

*The Model Curriculum for
Medical Transcription*
4th Edition

Developed by



Association for Healthcare Documentation Integrity

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The Model Curriculum for Medical Transcription, 4th Edition

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Preface

The need for a model curriculum in medical transcription was recognized from AHDI's (then AAMT) beginnings in 1978. At that time, formal education programs in our profession were rare, and schools that wanted to pioneer in teaching new members of the profession were on their own in deciding best how to meet those needs.

It was a decade before that model curriculum would be published. First, the Association created a *COMpetency PROfile for MT Education Programs (COMPRO)*, which was a collection of competencies needed by an entry-level medical transcriptionist. The COMPRO became the heart of the first Model Curriculum in 1988, which has been revised three more times.. All editions of the *Model Curriculum For Medical Transcription* were created by consortia of educators and transcription professionals who thus set the standards by which medical transcription programs and their graduates would be measured.

The third edition was occasioned by the Association's next milestone in leading medical transcription education: creating the first formal medical transcription academic program approval process. The cornerstone of that approval process is the *Model Curriculum for Medical Transcription* and adherence to this curriculum is helping to establish consistency and quality in medical transcription education programs throughout the world.

In 2006, AHDI released the Registered Medical Transcriptionist exam. This level 1 competency-based exam uses the *Model Curriculum for Medical Transcription* as its foundation and has set the benchmark for entry into the practice of medical transcription.

As technology advances within the healthcare documentation arena, an abundance of opportunity awaits well-trained, highly skilled, competent medical transcriptionists. The development of this latest edition of the *Model Curriculum for Medical Transcription* demonstrates AHDI's continued commitment to the advancement of the medical transcription profession and practitioners.



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Introduction

Knowing that well-educated medical transcriptionists are essential to the future of the profession, the Association for Healthcare Documentation Integrity (AHDI), formerly the American Association for Medical Transcription (AAMT), created the premier edition of *The Model Curriculum for Medical Transcription (Model Curriculum)* in 1988. The second edition of the *Model Curriculum*, published in 1999, provided significant elaboration in the area of technology, new courses in pharmacology and laboratory medicine, and reorganization that included a new content area of healthcare documentation.

The revision that resulted in the third edition of *The Model Curriculum for Medical Transcription* was sparked by the association's realization that creating an approval process for medical transcription educational programs was the best way to ensure high-quality medical transcription in all educational settings. In the process of developing its Medical Transcription Program Approval Manual, the task force charged with this project determined that the *Model Curriculum* was still the best description of the values and tenets of an excellent MT program. The task force therefore updated the *Model Curriculum* to reflect the needs of medical transcription education in the 21st century while retaining the substance of the second edition, including its content areas, competencies, recommended courses, course descriptions, and objectives.

The creation of the Registered Medical Transcriptionist (RMT) exam and credential, released worldwide in 2006, also relied heavily on the competencies outlined in the *Model Curriculum*, and has been recognized by employers as a benchmark for entry level practitioners.

The practice of medical transcription is changing rapidly, thus the training of transcriptionists must be altered. Advances in technology require a professional who is comfortable with the more technical aspects of documentation in an electronic environment, and this is the basis of the revisions found in this fourth edition of *The Model Curriculum for Medical Transcription*. All of the content of the third edition has been retained, with additions being two new competencies and related objectives under the content area of Technology focusing on speech recognition technology and the electronic health record, one enhanced competency and concurrent objective under the Medicolegal Aspects of the Healthcare Record content area to ensure an understanding of documentation workflow, and several expanded objectives under the English Language content area that help to better support the editing of transcribed documents.

The *Model Curriculum* may be incorporated into a variety of programs, including those based on semesters, quarters, clock hours, and terms of other lengths. Though its sample discrete courses imply a traditional college setting, proprietary and distance-learning programs can adapt it to a single course by ensuring that all competencies are covered in the program. Adoption of all or part of the *Model Curriculum* is, of course, optional, but AHDI believes the *Model Curriculum* reflects the skills and aptitudes required for medical transcriptionists to function successfully, and complete adoption is required for programs seeking formal approval through AHDI.

Program Goal Statement

An educational program in medical transcription will prepare the student for entry-level employment as a medical transcriptionist by providing the basic knowledge, understanding, and skills required to transcribe healthcare dictation and prepare patient care documents with accuracy, clarity, consistency, and timeliness, applying the principles of professional and ethical conduct.

Program Prerequisites

As demonstrated by exam:

- English comprehension, spelling, and usage competency (spoken and written) equivalent to that of a high school graduate.
- Minimum keyboarding speed of 45 corrected words per minute (cwpm).
- Intermediate word processing skills, including ability to create, save, format, and copy and paste documents.
- Intermediate computer skills including ability to troubleshoot basic computer problems, install software, manage files, send and receive emails with attachments, and utilize the Internet for research purposes.
- Normal level of audiometric acuity.

These program prerequisites help potential students to choose their career paths carefully and knowledgeably. They also assist instructors, counselors, and program directors in accepting and advising potential students. Methodologies and techniques for determining whether potential students meet the program prerequisites remain under the direction of individual programs and schools.

Course Descriptions and Objectives

Course descriptions briefly summarize the content of each course and are designed for use in course syllabi, program catalogs, or anywhere succinct descriptions of course content are needed. Following each course description, competencies for that course are listed. Course objectives describe what the students will be able to do at course completion. Statements that are quantifiable in terms of number, percentage, or other forms of measurement are not included in course objectives so that instructors or programs may use a variety of teaching materials and evaluation techniques.

Instructor Qualifications

Content developers must be CMTs through the Association for Healthcare Documentation Integrity (AHDI) or have a minimum of three years acute-care or multi-specialty experience. Content developers must demonstrate current knowledge in course content through appropriate professional development activities. Instructors for Medical Transcription Practice content area must be CMTs through the Association for Healthcare Documentation Integrity (AHDI) or have a minimum of three years of acute-care or multispecialty experience or possess equivalent qualifications.

Required Texts & Teaching Materials

It is vital to use reference materials that are geared towards medical transcription. Dictation products should come from actual healthcare provider dictation. Required and recommended text and teaching materials are listed at the end of this workbook.

Content Areas and Suggested Courses

Medical transcription training falls into five distinct content areas: English Language, Medical Knowledge, Technology, Medicolegal Aspects of the Healthcare Record, and Medical Transcription Practice. Competencies for each content area are threaded throughout the sample courses presented in this *Model Curriculum*. For example, medical language skills are introduced and applied in the Medical Language content area and are also applied throughout the medical transcription practice courses.

E. English Language

These competencies require that students be able to apply rules of proper grammar, punctuation, and medical style and to use correct spelling and logical sentence structure. These competencies are taught in the course listed below and applied throughout the medical transcription curriculum.

Courses in the English Language Content Area:

- Medical Style and Grammar

M. Medical Knowledge

Medical knowledge competencies require thorough knowledge of the core aspects of medicine, including medical terminology, anatomy and physiology, clinical medicine, laboratory tests, pharmacology, surgery, imaging techniques, and pathology. These competencies are taught in the courses listed below and are applied throughout the medical transcription curriculum.

Courses in the Medical Knowledge Content Area:

- Medical Terminology
- Anatomy & Physiology
- Concepts of Disease
- Pharmacology & Laboratory Medicine

T. Technology

Technology competencies require students to develop computer skills and transcription equipment proficiency and to understand technological security and confidentiality issues. They must also be aware of trends and developments in the ever-advancing area of medical transcription technology. These competencies are taught in the course listed below and are applied in Medicolegal Aspects of the Healthcare Record, Beginning Medical Transcription, Intermediate Medical Transcription, and Advanced Medical Transcription.

Courses in the Technology Content Area:

- Medical Transcription Technology

H. Medicolegal Aspects of the Healthcare Record

Healthcare documentation competencies require students to understand the format, content, purpose, and legal aspects of healthcare records. Students must also acquire general knowledge of standards and regulations for healthcare documents, including HIPAA and risk management. They must also thoroughly understand and apply the AHDI Code of Ethics. Competencies are taught in the course listed below and are applied throughout the courses in the Medical Transcription Practice content area.

Courses in the Medicolegal Aspects of the Healthcare Record Content Area:

- Medicolegal Aspects of the Healthcare Record

P. Medical Transcription Practice

In this content area, students put into practice the skills acquired in all other content areas. It emphasizes direct practice using actual healthcare provider-originated dictation while applying professional and ethical conduct.

Courses in the Medical Transcription Practice Content Area:

- Beginning Medical Transcription
- Intermediate Medical Transcription
- Advanced Medical Transcription
- Medical Transcription Practicum
- Professional Development

Medical Transcription Competencies

ENGLISH LANGUAGE

Competencies (E)

- E1** The student will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- E2** The student will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.
- E3** The student will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.

MEDICAL KNOWLEDGE

Competencies (M)

- M1** The student will explain medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- M2** The student will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.
- M3** The student will apply and discuss terms and concepts of gross and microscopic human anatomical structure and physiologic functioning.
- M4** The student will identify surgical procedures and other diagnostic and interventional treatment modalities, including anesthesia types and techniques, surgical techniques, equipment, instruments and accessories, as well as typical findings and related diagnoses.
- M5** The student will identify procedures, techniques, and findings in diagnostic and interventional imaging.
- M6** The student will differentiate among common tests used in pathology and laboratory medicine, including diagnostic indications, techniques, expression of values, and significance of findings.
- M7** The student will identify, pronounce, spell, define, and apply pharmacological terminology.

- M8** The student will differentiate among common drug classes, forms, dosages, and routes of administration.
- M9** The student will compare and contrast the etiologies and pathologies of diseases.
- M10** The student will compare and contrast clinical medicine, including diagnosis and treatment of common diseases and conditions.
- M11** The student will select and use appropriate medical reference materials (i.e. word books, dictionaries, Internet and electronic resources).
- M12** The student will identify and analyze current trends and advancements in medicine as they relate to medical transcription.

TECHNOLOGY

Competencies (T)

- T1** The student will demonstrate a general knowledge of and the ability to operate computers and related technologies.
- T2** The student will demonstrate the ability to operate designated dictation and transcription equipment.
- T3** The student will demonstrate a general knowledge of security issues related to dictation and transcription systems working onsite or remotely.
- T4** Students will assess correct ergonomic habits and apply them at their work sites.
- T5** Students will appropriately use electronic references and other resources for research and practice.
- T6** Students will demonstrate a general knowledge of speech recognition technology and how it integrates into medical transcription.
- T7** Students will demonstrate general knowledge of electronic healthcare records (EHR) including the functions related to dictation/transcription integration and editing, and common terminology used in EHR systems.

MEDICOLEGAL ASPECTS OF THE HEALTHCARE RECORD

Competencies (H)

- H1** Students will explain the purpose of the healthcare record.

- H2** Students will describe the content and format of healthcare documents.
- H3** Students will demonstrate general knowledge of standards and regulations related to healthcare documentation as set by organizations such as the Association for Healthcare Documentation Integrity (AHDI), American Health Information Management Association (AHIMA), American Medical Association (AMA), Joint Commission (formerly JCAHO), National Committee for Quality Assurance (NCQA), Health Level 7 (HL7), ASTM, and the Centers for Medicaid and Medicare Services (CMS).
- H4** Students will identify and apply medicolegal concepts to include HIPAA (e.g., confidentiality, privacy) and the medical transcriptionist's role in risk management.
- H5** Students will apply the AHDI Code of Ethics in medical transcription.
- H6** Students will understand the documentation workflow, will be able to explain the importance of delivering healthcare documentation in a timely manner, and apply this concept.
- H7** Students will appropriately use related medicolegal and HIM references and other resources for research and practice.

MEDICAL TRANSCRIPTION PRACTICE

Competencies (P)

- P1** Students will *accurately* transcribe a minimum of 2100 minutes of authentic physician-generated dictation during the program, applying competencies specified in the five content areas (English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice). Note:
- *Material professionally redictated by actors or other is not appropriate for this competency.*
 - *2100 dictated minutes is equivalent to about 35 dictated hours. Using a standard that assumes most students could transcribe 10 minutes of dictation in 1 hour, instructors could expect students to spend a minimum of 350 transcription hours meeting this competency (with the hours required by P9 included in that total).*
 - *AHDI has set a 2100-minute dictation requirement here, but urges programs to recognize that this is the minimum exposure to authentic dictation recommended to ensure entry-level interpretive skill. Exposure to at least 2400 minutes of authentic physician-generated dictation is highly recommended.*
- P2** Students will demonstrate the ability to proofread and correct transcribed healthcare documents.

- P3** Students will recognize, evaluate, and call attention to inconsistencies, discrepancies, and inaccuracies in healthcare dictation while transcribing, without altering the meaning of the dictation or changing the author's style.
- P4** Students will demonstrate an awareness of productivity and accuracy standards and definitions.
- P5** Students will meet progressively demanding medical transcription accuracy and productivity standards.
- P6** Students will describe the functions, operations, and dynamics of medical transcription work environments.
- P7** Students will demonstrate professionalism in the workplace.
- P8** Students will demonstrate an awareness of the opportunities in medical transcription and related careers and the importance of professional development.
- P9** Students will *accurately* transcribe a minimum of *600 minutes (equivalent to 10 hours)* of authentic physician-generated dictation* in an externship or simulated professional practice setting. **Please note that the 600 minutes is included in, not in addition to, the 2100 minutes mentioned in P1.** A medical transcription work setting is preferred, with student duties limited to medical transcription, emphasizing a variety of healthcare documents. Students will be evaluated on transcription accuracy and productivity and on professional and ethical conduct. (**Using a standard that assumes that most students could transcribe 10 minutes of dictation in one hour, instructors could expect students to spend a minimum of 100 transcription hours meeting this competency.*)
- P10** Students will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.
- P11** Students will appropriately use and evaluate the reliability of all medical transcription-related references and other resources for research and practice.

Content Areas, Competencies, and Objectives

English Language

Suggested courses in this content area include: Medical Style and Grammar

MEDICAL STYLE AND GRAMMAR

The study, synthesis, and application of the rules of English language and medical transcription style as reflected by the *AHDI Book of Style* or other medical style manuals such as the *AMA Manual of Style*.

Competencies

- E1** Students will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- E2** Students will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.
- E3** Students will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.

Objectives

Upon completion of this course, students will be able to:

1. Apply the rules of spelling.
2. Spell commonly used words.
3. Define commonly used words.
4. Recognize commonly misspelled or misused words.
5. Correctly spell commonly misspelled words.
6. Recognize commonly misused words.
7. Correctly use commonly misused words.
8. Recognize homonyms, heteronyms, synonyms, and antonyms.
9. Appropriately use homonyms, heteronyms, synonyms, and antonyms.
10. Correctly use arabic numerals, roman numerals, and units of measure as designated in the most recent *AHDI Book of Style*.
11. Transcribe abbreviations, acronyms, and brief forms in accordance with the most recent *AHDI Book of Style*.
12. Describe the parts of speech (nouns, verbs, prepositions, etc.).
13. Use rules of correct grammar, including verb tense and subject-verb agreement, in the transcription of reports.
14. Apply the rules of punctuation in the transcription of reports to ensure clarity and accuracy of communication.
15. Correctly transcribe sentences that may be clipped, inverted, or fragmented, in accordance with the most recent *AHDI Book of Style*.

16. Define jargon, slang, street talk, regionalisms, profanities (derogatory or inflammatory remarks), obscenities, and vulgarities, in accordance with the most recent *AHDI Book of Style*.
17. Appropriately transcribe jargon, slang, street talk, regionalisms, profanities (derogatory or inflammatory remarks), obscenities, and vulgarities, in accordance with the most recent *AHDI Book of Style*.
18. Employ proper usage of foreign phrases, in accordance with the most recent *AHDI Book of Style*.
19. Employ proper translation of foreign phrases, in accordance with the most recent *AHDI Book of Style*.
20. Identify appropriate references and other resources.
21. Use references and other resources appropriately, including Internet sources.

See suggested references for this course on page 27-28.

Medical Knowledge

Suggested courses in this content area include: Medical Terminology, Anatomy & Physiology, Concepts of Disease, Pharmacology & Laboratory.

MEDICAL TERMINOLOGY

A study of medical terminology related to healthcare professionals, including word structure and formation, medical terms, their abbreviations, meanings, and appropriate spellings. Language from all body systems and major medical specialties and terms related to anatomy and physiology and major disease processes will be covered.

Competencies

- M1** Students will explain medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- M2** Students will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.
- M4** Students will identify surgical procedures and other diagnostic and interventional treatment modalities, including anesthesia types and techniques, surgical techniques, equipment, instruments and accessories, as well as typical findings and related diagnoses.
- M5** Students will identify procedures, techniques, and findings in diagnostic and interventional imaging.

- M6** Students will differentiate among common tests used in pathology and laboratory medicine, including diagnostic indications, techniques, expression of values, and significance of findings.
- M11** Students will select and use appropriate medical reference materials (i.e. word books, dictionaries, Internet and electronic resources).

Objectives

Upon completion of this course, Students will be able to:

1. Divide, analyze and define complex medical words by recognizing their components: prefixes, suffixes, combining forms, and root words.
2. Build basic medical words using prefixes, suffixes, root words, and combining forms.
3. Correctly use, spell, and pronounce medical terms, demonstrating awareness of meaning of medical homonyms and sound-alike terms.
4. Name major organs and parts of body systems and describe their locations and meanings.
5. Identify major pathological conditions and disease processes that affect each body system.
6. Identify common diagnostic and laboratory tests and clinical and radiological procedures common to each body system and the conditions for which they are performed.
7. Identify and use major abbreviations and brief forms pertaining to each body system.
8. Describe and use major eponyms pertaining to each body system.
9. Identify, pronounce, spell, and define commonly used foreign-language medical words and phrases.
10. Apply proper word endings for plurals, including those of Greek and Latin origin.
11. Locate and identify terms describing anatomical positions, directions, and planes of the body; identify body cavities and recognize organs contained therein; locate and identify the anatomical and clinical divisions of the abdomen.
12. Identify and use appropriate medical references and other resources to research and study common diseases and conditions and to stay current with trends and developments in medicine.

See suggested references for this course on page 28.

ANATOMY AND PHYSIOLOGY

A study of the essential anatomy and physiology of the human body, with an introduction of some aspects of chemistry and microbiology related to healthcare.

Competencies

- M2** Students will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.

- M3** Students will apply and discuss terms and concepts of gross and microscopic human anatomical structure and physiologic functioning.
- M11** Students will select and use appropriate medical reference materials (i.e. word books, dictionaries, Internet and electronic resources).

Objectives

Upon completion of this course, Students will be able to:

1. Define cells, tissues, organs and systems.
2. Identify body cavities and the organs they contain.
3. Use anatomical terminology to describe the location of areas of the body and describe the relation of one part to another.
4. List the 4 main types of tissue.
5. Locate organs and cells and define their functions.
6. Summarize the anatomy and physiology of each body system.
7. List and discuss the body's immune system and defense mechanisms.
8. Identify and use appropriate medical references and other resources to research and study common diseases and conditions and to stay current with trends and developments in medicine.

See suggested references for this course on page 28.

CONCEPTS OF DISEASE

A survey of the fundamental nature of disease and its treatment, studying common human diseases and conditions including etiology, signs and symptoms, diagnostic and treatment modalities, prognoses, and prevention.

Competencies

- M4** Students will identify surgical procedures and other diagnostic and interventional treatment modalities, including anesthesia types and techniques, surgical techniques, equipment, instruments and accessories, as well as typical findings and related diagnoses.
- M6** Students will differentiate among common tests used in pathology and laboratory medicine, including diagnostic indications, techniques, expression of values, and significance of findings.
- M8** Students will differentiate among common drug classes, forms, dosages, and routes of administration.
- M9** Students will compare and contrast the etiologies and pathologies of diseases.
- M10** Students will compare and contrast clinical medicine, including diagnosis and treatment of common diseases and conditions.

M11 Students will select and use appropriate medical reference materials (i.e. word books, dictionaries, Internet and electronic resources).

Objectives

Upon completion of this course, Students will be able to:

1. Describe the fundamental nature of disease, including injury and repair, inflammation, immunopathology, infectious disease, cancer, hemodynamic disorders, and pathologies of selected systems.
2. Describe the prevention, etiology, signs and symptoms, diagnostic and treatment modalities, and prognoses of common diseases and conditions.
3. Identify and use appropriate medical references and other resources to research and study common diseases and conditions and to stay current with trends and developments in medicine.
4. Describe the predisposing factors and direct causes of diseases that relate to the human body.
5. Describe an understanding of the general morphology of organisms and their role in the disease process.
6. Describe signs and symptoms of the diseases of each of the body systems.
7. Describe and identify diagnostic procedures for the diseases of each of the body systems.
8. Identify treatment modalities for diseases of each of the body systems.
9. Discuss prognosis and prevention of diseases for each of the body systems.
10. Discuss principles of infection.
11. Recognize and practice infection control measures.
12. Demonstrate knowledge of blood-borne diseases, including their transmission.

See suggested references for this course on page 28-29.

PHARMACOLOGY & LABORATORY MEDICINE

A study of the principles and language of pharmacology and laboratory medicine, including drugs and drug classes, diagnostic tests, indications, techniques, expressions of values, and significance of findings.

Competencies

- M5** Students will identify procedures, techniques, and findings in diagnostic and interventional imaging.
- M6** Students will differentiate among common tests used in pathology and laboratory medicine, including diagnostic indications, techniques, expression of values, and significance of findings.
- M7** Students will identify, pronounce, spell, define, and apply pharmacological terminology.
- M8** Students will distinguish among and compare common drug classes, forms, dosages, and routes of administration.

M11 Students will select and use appropriate medical reference materials (i.e. word books, dictionaries, Internet and electronic resources).

Objectives

Upon completion of this course, Students will be able to:

1. Describe pharmacological nomenclature and principles.
2. Classify routes of administration.
3. Describe the relationships of drug classes with disease processes and medical specialties.
4. Recognize commonly prescribed medications, including indications, actions, dosages, and routes of administration.
5. Recognize and use correct pharmacological names and dosages.
6. Use appropriate pharmacological and laboratory references.
7. Identify laboratory testing methods and procedures used for various diseases and conditions.
8. Identify normal laboratory value ranges.
9. Recognize and correctly express laboratory values.
10. Identify and use appropriate medical references and other resources to research and study common diseases and conditions and to stay current with trends and developments in medicine.
11. Identify and define common abbreviations used in pharmacology and laboratory medicine.

See suggested references for this course on page 29.

Technology

Suggested courses in this content area include: Medical Transcription Technology

MEDICAL TRANSCRIPTION TECHNOLOGY

This coursework is designed to introduce Students to computers, word processing applications, dictation and transcription equipment and related technologies, and to develop computer skills and proficiency. It is designed to study, synthesize, and apply technologies used in healthcare documentation, as well as to stimulate an awareness of related emerging technologies.

Competencies

- T1** Students will demonstrate a general knowledge of and the ability to operate computers and related technologies.
- T2** Students will demonstrate the ability to operate designated dictation and transcription equipment.
- T3** Students will demonstrate a general knowledge of security issues related to dictation and transcription systems working onsite or remotely.

- T4** Students will assess correct ergonomic habits and apply them at their work sites.
- T5** Students will appropriately use electronic references and other resources for research and practice.
- T6** Students will demonstrate a general knowledge of speech recognition technology and how it integrates into medical transcription.
- T7** Students will demonstrate general knowledge of electronic healthcare records (EHR) including the functions related to dictation/transcription integration and editing, and common terminology used in EHR systems.

Objectives

Upon completion of this coursework, Students will be able to:

1. Identify and use basic features of word processing programs (to include inserting text, deleting text, creating macros, saving).
2. Identify security and confidentiality issues related to technology and apply system security concepts (e.g., password protection, antivirus software, encryption).
3. Differentiate between stand-alone and networked computers, and recognize the functions of computer components and peripherals (e.g., printer, modem).
4. Differentiate and evaluate cable, DSL, dial-up, and satellite connections to the Internet as they impact productivity and reliability in medical transcription.
5. Recognize and describe alternative keyboard, monitor, and mouse features (e.g., ergonomic, stenotype, flat-screen monitor, wireless).
6. Identify capabilities and limitations of speech recognition technology and its integration into medical transcription.
7. Identify and utilize a personal computer maintenance plan (including virus protection, defragmenting disk drives, deleting temporary files, backup of data etc.).
8. Explain basic concepts of dictation and transcription technology.
9. Use designated transcription equipment (e.g., analog, digital, sound card, foot pedals, headsets) to complete transcription documents.
10. Demonstrate appropriate use of telecommunications and send, receive, forward, respond to, and attach documents to email (e.g., fax, modem, Internet).
11. Install software programs on a personal computer and be aware of copyright law implications.
12. Employ electronic media for accuracy (e.g., spell checker).
13. Use productivity software and keyboard shortcuts (e.g., macros, word expanders, mouse versus keyboard).
14. Demonstrate awareness of ergonomic issues in the classroom and workplace.
15. Identify and evaluate Internet websites in terms of content, author, and accuracy, in order to research healthcare topics.
16. Identify and use a variety of print and electronic references and other resources.
17. Troubleshoot basic computer and transcription equipment problems.
18. Explain basic concepts of an electronic healthcare record (including how it integrates with dictation and transcription)

19. Recognize and define common terminology related to electronic healthcare records.

See suggested references for this course on page 29-30.

Medicolegal Aspects of the Healthcare Record

Suggested courses in this content area include: Medical Transcription Technology

MEDICOLEGAL ASPECTS OF THE HEALTHCARE RECORD

Introduction to healthcare documentation, including the voluntary and regulatory standards related to the healthcare record and medical transcription and the study and application of medicolegal concepts and ethics in the medical transcription profession.

Competencies

- H1** Students will explain the purpose of the healthcare record.
- H2** Students will describe the content and format of healthcare documents.
- H3** Students will demonstrate general knowledge of standards and regulations related to healthcare documentation as set by organizations such as the Association for Healthcare Documentation Integrity (AHDI), American Health Information Management Association (AHIMA), American Medical Association (AMA), Joint Commission (formerly JCAHO), National Committee for Quality Assurance (NCQA), Health Level 7 (HL7), ASTM, and the Centers for Medicaid and Medicare Services (CMS).
- H4** Students will identify and apply medicolegal concepts to include HIPAA (e.g., confidentiality, privacy) and the medical transcriptionist's role in risk management.
- H5** Students will apply the AHDI Code of Ethics in medical transcription.
- H6** Students will understand the documentation workflow, will be able to explain the importance of delivering healthcare documentation in a timely manner, and apply this concept.
- H7** Students will appropriately use related medicolegal and HIM references and other resources for research and practice.
- T3** Students will demonstrate a general knowledge of security issues related to dictation and transcription systems working onsite or remotely.

Objectives

Upon completion of this coursework, Students will be able to:

1. Describe the characteristics and use of the healthcare record as a legal document.

2. Identify and describe formats of commonly dictated reports.
3. Identify required content of the healthcare document and its components.
4. Analyze the relationship of medical transcription to the healthcare record.
5. Recognize the role of medical transcription in the workflow of documentation.
6. Demonstrate the importance of delivering healthcare documentation in a timely manner.
7. Explain the legal, regulatory, and standards requirements for authentication of healthcare documents.
8. Define basic medicolegal terminology as it pertains to medical transcription.
9. Describe voluntary and regulatory standards related to the healthcare record and medical transcription.
10. Describe the influence of voluntary and regulatory agencies on standard setting for healthcare documentation.
11. Describe general concepts of medical and professional ethics.
12. Explain and comply with the AHDI Code of Ethics.
13. Recognize the consequences (e.g., to oneself, patient, employer) of a breach of ethics.
14. Recognize risk management implications within transcribed documents and report them appropriately.
15. Explain and comply with patient rights to privacy, confidentiality and release of patient information, including, but not limited to, HIPAA.
16. Recognize risk management implications within transcribed documents and report them appropriately.
17. Identify potential liability issues for medical transcriptionists.
18. Identify resources for continuing education in healthcare documentation.
19. Identify and use appropriate references and other resources.

See suggested references for this course on page 30-31.

Medical Transcription Practice

Suggested courses in this content area include: Beginning, Intermediate, and Advanced Medical Transcription, Medical Transcription Practicum, Professional Development.

BEGINNING MEDICAL TRANSCRIPTION

Transcription of basic healthcare dictation, incorporating skills in English language, technology, medical knowledge, proofreading, editing, and research, while meeting progressively demanding accuracy standards.

Competencies

- E1** Students will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- E2** Students will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.

- E3** Students will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.
- M1** Students will explain medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- M2** Students will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.
- P1** Students will *accurately* transcribe a minimum of 2100 minutes of authentic physician-generated dictation during the program, applying competencies specified in the five content areas (English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice). Note:
- *Material professionally redictated by actors or other is not appropriate for this competency.*
 - *2100 dictated minutes is equivalent to about 35 dictated hours. Using a standard that assumes most students could transcribe 10 minutes of dictation in 1 hour, instructors could expect students to spend a minimum of 350 transcription hours meeting this competency meeting this competency (with the hours required by P9 included in that total).*
 - *AHDI has set a 2100-minute dictation requirement here, but urges programs to recognize that this is the minimum exposure to authentic dictation recommended to ensure entry-level interpretive skill. Exposure to at least 2400 minutes of authentic physician-generated dictation is highly recommended.*
- P2** Students will demonstrate the ability to proofread and correct transcribed healthcare documents.
- P3** Students will recognize, evaluate, and call attention to inconsistencies, discrepancies, and inaccuracies in healthcare dictation while transcribing, without altering the meaning of the dictation or changing the author's style.
- P4** Students will demonstrate an awareness of productivity and accuracy standards and definitions.
- P5** Students will meet progressively demanding medical transcription accuracy and productivity standards.
- P10** Students will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.

T2 Students will demonstrate the ability to operate designated dictation and transcription equipment.

T4 Students will assess correct ergonomic habits and apply them at their work sites.

Objectives

Upon completion of this course, the student will be able to:

1. Operate designated equipment for medical transcription, demonstrating good ergonomic habits.
2. Accurately transcribe commonly dictated reports from a variety of medical specialties using appropriate formats.
3. Use language skills and medical knowledge to appropriately edit, revise, and clarify while transcribing dictation, without altering the meaning of the dictation or changing the author's style.
4. Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in medical dictation.
5. Evaluate the accuracy of transcribed healthcare records on computer screen and/or hard copy.
6. Recognize situations requiring assistance from supervisor, co-worker, or originator in order to understand dictation and transcribe reports.
7. Analyze and provide solutions to common ergonomic problems in the medical transcription work environment.
8. Identify and use appropriate references while transcribing, proofreading, editing, and revising.

See suggested references for this course on page 31.

INTERMEDIATE MEDICAL TRANSCRIPTION

Transcription of intermediate original healthcare dictation using intermediate proofreading, editing, and research skills, while meeting progressively demanding accuracy and productivity standards.

Competencies

E1 The student will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.

E2 The student will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.

E3 The student will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.

- H1** The student will explain the purpose of the healthcare record.
- H4** The student will identify and apply medicolegal concepts to include HIPAA (e.g., confidentiality, privacy) and the medical transcriptionist's role in risk management.
- H5** The student will apply the AHDI Code of Ethics in medical transcription.
- M1** The student will explain medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- M2** The student will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.
- P1** Students will *accurately* transcribe a minimum of 2100 minutes of authentic physician-generated dictation during the program, applying competencies specified in the five content areas (English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice). Note:
- *Material professionally redictated by actors or other is not appropriate for this competency.*
 - *2100 dictated minutes is equivalent to about 35 dictated hours. Using a standard that assumes most students could transcribe 10 minutes of dictation in 1 hour, instructors could expect students to spend a minimum of 350 transcription hours meeting this competency meeting this competency (with the hours required by P9 included in that total).*
 - *AHDI has set a 2100-minute dictation requirement here, but urges programs to recognize that this is the minimum exposure to authentic dictation recommended to ensure entry-level interpretive skill. Exposure to at least 2400 minutes of authentic physician-generated dictation is highly recommended.*
- P2** The student will demonstrate the ability to proofread and correct transcribed healthcare documents.
- P3** The student will recognize, evaluate, and call attention to inconsistencies, discrepancies, and inaccuracies in healthcare dictation while transcribing, without altering the meaning of the dictation or changing the author's style.
- P4** The student will demonstrate an awareness of productivity and accuracy standards and definitions.
- P5** The student will meet progressively demanding medical transcription accuracy and productivity standards.

- P10** The student will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.
- T2** The student will demonstrate the ability to operate designated dictation and transcription equipment.
- T4** Students will assess correct ergonomic habits and apply them at their work sites.

Objectives

Upon completion of this course, the student will be able to:

1. Interpret and transcribe a variety of medical reports of intermediate difficulty by dictators with and without accents and dialects.
2. Utilize language skills and medical knowledge to appropriately edit, revise, and clarify while transcribing original healthcare dictation of intermediate difficulty without altering the meaning of the dictation or changing the author's style.
3. Call attention to medical inconsistencies, discrepancies, and inaccuracies in dictation.
4. Evaluate the accuracy of transcribed healthcare documents of intermediate difficulty on computer screen and/or hard copy and make corrections.
5. Apply medicolegal concepts to medical transcription.
6. Meet progressively demanding accuracy standards while transcribing reports of intermediate difficulty.
7. Meet progressively demanding productivity standards while transcribing reports of intermediate difficulty.
8. Identify and use appropriate medical references and other resources while transcribing, proofreading, editing, and revising reports of intermediate difficulty.

See suggested references for this course on page 31.

ADVANCED MEDICAL TRANSCRIPTION

Transcription of advanced original healthcare dictation using advanced proofreading, editing, and research skills, while meeting progressively demanding accuracy and productivity standards.

Competencies

- E1** The student will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- E2** The student will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.
- E3** The student will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.
- H1** The student will explain the purpose of the healthcare record.

- H4** The student will identify and apply medicolegal concepts to include HIPAA (e.g., confidentiality, privacy) and the medical transcriptionist's role in risk management.
- H5** The student will apply the AHDI Code of Ethics in medical transcription.
- M1** The student will explain medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- M2** The student will identify, pronounce, spell, define, and understand medical terminology related to anatomy, physiology, general medicine, general surgery, medical specialties, surgical specialties, diagnostic and interventional procedures, pathology and laboratory medicine, health and wellness, imaging techniques, medications, and alternative or complementary medicine.
- P1** Students will *accurately* transcribe a minimum of 2100 minutes of authentic physician-generated dictation during the program, applying competencies specified in the five content areas (English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice). Note:
- *Material professionally redictated by actors or other is not appropriate for this competency.*
 - *2100 dictated minutes is equivalent to about 35 dictated hours. Using a standard that assumes most students could transcribe 10 minutes of dictation in 1 hour, instructors could expect students to spend a minimum of 350 transcription hours meeting this competency meeting this competency (with the hours required by P9 included in that total).*
 - *AHDI has set a 2100-minute dictation requirement here, but urges programs to recognize that this is the minimum exposure to authentic dictation recommended to ensure entry-level interpretive skill. Exposure to at least 2400 minutes of authentic physician-generated dictation is highly recommended.*
- P2** The student will demonstrate the ability to proofread and correct transcribed healthcare documents.
- P3** The student will recognize, evaluate, and call attention to inconsistencies, discrepancies, and inaccuracies in healthcare dictation while transcribing, without altering the meaning of the dictation or changing the author's style.
- P4** The student will demonstrate an awareness of productivity and accuracy standards and definitions.
- P5** The student will meet progressively demanding medical transcription accuracy and productivity standards.

- P10** The student will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.
- T2** The student will demonstrate the ability to operate designated dictation and transcription equipment.
- T4** Students will assess correct ergonomic habits and apply them at their work sites.

Objectives

Upon completion of this course, the student will be able to:

1. Interpret and transcribe a variety of medical reports of advanced difficulty by dictators with and without accents and dialects.
2. Utilize language skills and medical knowledge to appropriately edit, revise, and clarify while transcribing advanced, original healthcare dictation without altering the meaning of the dictation or changing the author's style.
3. Evaluate the accuracy of transcribed healthcare documents of advanced difficulty on computer screen and/or hard copy and make corrections as appropriate.
4. Define and practice professional and ethical conduct.
5. Meet progressively demanding accuracy standards while transcribing reports of advanced difficulty.
6. Meet progressively demanding productivity standards while transcribing reports of advanced difficulty.
7. Identify and use appropriate medical references and other resources while transcribing, proofreading, editing, and revising reports of advanced difficulty.

See suggested references for this course on page 31.

MEDICAL TRANSCRIPTION PRACTICUM

A minimum of 100 transcription hours in an externship or simulated professional practice setting, emphasizing a variety of healthcare documents.

Competencies

- E1** The student will apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- E2** The student will appropriately use and evaluate the reliability of related grammar and style references and other resources for research and practice.
- E3** The student will apply correct medical style as defined by authorities such as the *AHDI Book of Style* and/or the *AMA Manual of Style*, especially rules that specifically apply to medical transcription.
- P5** The student will meet progressively demanding medical transcription accuracy and productivity standards.

- P9** Students will *accurately* transcribe a minimum of *600 minutes (equivalent to 10 hours)* of authentic physician-generated dictation* in an externship or simulated professional practice setting. **Please note that the 600 minutes is included in, not in addition to, the 2100 minutes mentioned in P1.** A medical transcription work setting is preferred, with student duties limited to medical transcription, emphasizing a variety of healthcare documents. Students will be evaluated on transcription accuracy and productivity and on professional and ethical conduct. (**Using a standard that assumes that most students could transcribe 10 minutes of dictation in one hour, instructors could expect students to spend a minimum of 100 transcription hours meeting this competency.*)
- P10** The student will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.
- T4** Students will assess correct ergonomic habits and apply them at their work sites.

Objectives

Upon completion of this course, the student will be able to:

1. Accurately transcribe original healthcare dictation representing various specialties and varying degrees of complexity, by authors with and without accents and dialects, emphasizing a variety of healthcare documents.
2. Utilize language skills and technology to appropriately edit, revise, and clarify while transcribing dictation, without altering the meaning of the dictation or changing the author's style.
3. Apply medicolegal concepts as they apply to medical transcription.
4. Meet accuracy and productivity standards.
5. Demonstrate professional behavior and ethical conduct.
6. Identify and use appropriate references and other resources while transcribing, proofreading, editing, and revising.

See suggested references for this course on page 31-32.

PROFESSIONAL DEVELOPMENT

Development of professional work behaviors, analysis of the dynamics of the work environment, and exploration of professional development and career opportunities.

Competencies

- H5** The student will apply the AHDI Code of Ethics in medical transcription.
- M12** The student will identify and analyze current trends and advancements in medicine as they relate to medical transcription.
- P4** The student will demonstrate an awareness of productivity and accuracy standards and definitions.
- P6** The student will describe the functions, operations, and dynamics of medical transcription work environments.
- P7** The student will demonstrate professionalism in the workplace.
- P8** The student will demonstrate an awareness of the opportunities in medical transcription and related careers and the importance of professional development.
- P10** The student will demonstrate an awareness of the value of continuing education and professional certification relevant to the medical transcription profession.
- P11** The student will appropriately use and evaluate the reliability of all medical transcription-related references and other resources for research and practice.
- T4** Students will assess correct ergonomic habits and apply them at their work sites.

T5 The student will appropriately use electronic references and other resources for research and practice.

Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate effective interpersonal communication and teamwork skills in problem solving and/or conflict management.
2. Identify and implement time management techniques and stress management techniques.
3. Explain the importance of flexibility/adaptability in the workplace.
4. Define components of a professional image and demonstrate professionalism.
5. Delineate career opportunities in the medical transcription industry.
6. Prepare a resume, complete an employment application, and participate in a job interview.
7. Identify and prioritize work-related obligations.
8. Analyze the importance of ethical conduct in the workplace.
9. Describe the characteristics of various work settings (e.g., hospital-, service-, and home-based offices).
10. Differentiate among features (e.g., compensation, benefits, schedules) of different work environments.
11. Contrast and compare employee and employer rights.
12. Display skill in negotiating terms of employment.
13. Utilize varying techniques for measurement of outcomes (e.g., quality, turnaround time, productivity).
14. Illustrate the basic differences among employee, statutory employee, and independent contractor status and the potential tax, insurance, and liability implications of each.
15. Summarize basic business management practices.
16. Relate procedures and requirements for practicing as an independent contractor (e.g., business licensing, contracts, taxes, space, equipment, pricing).
17. Create a list of equipment that will meet the needs of the workplace.
18. Describe basic equipment contract and warranty terms, conditions, and the need for maintenance and service agreements.
19. Evaluate common ergonomic problems and solutions in the medical transcription work environment.
20. Determine the value of affiliating with professional organizations such as AHDI.
21. Work towards recognized AHDI professional certification.
22. Demonstrate networking skills (e.g., attending meetings of AHDI component associations, etc.)
23. Formulate a plan to implement successful continuing education.
24. Identify and use appropriate references and other resources for research and practice.

See suggested references for this course on page 32.

Required Texts & Teaching Materials

The following is a list of required items

- *The AHDI Book of Style for Medical Transcription*, Association for Healthcare Documentation Integrity. (Current Edition)
- Transcriber or computer-driven software to include WAV, VOX, DSS, MP3 or similar voice-file type
- Headset
- Foot pedal

Recommended Texts, References, Dictation Products (current editions only)

List compiled in order of suggested courses

The following are texts, references, and materials recommended by AHDI for various content areas. Some programs may use the items listed in different courses or content areas than others do. For example, one program may require specialty medical word books in their Medical Transcription Practice section, while others may require that in their Medical Knowledge section.

English Language

MEDICAL STYLE & GRAMMAR (see pages 10-11)

- *The AHDI Book of Style for Medical Transcription*, Association for Healthcare Documentation Integrity.
- *American Medical Association Manual of Style*, American Medical Association.
- *The Gregg Reference Manual* (Sabin), McGraw-Hill.
- *English for Careers*. Prentice Hall.
- *Webster's Collegiate Dictionary*, G. C. Merriam Company.

Medical Knowledge

MEDICAL TERMINOLOGY (see page 11-12)

- *The Language of Medicine* (Chabner), W.B. Saunders.
- *Learning Medical Terminology: A Worktext* (Austin), Mosby.
- *Essentials of Medical Terminology* (Davies), Delmar Learning.
- *Medical Language: Immerse Yourself* (Turley), Prentice Hall.
- *Medical Terminology: A Systems Approach* (Gylys), F.A. Davis Co.
- *Medical Terminology with Human Anatomy* (Rice), Appleton & Lange.
- *Stedman's Medical Dictionary* (full size), Lippincott Williams & Wilkins.
- *Dorland's Medical Dictionary* (full size), W. B. Saunders.
- *Physicians' Desk Reference*, Medical Economics Company, Inc.
- *The Pharmaceutical Word Book* (Drake & Drake), W.B. Saunders.
- *Mosby's Complete Medical Dictionary*, Mosby.
- *Vera Pyle's Current Medical Terminology*, Health Professions Institute.
- Medical specialty word books and electronic references published by:
 - Stedman's (Lippincott Williams & Wilkins)
 - W. B. Saunders
 - Health Professions Institute
 - Prentice Hall
 - Elsevier
 - McGraw-Hill

ANATOMY & PHYSIOLOGY (see page 12-13)

- *The Anatomy Coloring Book* (Kapit), Pearson Education, Inc.
- *Human Anatomy & Physiology* (Marieb), Addison-Wesley.
- *Essentials of Anatomy and Physiology* (Scanlon), F.A. Davis.
- *Fundamentals of Anatomy and Physiology* (Martini), Prentice Hall.
- *Gray's Anatomy: The Unabridged Edition* (Williams), Churchill Livingstone.
- *Principles of Anatomy and Physiology* (Tortora), Addison Wesley Longman: Benjamin Cummings.

CONCEPTS OF DISEASE (see page 13-14)

- *Human Diseases* (Dirckx), Health Professions Institute.
- *H&P: A Nonphysician's Guide to the Medical History and Physical Examination* (Dirckx), Health Professions Institute.

- *Pathophysiology: A Self-Instructional Program* (Burns), Appleton & Lange.
- *Introduction to Human Disease* (Crowley), Jones and Bartlett.
- *Introduction to Human Disease* (Kent), Appleton & Lange.
- *The Human Body in Health & Disease* (Memmler), Lippincott Williams & Wilkins.
- *The Merck Manual of Diagnosis and Therapy*, Merck & Co.
- *The Human Body in Health & Disease* (Thibodeau), Mosby.

PHARMACOLOGY & LABORATORY MEDICINE (see page 14-15)

- *Glencoe Basic Pharmacology* (Hitner), McGraw-Hill.
- *Quick Look Drug Book*, Lippincott Williams & Wilkins.
- *Understanding Pharmacology for Health Professionals* (Turley), Prentice Hall.
- *Diagnostic Procedure Handbook* (Golish), Lippincott Williams & Wilkins.
- *Laboratory Tests and Diagnostic Procedures in Medicine* (Dirckx), Health Professions Institute.
- *Pharmacology: Principles and Applications* (Fulcher), W. B. Saunders.
- *Mosby's Manual of Diagnostic and Laboratory Tests* (Deska), Elsevier.
- *American Drug Reference* (Billups), Facts and Comparisons

Technology

MEDICAL TRANSCRIPTION TECHNOLOGY (see page 15-17)

- *The Medical Transcriptionist's Guide to Microsoft Word: Make It Your Own* (Bryan), Lippincott Williams & Wilkins.
- *Saving Keystrokes* (Rolland), Lippincott Williams & Wilkins.
- *Stedman's Electronic Medical/Pharmaceutical Spellchecker*, Lippincott Williams & Wilkins.
- *Dorland's Electronic Medical Dictionary and Spellchecker*, W. B. Saunders.
- *Stedman's Electronic Medical Dictionary*, Lippincott Williams & Wilkins.
- *Stedman's Electronic Medical Word Book Series*, Lippincott Williams & Wilkins.
- Word Expander Software programs. Examples:
 - SpeedType
 - Instant Text

- Smart Type
- Abbreviate
- Spellex
- Shortkeys
- Shorthand

Medicolegal Aspects of the Healthcare Record

MEDICOLEGAL ASPECTS OF THE HEALTHCARE RECORD (see page 17-18)

- *Health Data Matrix*, Association for Healthcare Documentation Integrity.
- *The AHDI Book of Style for Medical Transcription*, Association for Healthcare Documentation Integrity.
- *Medical Transcription Fundamentals and Practice*, (Health Professions Institute) Prentice-Hall.
- *The Independent Medical Transcriptionist* (Avila-Weil/Glaccum), Rayve Productions.
- *Medical Law, Ethics, and Bioethics for Ambulatory Care* (Lewis/Tamparo), Davis, F. A.
- *HIPAA for MTs*, Association for Healthcare Documentation Integrity.
- *Health Information: Management of a Strategic Resource* (Abdelhak), W.B. Saunders Company.
- *CPT Care Documentation*, American Health Information Management Association.
- *A Practical Introduction to Health Information Management* (Aspen Reference Group), Aspen Publishers.
- *Release and Disclosure: Guidelines Regarding Maintenance and Disclosure of Health Information* (Brandt), AHIMA.
- *HIV and Confidentiality: Guidelines for Managing Health Information Relating to HIV infection* (Brandt), AHIMA.
- *Faxing Safeguards: Guideline for Transmitting Patient Health Information* (Brandt), AHIMA.
- *Documentation Requirements for the Acute Care Patient Record* (Glondys), AHIMA.
- *Health Information Management: Medical Records Process in Group Practice* (Kuehn), Center for Research in Ambulatory Care Administration.
- *Documentation and Information Management in Home Care and Hospice Programs* (Miller), AHIMA.
- *Comparative Records for Health Information Management* (Peden), Delmar Learning.

- *Health Information Management: Principles and Organization for Health Record Services* (Skurka), American Hospital Association Press.
- *Health Information Management Technology: An Applied Approach* (Johns), AHIMA.
- *Stedman's Guide to the HIPAA Privacy Rule* (Rockel), Stedmans

Medical Transcription Practice

BEGINNING, INTERMEDIATE, ADVANCED MEDICAL TRANSCRIPTION (see pages 18-24)

- *Medical Transcription Techniques and Procedures* (Diehl), W. B. Saunders.
- *Medical Transcription Fundamentals and Practice* (Health Professions Institute), Prentice Hall.
- *Medical Transcription Do's and Don'ts* (Fordney/Diehl), W. B. Saunders.
- *The AHDI Book of Style for Medical Transcription*, Association for Healthcare Documentation Integrity.

MEDICAL TRANSCRIPTION PRACTICUM (see page 24-25)

Beginning

- *Medical Transcription Fundamentals and Practice* (Health Professions Institute), Prentice Hall. (Dictation CD accompanies text.)
- *The SUM Program Beginning Transcription Units*, Health Professions Institute. [Practice dictation covering 11 specialties and a variety of report types. Dictation is in tape and CD format. Transcript keys included.]

Intermediate

- *The SUM Program Surgery Transcription Unit*, Health Professions Institute. [Practice surgical dictation with 7 specialties (gastrointestinal surgery, genitourinary surgery, heart & neck surgery, neurosurgery, obstetrics & gynecology surgery, orthopedic surgery, plastic surgery) included. Dictation is in tape and CD format. Transcript keys included.]

Advanced

- *The SUM Program Advanced Transcription Unit*, Health Professions Institute. [Practice dictation with 6 advanced specialties (cardiology, radiology, pathology, gastroenterology, orthopedics, surgery) included. Dictation in tape and CD format. Transcript keys included.]

Advanced/Practicum

- *Foreign Accents Dictation: AI*, Association for Healthcare Documentation Integrity. [Foreign accent practice dictation in a variety of specialties with various report types covered. Dictation is in cassette and CD format. Transcript key included.]
- *Advanced Medicine and Advanced Surgery Modules*, Association for Healthcare Documentation Integrity. [Practice dictation in a variety of specialties, covering medical and surgical report types. Dictation is in cassette format. Transcript keys included.]
- *Medical Transcription Self-Assessments*, Association for Healthcare Documentation Integrity. [Practice dictation in medicine/surgery. Dictation is available in standard and microcassette formats. Transcript keys included.]

PROFESSIONAL DEVELOPMENT (see page 26-27)

- *The Medical Transcription Workbook*, Health Professions Institute.
- *The Independent Medical Transcriptionist* (Avila-Weil/Glaccum), Rayve Productions
- *The Medical Transcription Career Handbook* (Drake), Prentice Hall.
- *The Professional Skillbuilding Wizard* (Francis/Kropko), Medical Transcription Education Center (M-TEC), Inc.
- *The CMT Review Guide* (Honkonen/AHDI), Lippincott Williams & Wilkins.
- *The RMT Review Guide* (Stroh/AHDI), Lippincott Williams & Wilkins.