2 Leukotriene Modifiers
  - 8.3 Antitussives
  - 8.4 Expectorants
  - 8.5 Decongestants
- 9.0 Neurologic and Neuromuscular Medications
  - 9.1 Anti-parkinsonian
  - 9.2 Anticonvulsant Drugs
- 10.0 Psychotropic Medications
  - 10.1 Benzodiazepines
  - 10.2 Barbiturates
  - 10.3 Antidepressants and Mood Stabilizers
  - 10.4 Tricyclics
  - 10.5 Antipsychotics
- 11.0 Endocrine Medications
  - 11.1 Antidiabetic
  - 11.2 Thyroid
  - 11.3 Anti-thyroid
  - 11.4 Hormones
- 12.0 Antineoplastic Medications
  - 12.1 Preamble
  - 4.4 Anti-mycotic Drugs
  - 4.5 Pharmacology Case Study
  - 5.0 Suppressive Agents
    - 5.1 Antihistamines
    - 5.2 Immuno-suppressants
    - 5.3 Anti-gout
  - 6.0 Gastrointestinal Medications
    - 6.1 Antacids
    - 6.2 Histamine H2 Receptor Antagonists
    - 6.3 Proton Pump Inhibitors
    - 6.4 Antidiarrheal
    - 6.5 Laxative Drugs
    - 6.6 Antiemetic and Emetic Drugs
  - 7.0 Cardiac Medications
    - 7.1 Anti-arrhythmics
    - 7.2 Vasodilators
    - 7.3 Diuretics
    - 7.4 Anti-ipemic
    - 7.5 Antiplatelet
    - 7.6 Anticoagulant
    - 7.7 Thrombolytics
  - 12.2 Alkylating & Antimetabolite Drugs
  - 12.3 Antibiotic and Hormonal Anti-neoplastics
  - 12.4 Monoclonal Antibodies
- 13.0 Other Medication Forms
  - 13.1 Chemotherapy
  - 13.2 Integumentary & Ophthalmic/Optic
- 14.0 Terminology
  - 14.1 Table – Dose Abbreviation
  - 14.2 Table - Dangerous Abbreviations
  - 14.3 Table - Combining Forms and Suffixes
  - 14.4 Vocabulary List
  - 14.5 Pharmacology Drug Dosage Abbreviations Exercise
  - 14.6 Pharmacology Dangerous Abbreviations Word Match Exercise
  - 14.7 Pharmacology Exercise
  - 14.8 Quick Chapter Reference
  - 14.9 Pharmacology Proofreading
- 15.0 Pharmacology Chapter Test
- 16.0 Pharmacology Transcriptions
  - 16.1 Pharmacology Chapter Survey

### **Speech Recognition**

**Prerequisites:** Pharmacology

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will be introduced to speech recognition technology and the role in the health information management industry. The student will learn common myths associated with the emergence of SRT, the history of SRT, and how SRT works. The student will have a working understanding of the speech recognition engine and how medical transcriptionists and medical editors fit into SRT. Speech Recognition will be worked on from this point on in the program. The student will use an outside medical transcription platform to complete report editing for this chapter. Upon completion of this chapter, the student will be familiar with terminology and skills related to speech recognition.

**Chapter Outline:**

- |  |   |
|--|---|
| 1.0 A Brief History of Speech Recognition Technology | 8.0 Listening Exercise Answers            |
| 1.1 Speech Recognition Technology                    | 9.0 Editor Role in Speech Recognition     |
| 1.2 Front-End Versus Back-End                        | 10.0 Active Listening                     |
| 1.3 Speech Recognition Case Study                    | 11.0 Practicing Speech Recognition Skills |
| 2.0 Adaptation                                       | 12.0 Speech Recognition Matching Exercise |
| 3.0 Keyboard Shortcuts                               | 13.0 Over Editing                         |
| 4.0 Navigation                                       | 14.0 Vocabulary List                      |
| 5.0 Editing  | 15.0 Chapter Quick Reference              |
| 6.0 Audio  | 16.0 Speech Recognition Chapter Test      |
| 7.0 Listening Exercise                               | 17.0 Speech Recognition Chapter Survey    |

**Skeletal System****Prerequisites:** Speech Recognition**Chapter Length:** 40 hours**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the skeletal system as well as common diseases, disorders, treatment modalities, and medications used to treat skeletal disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the skeletal system. Also, beginning with this chapter, the student will be introduced to speech recognition technology and the role in the health information management industry. Upon completion of this chapter, the student will be familiar with terminology associated with the skeletal system.

**Chapter Outline:**

- |                                      |  |
|--------------------------------------|--|
| 1. Introduction                      | 3.2 Skeletal System Word Match           |
| 2. Anatomy                           | 3.3 Skeletal System Researching Exercise |
| 4. Terminology                       | 4.2 Table – Combining Forms              |
| 4.1 Table - Abbreviations            | 4.3 Common Lab Tests                     |
| 2.1 Skeletal System                  | 4.4 Common Diagnostic Procedures         |
| 2.2 Bone Structure                   | 4.5 Vocabulary List                      |
| 2.3 Divisions of the Skeleton        | 4.6 Chapter Quick Reference              |
| 2.4 Surface Markings                 | 4.7 Skeletal Proofreading                |
| 2.5 Joints                           | 5.0 Skeletal System Chapter Test         |
| 2.6 Listening Exercise               | 6.0 Skeletal System Transcriptions       |
| 2.7 Listening Exercise Answer Key    | 7.0 Skeletal System Chapter Survey       |
| 2.8 Skeletal System Case Study       | 8.0 ** Milestone 2 Student Survey        |
| 3.0 Pathology of the Skeletal System |  |
| 3.1 Skeletal System Disorders        |  |

**Muscular System****Prerequisites:** Skeletal System**Chapter Length:** 30 hours**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the muscular system as well as common diseases, disorders, treatment modalities, and medications used to treat muscular disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the muscular system. Upon completion of this chapter, the student will be familiar with terminology associated with the muscular system.

**Chapter Outline:**

- |                                |  |
|--------------------------------|--|
| 1.0 Introduction.              | 3.3 Table – Head Muscles                   |
| 2.0 Muscular System            | 3.4 Table – Trunk Muscles                  |
| 2.1 Movement                   | 3.5 Table – Shoulder and Arm Muscles       |
| 2.2 Muscular System Case Study | 3.6 Muscular System Word Match Exercise    |
| 3.0 Muscles of the Body        | 4.0 Pathophysiology of the Muscular System |
| 3.1 Overview Body Front        | 4.1 Muscular System Disorders              |
| 3.2 Overview Body Back         | 4.2 Tests and Procedures                   |

4.3 Listening Exercise

4.4 Listening Exercise Answer Key

5.0 Terminology

5.1 Table – Abbreviations

5.2 Table – Combining Forms

5.3 Common Lab Tests

5.4 Common Diagnostic Procedures

5.5 Vocabulary List

### **Lymphatic System, Immunology, and Allergy**

**Prerequisites:** Muscular System

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the lymphatic system as well as common diseases, disorders, treatment modalities, and medications used to treat endocrine disease, immune diseases and allergies. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the lymphatic system. Upon completion of this chapter, the student will be familiar with terminology associated with the lymphatic system.

#### **Chapter Outline:**

1.0 Introduction

2.0 Lymphatic System Anatomy

2.1 Lymphatic Function

2.2 Lymphatic Nodes and Vessels

2.3 Spleen

2.4 Lymphatic, Immune, and Allergy Case Study

2.5 Thymus

2.6 Lymphoid Tissues

6.1 Table – Diagnostic Procedures

6.2 Table – Abbreviations Lymphatic System

6.3 Table – Abbreviations Immunologic

6.4 Table – Combining Forms

6.5 Lymphatic, Immune, and Allergy Researching Exercise 2

7.0 Allergy

7.1 Allergic Process

7.2 Common Triggers of Allergic Reaction

3.0 Lymphatic System and Immunology Pathology

3.1 Disorders and Diseases

4.0 Lymphatic System and Immunology Procedures

### **Endocrine System**

**Prerequisites:** Lymphatic, Immune, and Allergy

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the endocrine system as well as common diseases, disorders, treatment modalities, and medications used to treat endocrine disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the endocrine system. Upon completion of this chapter, the student will be familiar with terminology associated with the endocrine system.

#### **Chapter Outline:**

1.0 Introduction

2.0 Anatomy

2.1 Glands

2.2 Pituitary Gland

2.3 Thyroid Gland

2.4 Adrenal Glands

2.5 Listening Exercise

5.6 Chapter Quick Reference

5.7 Muscular Proofreading

6.0 Muscular System Chapter Test

7.0 Muscular System Transcriptions

7.1 Muscular System Chapter Survey

4.1 Immune Response

4.2 Listening Exercise

4.3 Listening Exercise Answer Key

5.0 Lymphatic System and Immunology System Pharmacology

5.1 Medications and Immunizations

5.2 Lymphatic, Immune, and Allergy Researching

6.0 Terminology

7.3 Lymphatic System Matching Exercise

7.4 Types of Allergy Tests and Options for Treatment

7.5 Common Lab Tests

7.6 Common Diagnostic Procedures

7.7 Vocabulary List

7.8 Chapter Quick Reference

7.9 Lymphatic, Immune, and Allergy Proofreading

8.0 Lymphatic, Immune, and Allergy Chapter Test

9.0 Lymphatic, Immune, and Allergy Transcriptions

9.1 Lymphatic, Immune, and Allergy System Chapter Survey

2.6 Listening Exercise Answers

2.7 Pancreas

2.8 Ovaries

2.9 Testes

2.10 Exocrine Glands

2.11 Endocrine System Case Study

3.0 Disorders, Treatment, and Pharmacology

- 3.1 Diseases and Conditions
- 3.2 Endocrine System Soundalikes Exercise
- 3.3 Tests and Procedures
- 3.4 Treatment of Endocrine Disorders
- 3.5 Medication List
- 4.0 Endocrine System Word Match Exercise
- 5.0 Terminology
- 5.1 Table – Abbreviations
- 5.2 Table – Combining Forms and Suffixes

- 5.3 Common Lab Tests
- 5.4 Common Diagnostic Procedures
- 5.5 Vocabulary List
- 5.6 Chapter Quick Reference
- 5.7 Endocrine Proofreading
- 6.0 Endocrine System Chapter Test
- 7.0 Endocrine System Transcriptions
- 7.1 Endocrine System Chapter Survey

### **Sensory System**

**Prerequisites:** Endocrine System

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the sensory system as well as common diseases, disorders, treatment modalities, and medications used to treat sensory diseases. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the sensory system. Upon completion of this chapter, the student will be familiar with terminology associated with the sensory system.

### **Chapter Outline:**

- |   |                                   |
|---|-----------------------------------|
| 1.0 Introduction                                | 7.1 Abbreviations                 |
| 2.0 Ophthalmology                               | 7.2 Table - Prefixes and Suffixes |
| 2.1 The Eyes                                    | 3.1 Table – Abbreviations         |
| 2.2 Anatomy of the Eye and Lacrimal Duct System | 3.2 Table – Prefixes and Suffixes |
| 2.3 Visual Disorders                            | 3.3 Ocular Pharmacology           |
| 2.4 Pathophysiology                             | 3.4 Listening Exercise            |
| 2.5 Diagnostic Testing                          | 3.5 Listening Exercise Answers    |
| 2.6 Surgical Treatment                          | 4.0 The Auditory System           |
| 2.7 Sensory System Case Study                   | 4.1 Anatomy of the Ear            |
| 3.0 Terminology                                 | 4.2 Pathophysiology               |
| 5.3 Otic Pharmacology                           | 7.3 Common Lab Procedures         |
| 6.0 Nasal and Oropharyngeal                     | 7.4 Common Diagnostic Procedures  |
| 6.1 Nose and Mouth Anatomy                      | 7.5 Vocabulary List               |
| 6.2 Pathophysiology                             | 7.6 Chapter Quick Reference       |
| 6.3 Diagnostic Testing                          | 7.7 Sensory Proofreading          |
| 6.4 Surgical Treatment                          | 8.0 Sensory System Chapter Test   |
| 6.5 Sensory System Exercise                     | 9.0 Sensory System Transcriptions |
| 7.0 Terminology                                 | 9.1 Sensory System Chapter Survey |
| 5.0 Terminology                                 |                                   |
| 5.1 Table – Abbreviations                       |                                   |
| 5.2 Table - Prefixes and Suffixes               |                                   |

### **Preparing for Proficiency Improvement Examination– 1 (PIE-1)**

**Prerequisites:** Sensory system

**Chapter Length:** 5 Hours

**Learning Objective:** The purpose of this chapter is to provide exam information, including an overview of the exam, tips for preparing, and accessing the PIE-1 examination. The student will work with an instructor, who will provide feedback in preparation for the exam. Upon completion of this chapter, the student should be better prepared to complete PIE-1.

Please note that all PIEs have a time limit for completion. Upon logging in to complete the PIE, the student has **48 hours** to complete both the theory and dictation portions of the exam. As there is no technical support available on weekends or after hours, we recommend you start and complete your PIEs during our regular working hours. CanScribe is not responsible for any technical issues you experience outside of our regular business hours that affect your PIE completion time.

### **Chapter Outline:**

- 1. Proficiency Exam 1

2. Am I Ready for PIE-1?
3. The Next Step

### **Proficiency Improvement Examination - 1 (PIE-1)**

**Prerequisites:** PIE-1 preparation

**Chapter Length:** 5 hours

**Minimum Pass Criteria:** 90%

**Learning Objectives:** The purpose of this exam is to provide an assessment of the students learning outcomes at this stage of the program. Upon completion of the exam, the student should possess a skill-level assessment of all chapters completed to date.

#### **Chapter Outline:**

1. Introduction
- 1.2 Proficiency Improvement Exam 1
  - Theory **5%**
  - Dictation **10%**
- 1.3 PIE Format: There are 2 components to every PIE:
  1. Theory portion – completed and submitted first
  2. Dictation portion – completed and submitted second
- 1.4 Scoring the Proficiency Improvement Exam 1
- 1.5 Submission
- 1.6 Proficiency Exam 1
2. PIE-1 Transcriptions
  - 2.1 PIE-1 VR (Voice Recognition) Transcriptions

#### **Students may take a break between the 2 PIE components.**

Please note that all PIEs have a **time limit** for completion. Upon logging in to complete the PIE, the student has **48 hours** to complete both the theory and dictation portions of the exam. As there is no technical support available on weekends or after hours, we recommend you start and complete your PIEs during our regular working hours. CanScribe is not responsible for any technical issues you experience outside of our regular business hours that affect your PIE completion time.

**PIE Theory-** The student will have 1 attempt on the theory portion of the exam. It is important the student research the material to promote the adult learning experience. The theory portion is open book, so the student may use any type of reference, other than human, to help complete this portion of the exam. **The posting or sharing of any exam content is strictly forbidden and subject to immediate dismissal from the program if this policy is breached.**

**PIE Dictations-** After completing the theory portion, the student will begin the dictation portion of the exam. This consists of 4 audio files for each of PIE-1, PIE-2, and PIE-3. If the student scores under 90% on any dictations, these will be reviewed by an instructor with the student, after which 1 or 2 additional dictations will be provided for the student to transcribe. Up to a maximum of 2 additional dictations are available in each PIE should a student score less than 90% on one or more of the dictations (one for one, two for two or more). The grade for this component will be based upon the top 4 dictations averaged together.

**For further grading details, please refer to #2 under “METHOD OF EVALUATION” in the curriculum guide.**

#### **Text Expanders**

**Prerequisites:** None

**Chapter Length:** 2 Hours

**Learning Objectives:** The student should be able to understand what a text expander is all about, know the benefits of using a text expander program, know the downside of using a text expander program, understand how to customize a text expander program, use hotkeys and understand how they work, and utilize the features of a text expander program.

#### **Chapter Outline:**

- |  |   |
|--|---|
| 1.0 Lesson Objectives                              | 6.0 Expand at Your Own Risk                 |
| 2.0 What is a Text Expander                        | 7.0 Text Expanders are Customizable         |
| 3.0 What are the Benefits of Using a Text Expander | 8.0 Getting Started with Your Text Expander |

4.0 Text Expanders Save Time and Energy

5.0 Text Expanders Improve Accuracy

### **Integumentary System**

**Prerequisites:** PIE-1

**Chapter Length:** 23 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the integumentary system as well as common diseases, disorders, treatment modalities, and medications used to treat integumentary disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the integumentary system. Upon completion of this chapter, the student will be familiar with terminology associated with the integumentary system.

#### **Chapter Outline:**

- |  |   |
|--|---|
| 1.0 Introduction                           | 4.6 Listening Exercise                  |
| 2.0 Anatomy of the Skin                    | 4.7 Listening Exercise Answer Key       |
| 2.1 Layers                                 | 5.0 Diagnostic Procedures and Tests     |
| 2.2 Epidermis                              | 5.1 Skin Exam                           |
| 2.3 Dermis                                 | 5.2 Skin Tests                          |
| 2.4 Hypodermis                             | 6.0 Terminology                         |
| 2.5 Integumentary System Case Study        | 6.1 Table – Abbreviations               |
| 3.0 Physiology of Skin                     | 6.2 Table – Combining Forms and Suffix  |
| 3.1 Skin Functions                         | 6.3 Common Lab Tests                    |
| 3.2 Skin Color                             | 6.4 Common Diagnostic Procedures        |
| 3.3 Medical Terms Pertaining to Skin Color | 6.5 Vocabulary List                     |
| 3.4 Integumentary System BOS Exercise      | 6.6 Chapter Quick Reference             |
| 4.0 Diseases of the Skin                   | 6.7 Integumentary Proofreading          |
| 4.1 Local and Systemic                     | 7.0 Integumentary System Chapter Test   |
| 4.2 Primary Skin Lesions                   | 8.0 Integumentary System Dictations     |
| 4.3 Secondary Skin Lesions                 | 8.1 Integumentary System Chapter Survey |
| 4.4 Other Skin Conditions                  | ** 8.2 Milestone 3 – Student Survey     |
| 4.5 Common Skin Disorders                  |   |

### **Cardiovascular System**

**Prerequisites:** Integumentary System

**Chapter Length:** Section A 33 hours

Section B 33 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the cardiovascular system as well as common diseases, disorders, treatment modalities, and medications used to treat cardiovascular disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the cardiovascular system.

The dictations in this section have been broken into 2 sets, A and B, to provide an intentional break for review of previous material before advancing on to the next set. Both sections are equally challenging, so review of unfamiliar terminology from set A may help better prepare you for set B. Upon completion of this chapter, the student will be familiar with terminology associated with the cardiovascular system.

#### **Chapter Outline:**

- |   |                                       |
|---|---------------------------------------|
| 1.0 Introduction                                | 2.7 Vessels into and out of the Heart |
| 2.0 Anatomy of the Cardiovascular System.       | 2.8 Septum and Valves of the Heart    |
| 2.1 Cardiovascular Components                   | 2.9 Atrioventricular Valves           |
| 2.2 Anatomy of the Heart                        | 2.10 Semilunar Valves                 |
| 2.3 Cardiology – Heart Anatomy Exercise         | 3.0 Anatomy of Blood Vessels          |
| 2.4 Cardiology – Heart Anatomy Exercise Answers | 3.1 Vessel Types                      |
| 2.5 Cardiac Tissue                              | 3.2 Capillaries                       |
| 2.6 Chambers of the Heart                       | 3.3 Arteries                          |



- 3.4 Veins
- 4.0 Physiology of the Cardiovascular System
  - 4.1 Electrical System of the Heart
  - 4.2 Systole and Diastole
  - 4.3 Electrical System Components
- 5.0 Systemic Circulation
  - 5.1 Arterial System
  - 5.2 Venous System
  - 5.3 Inferior Vena Cava
  - 5.4 Superior Vena Cava
- 6.0 Pulmonary Circulation
  - 6.1 Vessels of Pulmonary Circulation
  - 6.2 Arterial System
  - 6.3 Venous System
- 7.0 Coronary Circulation
  - 7.1 Vessels of Coronary Circulation
  - 7.2 Cardiovascular System Case Study
- 8.0 Measures of Cardiovascular Function
  - 8.1 Assessments
  - 8.2 Observation
  - 8.3 Auscultation
  - 8.4 Palpitation
  - 8.5 Heart Rate
  - 8.6 Blood Pressure
  - 8.7 Electrocardiography
  - 8.8 EKG (ECG) Electrodes and Leads
  - 8.9 EKG Electrodes and Leads
  - 8.10 EKG Nonstandard Leads
  - 8.11 EKG Graph Events
  - 8.12 EKG Graph Intervals and Complexes
  - 8.13 Cardiovascular System BOS Exercise
- 9.0 Pathology of the Cardiovascular System
  - 9.1 Electrical Conduction Abnormalities
  - 9.2 Premature Heartbeats
  - 9.3 Bradycardias
  - 9.4 Tachycardias
  - 9.5 Ventricular Tachycardia
- 10.0 Diagnosis and Treatment of Cardiac Arrhythmia
  - 10.1 Diagnosis of Cardiac Arrhythmias
  - 10.2 Treatment of Cardiac Arrhythmias
  - 10.3 Bundle Branch Conduction Abnormalities
- 11.2 Pericarditis
- 11.3 Endocarditis
- 11.4 Pericardial Tamponade
- 12.0 Heart Valve Disorders
  - 12.1 Types and Causes
  - 12.2 Diagnosing Heart Valve Disorders
  - 12.3 Treating Heart Valve Disorders
  - 12.4 Listening Exercise
- 11.0 Heart Wall Disorders
  - 11.1 Myocarditis
  - 11.2 Listening Exercise Answer Key
- 13.0 Coronary Diseases
  - 13.1 Heart Failure
  - 13.2 Coronary Artery Diseases
  - 13.3 Angina
  - 13.4 Myocardial Infarction
  - 13.5 Diagnosing Coronary Artery Disease
  - 13.6 Treating Coronary Artery Disease
- 14.0 Disorders of Arteries
  - 14.1 Arteriosclerosis
  - 14.2 Aneurysm
  - 14.3 Aortic Dissection
  - 14.4 Peripheral Artery Disease (PAD)
- 15.0 Disorders of Veins
  - 15.1 Varicose Veins
  - 15.2 Phlebitis and Thrombophlebitis
  - 15.3 Deep Vein Thrombosis
  - 15.4 Pulmonary Embolism
- 16.0 Cardiovascular Defects
  - 16.1 Congenital Defects
  - 16.2 Cardiovascular System Word Match
- 17.0 Tests and Procedures
  - 17.1 Laboratory Tests
  - 17.2 X-rays
  - 17.3 Ultrasound Tests
  - 17.4 Nuclear Cardiology
  - 17.5 Other Procedures
- 18.0 Cardiovascular System Pharmacology
  - 18.1 Table – Medications
  - 18.2 Cardiovascular System Researching Exercise
- 19.0 Cardiovascular System Pharmacology
  - 19.1 Table – Medications
  - 19.2 Cardiovascular System Researching Exercise  
Roots, Suffixes, and Prefixes
- 20.0 Terminology
  - 20.1 Table - Prefixes
  - 20.2 Table - Suffixes
  - 20.3 Combining Forms
  - 20.4 Abbreviations
  - 20.5 Common Lab Procedures
  - 20.6 Common Diagnostic Procedures
  - 20.7 Vocabulary List
  - 20.8 Chapter Quick Reference
  - 20.9 External Platform
  - 20.10 Cardiovascular Proofreading
- 21.0 Cardiovascular System Chapter Test
- 22.0 Cardiovascular System Transcriptions A
- 23.0 Cardiovascular System Transcriptions B
  - 23.1 Cardiovascular System Chapter Survey

### **Respiratory System**

**Prerequisites:** Cardiovascular System

**Chapter Length:** 30 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the respiratory system as well as common diseases, disorders, treatment modalities, and medications used to treat respiratory disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the respiratory system. Upon completion of this chapter, the student will be familiar with terminology associated with the respiratory system.

**Chapter Outline:**

- 1.0 Introduction
- 2.0 Respiratory System Anatomy and Physiology
- 2.1 Breathing
- 2.2 Upper Respiratory Tract
- 2.3 Lower Respiratory Tract
- 2.4 Respiratory System Case Study
- 3.0 Pathology of the Respiratory System
- 3.1 Disorders and Diseases
- 3.2 Respiratory Conditions
- 4.0 Diagnostic Procedures
- 4.1 Invasive and Noninvasive
- 4.2 Diagnostic Procedures
- 4.3 Listening Exercise
- 4.4 Listening Exercise Answer Key
- 5.0 Respiratory System Pharmacology
- 5.1 Commonly Used Medications
- 6.0 Terminology
- 6.1 Table – Abbreviations
- 6.2 Table – Combining Forms and Suffixes
- 6.3 Respiratory System Exercise
- 6.4 Common Lab Procedures
- 6.5 Common Diagnostic Procedures
- 6.6 Vocabulary List
- 6.7 Chapter Quick Reference
- 6.8 Respiratory Proofreading
- 6.9 Dictations
- 7.0 Respiratory System Chapter Test
- 8.0 Respiratory System Transcriptions
- 8.1 Respiratory System Chapter Survey

**Gastrointestinal System**

**Prerequisites:** Respiratory System

**Chapter Length:** 36 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the gastrointestinal system as well as common diseases, disorders, treatment modalities, and medications used to treat gastrointestinal disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the gastrointestinal system. Upon completion of this chapter, the student will be familiar with terminology associated with the gastrointestinal system.

**Chapter Outline:**

- 1.0 Introduction
- 2.0 Anatomy
- 3.1 Upper Gastrointestinal Tract
- 3.2 Mouth and Throat
- 3.3 Esophagus
- 3.4 Stomach
- 3.5 Small Intestine
- 3.6 Gastrointestinal System Soundlikes Exercise
- 4.0 Lower Gastrointestinal Tract
- 4.1 Large Intestine
- 4.2 Cecum
- 4.3 Ascending Colon
- 4.4 Gastrointestinal System BOS Exercise
- 5.0 Accessory Organs
- 5.1 Liver
- 5.2 Gallbladder
- 5.3 Pancreas
- 5.4 Gastrointestinal System Case Study
- 6.0 Pathology of the Gastrointestinal System
- 6.6 Listening Exercise
- 6.7 Listening Exercise Answer Key
- 6.8 Accessory Organs
- 6.9 Tests and Procedures
- 7.0 Laboratory Tests
- 7.1 Liver Function Tests
- 7.2 Pancreatic Studies
- 7.3 Stool Analysis
- 7.4 Gastrointestinal System Word Matching Exercise
- 7.5 Gastrointestinal System Researching Exercise
- 8.0 Terminology
- 8.1 Table - Abbreviations
- 8.2 Table - Combining Forms
- 8.3 Table – Suffixes
- 8.4 Common Lab Procedures
- 8.5 Common Diagnostic Procedures
- 8.6 Vocabulary List
- 8.7 Chapter Quick Reference
- 8.8 Dictations
- 6.1 Digestive Disorders
- 6.2 Mouth and Throat
- 6.3 Esophagus
- 6.4 Stomach
- 6.5 Intestines
- 8.9 Gastrointestinal Proofreading
- 9.0 Gastrointestinal System Chapter Test
- 10.0 Gastrointestinal System Transcriptions
- 10.1 Gastrointestinal System Chapter Survey

## **Genitourinary System**

**Prerequisites:** Gastrointestinal System

**Chapter Length:** 32 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the genitourinary system as well as common diseases, disorders, treatment modalities, and medications used to treat genitourinary disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the genitourinary system. Upon completion of this chapter, the student will be familiar with terminology associated with the genitourinary system.

### **Course Outline:**

- |  |  |
|--|--|
| 1.0 Introduction                                 | 4.2 Kidney Stones  |
| 2.0 Anatomy of the Urinary System                | 4.3 Renal Failure and ESRD                               |
| 2.1 Kidneys                                      | 4.4 Renal Cell Carcinoma                                 |
| 2.2 Kidney Stromal Tissues                       | 4.5 Cancer of the Renal Pelvis or Ureter                 |
| 2.3 Kidney Parenchymal Tissues                   | 4.6 Genitourinary System Exercise                        |
| 2.4 Ureters, Urinary Bladder, Urethra            | 5.0 Terminology  |
| 2.5 Genitourinary System Case Study              | 5.1 Table - Prefixes and Suffixes                        |
| 3.0 Physiology of the Urinary System             | 5.2 Table - Abbreviations                                |
| 3.1 Urinary System Function                      | 5.3 Genitourinary System Abbreviations Matching Exercise |
| 3.2 Pathways to and from the Nephron             | 5.4 Common Lab Procedures                                |
| 3.3 Filtration in the Glomeruli                  | 5.5 Common Diagnostic Procedures                         |
| 3.4 Reabsorption from the Renal Tubule           | 5.6 Vocabulary List                                      |
| 3.5 Secretion into the Renal Tubule              | 5.7 Chapter Quick Reference                              |
| 3.6 Concentration and Elimination of Urine       | 5.8 Genitourinary Proofreading                           |
| 3.7 Nonexcretory Renal Functions                 | 6.0 Genitourinary System Chapter Test                    |
| 3.8 Listening Exercise                           | 7.0 Genitourinary System Transcriptions                  |
| 3.9 Listening Exercise Answer Key                | 7.1 Genitourinary System Chapter Survey                  |
| 4.0 Diseases and Disorders of the Urinary System |  |
| 4.1 Urinary Tract Infections                     |  |

## **Reproductive System**

**Prerequisites:** Genitourinary System

**Chapter Length:** 30 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the reproductive system as well as common diseases, disorders, treatment modalities, and medications used to treat reproductive disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the reproductive system. Upon completion of this chapter, the student will be familiar with terminology associated with the reproductive system.

### **Chapter Outline:**

- |                                      |  |
|--------------------------------------|--|
| 1.0 Introduction                     | 4.4 Maternal Milestones by Trimester                 |
| 2.0 Reproductive Anatomy – Female    | 4.5 Fetal Milestones by Trimester                    |
| 2.1 Location                         | 4.6 Labor and Childbirth                             |
| 2.2 Ovaries                          | 5.0 Reproductive System Diseases and Disorders       |
| 2.3 Fallopian Tubes                  | 5.1 Categories                                       |
| 2.4 Uterus and Cervix                | 5.2 Infections                                       |
| 2.5 Vagina                           | 5.3 General Infections                               |
| 2.6 External Genitalia               | 5.4 Sexually Transmitted Diseases                    |
| 2.7 Accessory Organs                 | 5.5 Reproductive System Soundalikes Exercise         |
| 2.8 Reproductive System Case Study   | 6.0 Congenital Disorders - Male and Female           |
| 2.9 Listening Exercise               | 6.1 Male Congenital Disorders                        |
| 2.10 Listening Exercise Answer Key   | 6.2 Female Congenital Disorders                      |
| 3.0 Reproductive Anatomy Male        | 7.0 Disorders of Reproductive Functioning            |
| 3.1 Location                         | 7.1 Functional Disorders Affecting Males and Females |
| 3.2 Testes, Epididymis, Vas Deferens | 7.2 Functional Disorders Affecting Males             |

- 3.3 Prostate, Bulbourethral Glands, Seminal Vesicles
- 3.4 Penis, Urethra, Ejaculatory Duct
- 4.0 The Physiology of Reproduction
- 4.1 Reproductive Process
- 4.2 Menstruation, Ovulation, Fertilization
- 4.3 Pregnancy

- 7.3 Functional Disorders Affecting Females
- 7.4 Disorders of Reproductive Structures
- 8.0 Tumors
- 8.1 Tumors of the Male Reproductive Organs
- 8.2 Tumors of the Female Reproductive Organs

## **Nervous System**

**Prerequisites:** Reproductive System

**Chapter Length:** 30 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the structure and function of the nervous system as well as common diseases, disorders, treatment modalities, and medications used to treat nervous disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to the nervous system. Upon completion of this chapter, the student will be familiar with terminology associated with the nervous system.

### **Chapter Outline:**

- |   |  |
|---|--|
| 1.0 Introduction                            | 4.0 Terminology                        |
| 2.0 Organization of the Nervous System      | 4.1 Table Combining Forms              |
| 2.1 Anatomy                                 | 4.2 Nervous System Terminology         |
| 2.2 Organization                            | 4.3 Nervous System Word Match Exercise |
| 2.3 Cranial Nerves                          | 4.4 Nervous System Matching Exercise   |
| 2.4 Spinal Nerves                           | 4.5 Common Lab Procedures              |
| 2.5 Nervous System Case Study               | 4.6 Common Diagnostic Procedures       |
| 3.0 Autonomic Nervous System                | 4.7 Vocabulary List                    |
| 3.1 Sympathetic Nervous System              | 4.8 Chapter Quick Reference            |
| 3.2 Parasympathetic Nervous System          | 4.9 Nervous Proofreading               |
| 3.4 Table - Sympathetic and Parasympathetic | 4.10 Dictations                        |
| 3.5 Listening Exercise                      | 5.0 Nervous System Chapter Test        |
| 3.6 Listening Exercise Answer Key           | 6.0 Nervous System Transcriptions      |
| 3.7 Nervous System Researching Exercise     | 6.1 Nervous System Chapter Survey      |

## **Psychiatry**

**Prerequisites:** Nervous System

**Chapter Length:** 27 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the common diseases, disorders, treatment modalities, and medications used to treat psychiatric disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to psychiatry. Students will use an industry medical transcription platform to complete report editing for this chapter. Upon completion of this chapter, the student will be familiar with terminology associated with psychiatry.

### **Chapter Outline:**

- |   |  |
|---|--|
| 1.0 Introduction                          | 4.0 Terminology                          |
| 2.0 Psychiatric Classifications and Tests | 4.1 Table – Combining Forms              |
| 2.1 Personality Tests                     | 4.2 Table – Abbreviations                |
| 2.2 Intelligence Tests                    | 4.3 Psychiatry Terminology               |
| 2.3 Neuropsychological Tests              | 4.4 Psychiatry Chapter Matching Exercise |
| 2.4 Projective Tests                      | 4.5 Common Lab Procedures                |
| 2.5 Psychiatry BOS Exercise               | 4.6 Common Diagnostic Procedures         |
| 2.6 Psychiatry Case Study                 | 4.7 Vocabulary List                      |
| 3.0 Psychiatric Pharmacology              | 4.8 Chapter Quick Reference              |
| 3.1 Antianxiety Agents                    | 4.9 External Platform                    |
| 3.2 Antipsychotic Medications             | 4.10 Psychiatry Proofreading             |
| 3.3 Antidepressants                       | 5.0 Psychiatry Chapter Test              |
| 3.4 Listening Exercise                    | 5.1 Psychiatry Chapter Survey            |
| 3.5 Listening Exercise Answer Key         |  |

## **Oncology**

**Prerequisites:** Psychiatry

**Chapter Length:** 42 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn common causes, diseases, disorders, treatment modalities, and medications used to treat malignant disease. Common procedures and laboratory tests will be discussed. The student will learn combining forms and abbreviations pertaining to oncology. Upon completion of this chapter, the student will be familiar with terminology associated with oncology.

### **Chapter Outline:**

- |   |                                       |
|---|---------------------------------------|
| 1.0 Introduction                                | 4.5 Laboratory and Diagnostic Testing |
| 2.0 Cell Structure and Development              | 4.6 Surgical Procedures and Treatment |
| 2.1 Cytology                                    | 5.0 Oncology Pharmacology             |
| 2.2 Eukaryotic                                  | 5.1 Cancer Medications                |
| 2.3 Organelles                                  | 5.2 Oncology Researching Exercise     |
| 2.4 Chemical Basis of DNA                       | 6.0 Terminology                       |
| 2.5 Oncology Case Study                         | 6.1 Table - Abbreviations             |
| 3.0 Cancer and Carcinogenesis                   | 6.2 Table - Prefixes and Suffixes     |
| 3.1 Tumors                                      | 6.3 Oncology Word Match Exercise      |
| 3.2 Environmental Factors                       | 6.4 Common Lab Procedures             |
| 3.3 Hereditary Factors                          | 6.5 Common Diagnostic Procedures      |
| 3.4 Prevention                                  | 6.6 Vocabulary List                   |
| 3.5 Listening Exercise                          | 6.7 Chapter Quick Reference           |
| 3.6 Listening Exercise Answer Key               | 6.8 Dictations                        |
| 4.0 Diagnosis and Treatment of Cancerous Tumors | 6.9 Oncology Proofreading             |
| 4.1 Classification                              | 7.0 Oncology Chapter Test             |
| 4.2 Pathologic Descriptions                     | 8.0 Oncology Transcriptions           |
| 4.3 Cancer Grading and Staging                  | 8.1 Oncology Chapter Survey           |
| 4.4 Oncologic Pathophysiology                   |                                       |

## **Surgical Documentation A & B**

**Prerequisites:** Oncology

**Chapter Length:** Section A 46 hours  
Section B 46 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the medical and surgical equipment names for all body systems and use these to create operative reports in this advanced unit. The student will become familiar with terms used in operative reports and the course of events when a patient is taken to the operating room for a procedure. Upon completion of this chapter, the student will be familiar with a variety of surgical procedures, terminology, and equipment used in the operating room.

### **Chapter Outline:**

- |  |   |
|--|---|
| 1.0 Introduction                           | 3.2 Listening Exercise  |
| 2.0 Vital Aspects of an Operative Report   | 3.3 Listening Exercise Answer Key                                       |
| 2.1 Preoperative Diagnosis                 | 4.0 Terminology   |
| 2.2 Postoperative Diagnosis                | 4.1 Table - Abbreviations   |
| 2.3 Operation Performed                    | 4.2 Table – Combining Forms   |
| 2.4 Surgeon                                | 4.3 Surgery Proofreading  |
| 2.5 Assistants                             | 5.0 Surgical Pharmacology   |
| 2.6 Anesthesiologist                       | 5.1 Medications   |
| 2.7 Surgical Documentation BOS Exercise    | 5.2 Surgical Documentation and Advanced Transcription Matching Exercise |
| 2.8 Indications for Procedure              | 5.3 Common Lab Procedures   |
| 2.9 Operative Course                       | 5.4 Common Diagnostic Procedures  |
| 2.10 Surgical Documentation Case Study     | 5.5 Vocabulary List   |
| 2.11 Table – Surgical Position             | 5.6 Chapter Quick Reference   |
| 2.12 Instrument, Sponge, and Needle Counts |   |

- 2.13 Disposition of Patient
- 2.14 Follow-up
- 3.0 Surgical Instruments
- 3.1 Table – Definitions

- 5.7 Chapter Dictations
- 6.0 Surgical Documentation Chapter Test
- 7.0 Surgical Transcriptions A
- 8.0 Surgical Transcriptions B

**Advanced A, B, & C**

**Prerequisites:** Surgical Documentation A & B

**Chapter Length:** Section A 46 hours  
 Section B 46 hours  
 Section C 49 hours

**Chapter Test:** No test for this chapter, dictations only.

**Learning Objective:** This chapter places the emphasis on dictations only. Students will find the dictations in these sets to be more challenging and contain more advanced terminology than those in previous chapters. These dictations will help prepare students for some of the more difficult dictations encountered in the working environment. Upon completion of this chapter, the student will be familiar with a variety challenging and acute-care dictations.

**Chapter Outline:**

1. Advanced Transcriptions A
2. Advanced Transcriptions B
3. Advanced Transcriptions C
4. Surgical Documentation and Advanced Transcription Chapter Survey

**Professional Issues**

**Prerequisites:** Surgical Documentation

**Chapter Length:** 20 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn the ethics and procedures that should be followed as a medical transcriptionist. The student will also discover the differences between an onsite employee and an independent contractor. Confidentiality and security issues will be discussed. Human resource materials will be covered to help the student understand how to present and conduct themselves in a professional manner. Upon completion of this chapter, the student will be familiar with contractor versus employee status, security and confidentiality, and ethical practices to be followed as a medical transcriptionist.

**Chapter Outline:**

- |  |   |
|--|---|
| 1.0 Introduction   | 6.7 Requesting Identification   |
| 2.0 HIPAA (US) and PIPEDA (Canadian) Guidelines                  | 7.0 Medicolegal and Risk Management                                     |
| 3.0 What is HIPAA?   | 7.1 Medical Jurisprudence (Medicolegal) Pertaining to Medicine and Laws |
| 3.1 Health Insurance Portability and Accountability Act          | 7.2 Ethical   |
| 3.2 Storing and Transferring Health Records                      | 7.3 The Hippocratic Oath (Modern Version)                               |
| 3.3 Listening Exercise   | 7.4 Examples of Ethical Issues for Healthcare Providers                 |
| 3.4 Listening Exercise Answer Key                                | 7.5 Risk Management   |
| 3.5 Confidentiality Agreement Example                            | 7.6 How Risk Management Applies to Providers                            |
| 4.0 Policies and Procedures                                      | 7.7 How Risk Management Applies to MTs                                  |
| 4.1 Home Based Office and Equipment                              | 7.8 EMR-Electronic Medical Record                                       |
| 5.0 What is PIPEDA?  | 7.9 Professional Issues Exercise  |
| 5.1 Personal Information Protection and Electronic Documents Act | 7.10 Professional Issues Matching Exercise                              |
| 5.2 Confidentiality Agreement Example (Canada)                   | 7.11 Productivity Power   |
| 6.0 Safeguards   | 7.12 Vocabulary List  |
| 6.1 Preamble   | 7.13 Chapter Quick Reference  |
| 6.2 What Type of Safeguards Should a Business Use?               | 7.14 Dictations   |
| 6.3 Physical Methods   | 8.0 Professional Issues Chapter Test                                    |
| 6.4 Technological Measures                                       | 9.0 Professional Issues Transcriptions                                  |
| 6.5 Destroying Personal Information                              | 9.1 Professional Issues Chapter Survey                                  |
| 6.6 Exceptions   |   |

## **Career Development A & B**

**Prerequisites:** Professional Issues

**Chapter Length:** Section A 20 hours  
Section B 20 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will learn how to prepare a resume and other job searching skills.

The following topics shared in video format are intended to assist the student with the knowledge and tools to find employment in the job market. These videos include:

- Job Search Skills Training
- Research and Targeting for Companies and Positions
- Tips and Techniques for Writing Resumes
- Applications and Cover Letters
- Networking
- Interviewing
- Job Search Realities
- Search Firms

There are several reports in this section, and have been broken into 2 sections, A and B. These contain more advanced terminology and are intended to assess the student's ability to hear and understand dictators that are a bit more challenging. The student will also be completing reports which contain more difficult terminology, testing research abilities. This chapter contains all report types that have been encountered throughout the course, with an intentional break provided after section A, for review of previous material before advancing on to the next section. Both sections are equally challenging, therefore, review of unfamiliar terminology from section A may help better prepare you for section B. Upon completion of this chapter, the student will be more familiar with challenging terminology and increasingly complex reports.

### **Chapter Outline:**

1.0 Objectives	6.1 Be Prepared
2.0 Introduction	6.2 Standard Question Formats
3.0 Resumes	6.3 On-Site Interviews
3.1 Tips and Techniques for Writing Resumes	6.4 Telephone Interviews
3.2 Resume Formats	6.5 Final Steps
3.3 Resume Sections	6.6 Career Development Exercise
3.4 Human Resources Modules	6.7 Career Development Matching Exercise
4.0 Applications and Cover Letters	6.8 Vocabulary List
4.1 Applications	6.9 Chapter Quick Reference
4.2 Cover Letters	6.10 Dictations
4.3 Red Flags for Recruiters	7.0 Career Development Chapter Test
5.0 Job Searching	8.0 Career Development Transcriptions A
5.1 Search Plan	9.0 Career Development Transcriptions B
5.2 Networking and Professional Organizations	9.1 Career Development Chapter Survey
6.0 Interviewing	** 9.2 Milestone 5 Student Survey

## **Electronic Health Records (EHR)**

**Prerequisites:** Career Development

**Chapter Length:** 10 hours

**Chapter Test:** The student should maintain a minimum grade of 90%.

**Learning Objective:** The student will obtain a basic knowledge of the electronic health record (EHR), understand the 8 core functions of the EHR, learn the advantages and issues surrounding implementation, and acquire an understanding of HIPAA and PIPEDA. Upon completion of this chapter, the student will be familiar with terminology associated with the electronic healthcare record.

### **Chapter Outline:**

1.0 Chapter Outcomes/Learning Objectives	3.0 Entering Information into the Electronic Health Records
Introduction	4.0 Eight Core Functions
2.0 Converting to the Electronic Health Record	5.0 Components of the Electronic Health Record

6.0 Implementation of the Electronic Health Record  
7.0 Messaging Standards  
8.0 EHR Decision Support Tools  
9.0 E-prescribing  
10.0 Health Insurance Portability and Accountability Act (HIPAA)

11.0 Personal Information Protection and Electronic Documents Act (PIPEDA)  
12.0 Vocabulary List  
12.1 EHR Quick Reference  
13.0 Electronic Health Records Chapter Test  
13.1 Electronic Health Records Chapter Survey

### **Preparing for Proficiency Improvement Examination-2 (PIE-2)**

**Prerequisites:** Career Development

**Chapter Length:** 5 Hours

**Learning Objective:** The purpose of this chapter is to provide exam information, including an overview of PIE-2, tips for preparing for the exam, and accessing the final examination. The student will work with an instructor, who will provide feedback in preparation for the exam. Upon completion of this chapter, the student should be better prepared to take the exam.

#### **Chapter Outline:**

- |                                  |  |
|----------------------------------|--|
| 1. Preparing for PIE-2           | 1.3 Get Appropriate Rest and Nourishment |
| 1.1 Proficiency Exam 2           | 1.4 Try These Testing Strategies         |
| 1.2 Am I really ready for PIE-2? | 1.6 The Next Step                        |

### **Proficiency Improvement Examination-2 (PIE-2)**

**Prerequisites:** PIE-2 preparation

**Chapter Length:** 10 hours

**Minimum Pass Criteria:** 90%

**Learning Objective:** The purpose of this exam is to provide an assessment of the students learning outcomes at this stage of the program. Upon completion of the exam, the student should possess a skill level assessment of all the chapters completed to date.

#### **Chapter Outline:**

- |                  |            |
|------------------|------------|
| 1. Overview      |            |
| 1.2 PIE-2 Format |            |
| • Theory         | <b>10%</b> |
| • Dictation      | <b>15%</b> |

**There are 2 components to every PIE:**

- 1. Theory portion – completed and submitted first**
- 2. Dictation portion – completed and submitted second**

**Students may take a break between the 2 PIE components.**

- 1.0 Proficiency Improvement Exam 2 Guidelines
  - 1.1 Submission
  - 1.2 Scoring the Proficiency Improvement Exam 2
  - 1.3 Proficiency Exam 2
- 2.0 PIE-2 Transcriptions
  - 2.1 PIE-2 VR Transcriptions

Please note that all PIEs have a time limit for completion. Upon logging in to complete the PIE, the student has **48 hours** to complete both the theory and dictation portions of the exam. As there is no technical support available on weekends or after hours, we recommend you start and complete your PIEs during our regular working hours. CanScribe is not responsible for any technical issues you experience outside of our regular business hours that affect your PIE completion time.

**For further grading details, please refer to #2 under “METHOD OF EVALUATION” in the course guide.**

**PIE Theory-** The student will have 1 attempt on the theory portion of the exam. It is important the student research the material to promote the adult learning experience. The theory portion is open book, therefore, the student may use any type of reference, other than human, to help complete this portion of the exam. **The posting or sharing of any exam content is strictly forbidden and subject to immediate dismissal from the program.**



**PIE Dictations-** After completing the theory portion, the student will begin the dictation portion of the exam. This consists of 4 audio files for each of PIE-1, PIE-2, and PIE-3. If the student scores under 90% on any dictations, these will be reviewed by an instructor with the student, after which 1 or 2 additional dictations will be provided for the student to transcribe. Up to a maximum of 2 additional dictations are available in each PIE should a student score less than 90% on one or more of the dictations (one for one, two for two or more). The grade for this component will be based upon the top 4 dictations averaged together.

### **Practicum Preparation**

**Prerequisites:** PIE-2

**Chapter Length:** 15 hours

**Learning Objective:** This section is intended to prepare the student for the practicum.

Practicums are assigned according to PIE-2 exam results. Any student who achieves the minimum practicum-employer benchmark on PIE-2 reports, qualifies for an external practicum, if available. All students can participate in the CanScribe practicum.

Practicum preparation:

Students must successfully write PIE-2 to be eligible for the practicum.

There are 3 Practicum options available:

1. The student secures their own practicum, with prior approval from CanScribe
2. The student is accepted into an employer practicum arranged by CanScribe
3. The student participates in the CanScribe practicum

To prepare for the practicum, students are required to fill out and submit the Practicum Agreement, a cover letter and resume. Once all documents are in place, the student will be contacted by a Practicum Supervisor for further instructions.

### **Practicum**

**Prerequisites:** PIE-2 Preparation

**Chapter Length:** 100 Hours

**Minimum Pass Criteria:** Mid and Final Assessments: The student should maintain a minimum grade of 90%.

**Learning Objective:** This session is intended to help the student transition from the educational world into the “real” world of a working medical transcriptionist. The student will have the opportunity to participate in an interview process and will report to a supervisor for the entire Practicum. Upon completion of this session, the student will know how to apply for employment, what is expected of them by an employer, and better understand the working environment of an MT.

#### **Chapter Outline:**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1.0 Practicum                     | 1.9 Practicum Correspondence   |
| 1.2 Practicum Account Specifics   | 1.10 Mid and Final Assessments |
| 1.3 Practicum Outline             | 1.11 Final Practicum Exam      |
| 1.4 Practicum Host                | 1.12 Practicum Job Description |
| 1.5 Getting Started               | 1.13 Practicum Chat            |
| 1.6 Things to Review              | 1.14 Practicum Final Exam      |
| 1.7 Practicum Instructions        | 2.0 Practicum Transcriptions   |
| 1.8 CanScribe Practicum Interview | 2.1 Practicum Chapter Survey   |

### **Preparing for Proficiency Improvement Examination-3 (PIE-3)**

**Prerequisites:** Practicum

**Chapter Length:** 5 hours

**Learning Objective:** Upon completion of this chapter, the student should be better prepared to write the exam.

#### **Chapter Outline:**

- 1.0 Preparing for PIE-3
- 1.1 Get Appropriate Rest and Nourishment
- 1.2 Am I ready for PIE-3?
- 1.3 Try These Testing Strategies
- 1.4 PIE-3 Format

### **Proficiency Improvement Examination – 3 (PIE-3)**

**Prerequisites:** PIE-3 preparation

**Chapter Length:** 10 Hours

**Minimum Pass Criteria:** 90%

**Learning Objective:** This assessment determines what level of learning outcomes the student has achieved.

**Chapter Outline:**

- 1.0 Proficiency Exam 3
- 1.1 PIE-3 Format
- 1.2 Submission
- 1.3 Scoring the Proficiency Improvement Exam 3
- 1.4 Graduation
- 1.5 Proficiency Exam 3
- 2.0 PIE-3 Transcriptions
- 2.1 PIE-3 VR Transcriptions

Proficiency Improvement Examination-3

- Theory **10%**
- Dictation **25%**

**There are 2 components to every PIE:**

- 1. Theory portion – completed and submitted first**
- 2. Dictation portion – completed and submitted second**

**Students may take a break between the 2 PIE components.**

Please note that all PIEs have a time limit for completion. Upon logging in to complete the PIE, the student has **48 hours** to complete both the theory and dictation portions of the exam. As there is no technical support available on weekends or after hours, we recommend you start and complete your PIEs during our regular working hours. CanScribe is not responsible for any technical issues you experience outside of our regular business hours that affect your PIE completion time.

**For further grading details, please refer to #2 under “METHOD OF EVALUATION” in the course guide.**

**PIE Theory-** The student will have 1 attempt on the theory portion of the exam. It is important the student research the material to promote the adult-learning experience. The theory portion is open book, therefore, the student may use any type of reference, other than human, to help complete this portion of the exam. **The posting or sharing of any exam content is strictly forbidden and subject to immediate dismissal from the program.**

**PIE Dictations-** After completing the theory portion, the student will begin the dictation portion of the exam. This consists of 4 audio files for each of PIE-1, PIE-2 and PIE-3. If the student scores under 90% on any dictations, these will be reviewed by an instructor with the student, after which 1 or 2 additional dictations will be provided for the student to transcribe. Up to a maximum of 2 additional dictations are available in each PIE should a student score less than 90% on one or more of the dictations (one for one, two for two or more). The grade for this component will be based upon the top 4 dictations averaged together.

**Conclusion**

The following information is to guide the student process after completion of the program.

1. The student will wait 2-3 days for PIE-3 examination results.
2. CanScribe issues the graduate their final transcript.
3. The graduate will receive their graduation certificate and letter.
4. A list of potential employers currently hiring is sent to the graduate.
5. The student receives lifetime assistance.

Congratulations and good luck in all your future endeavours!