Recommendation

The Bachelor of Science program in Medical Record Administration shall be approved and implemented.

Description

A Medical Record Administrator contributes, as a key member of the modern medical team, to serving the health care needs of individuals and the community. The Medical Record Administrator, formerly known as Medical Record Librarian, plans, prepares, maintains and analyzes records and reports on patient's illness and treatment; assists medical staff members in research projects; develops auxiliary records (such as indexes of physicians, diseases treated, and operations performed); compiles statistics; makes summaries or "abstracts" of medical records; develops systems for documenting, storing and retrieving medical information; directs the activities of the medical record department and trains auxiliary personnel.

The medical record administration program will be a four year course leading to the degree of Bachelor of Science in Medical Record Administration and will provide a good foundation for post-graduate study. The student will be prepared to successfully write the national registration examination, thus entitling him or her to use the title Registered Record Administrator (RRA). Graduates may expect to be employed as staff or supervisors in hospitals, clinics, community health centers and extended care facilities.

The student will be introduced to the problems and practices of health and health care delivery systems in the freshman year. Courses and seminars taken in association with other students studying in pre-professional and professional health programs are intended to orient the student towards the health team approach.

The junior and senior years of the program will include field work (directed practice) in medical record departments of health facilities in the metropolitan area.

The following medical facilities have evidenced an interest (their letters of commitment and support for our program are included in the formal program proposal available in the office of the Dean and in the Office of the Secretary of the Faculty) in affiliating with the medical record administration program:

- Columbia Hospital
- Doctors Hospital Complex
- Elmbrook Memorial Hospital
- Milwaukee County General Hospital
- Northwest General Hospital
- St. Joseph's Hospital
- St. Luke's Hospital
- Trinity Memorial Hospital
Our medical record administration program will utilize the basic science courses required of other health professionals in addition to a common curriculum related to administration and health care team function. Specific professional instruction will be developed in cooperation with HHA's from our local health care facilities and—intramurally—with faculty and/or physical resources from the School of Business Administration and the School of Library Science.

Justification

The national need for medical record administrators is well documented. The 1973 Health Careers Guidebook, published by the U. S. Dept. of Labor and U. S. Dept. of HEW, states:

The demand for competent medical record administrators far outstrips the supply . . . . As present only 4,000 registered medical record administrators are employed in this field. About 10,000 facilities need their services. Job opportunities exist in hospitals, clinics, neighborhood health centers, medical research organizations, health departments, nursing homes and government agencies. There are also teaching positions in accredited schools for medical record technicians.

In December, 1973, the Director of the American Medical Record Association (AMRA) informed us (the letter can be found in Appendix B of our formal program proposal) that the number of students graduating from medical record administrator programs does not begin to meet the need. Some reasons for the national need are:

1. There are only 29 educational institutions in 23 states which offer a medical record administration program (Source: Allied Medical Education Directory, 1973, published by the AMA's Council on Medical Education).

2. The number of hospitals is increasing and thus the volume of hospital records is increasing (Source: Occupational Outlook Handbook, 1973, published by the U. S. Dept. of Labor, Bureau of Labor Statistics).

3. The importance and complexity of medical records has increased and will continue to increase due to the demand for clinical data for research, the use of new drugs and the special interest in the care of the aged and poor (Source: Ibid).

There is currently one medical record administration program in Wisconsin, at Viterbo College in La Crosse. Viterbo's program is limited to eight students per year (Source: Allied Medical Education Directory, 1973). The American Medical Record Association recommends that a second program be started in the State and in the University of Wisconsin System in a location with easy access to certified clinical facilities for the directed practice of students.
NEW ACADEMIC PROGRAM REQUEST

I. DESCRIPTION

A medical record in a hospital, clinic, nursing home or medical department in industry is a permanent document containing medical and surgical information on each patient, including case histories of illnesses or injuries, physical examination findings, reports on the X-Rays and laboratory tests, physicians' orders and notes, and nurses' notes. These records are necessary for correct and prompt diagnosis and treatment. In addition, they are used for research, epidemiological studies, insurance claims, legal actions, evaluation of treatment, and for instruction in the training of medical, nursing, and related health personnel. Medical information found in hospital records also is used to plan community health centers and programs and in hospital and health care administration.

1.1 Exact Designation

Bachelor of Science in Medical Record Administration

1.2 Department or Functional Equivalent

Department of Health Sciences

1.3 School, College or Functional Equivalent

College of Letters and Science

1.4 Unit

The University of Wisconsin--Milwaukee

1.5 Initial Area(s) of Concentration

Professional preparation of Medical Record Administrators

1.6 Additional Area(s) of Concentration Planned

None

II. PROGRAM OBJECTIVES

2.1 Statement of Program Objectives

It is the object of this program to train qualified students to become Medical Record Administrators (formerly known as Medical Record Librarians). They will be prepared to
2.1 Continued

successfully complete the AMRA Registration Examination upon graduation, thus entitling them to use the title, Registered Record Administrator (RRA). They will be qualified to plan, prepare, maintain, and analyze records and reports on patients' illness and treatment; to assist medical staff members in research projects; develop auxiliary records (such as indexes of physicians, diseases treated, and operations performed); compile statistics; make summaries or "abstracts" of medical records; develop systems for documenting, storing and retrieving medical information; direct the activities of the medical record department and train auxiliary personnel.

The curriculum is designed not only to provide the student with the skills necessary to become a RRA but to provide the student with a good background in the humanities and social sciences to support the development of high ethical standards and a spirit of independent inquiry.

Courses and seminars taken in association with other students studying in preprofessional and professional health programs are intended to orient the student towards a health team approach.

2.2 Relationship to Existing Unit Mission and Academic Plan

A medical record administration program is in keeping with our urban mission to provide professional education and service. It was proposed for early initiation in the new 1974-1984 Ten Year Academic Plan. This proposed program will be offered in the Department of Health Sciences until such a time as the projected school of allied health is formed.

2.3 Closely Related Unit Programs and Areas of Strength

The College of Letters and Science, in which the new program in medical record administration will be initially housed, also houses other allied health professional programs.

Speech Pathology and Audiology, with its Hearing Center and Speech Clinic, has offered a baccalaureate degree since 1946 and a master's degree since 1964. The program, which presently includes 16 juniors and 23 seniors, trains people to function in schools, hospitals and rehabilitation center settings. This program utilizes hospital and other health care facilities.

A medical technology program was initiated in 1961. The program presently has 373 students and uses the clinical facilities of eight local hospitals. A proposal has been drafted for a Master of Science in Medical Technology which will provide advanced level training in clinical chemistry and related subjects for medical technologists holding the B.S. or B.A. in Medical Technology.
Permission to initiate a baccalaureate degree in Occupational Therapy was granted during the summer of 1973 and the first clinical year will begin in 1974. There are already 87 students enrolled in Pre-Occupational Therapy.

A physical therapy program has been projected for development in the near future.

In addition to the allied health programs, the College of Letters and Science offers preprofessional programs in Medicine, Veterinary Medicine, Dentistry and Pharmacy.

All of the health programs have the common goal of training professional people who will subsequently work in the health professions. Since the goal is common and the total number of students is large, a core curriculum specifically slanted toward the health professional is now under development. "Problems and Practices in Health and Health Care Delivery" was the first course to be initiated into this core curriculum.

A core curriculum brings students together from a variety of health programs. The mixing of health professionals in introductory and advanced courses in related disciplines is pedagogically sound and can lead to a better professional understanding.

The members of the health team who will work together as professionals should learn together. Students in the health services should share courses which provide a common background of knowledge of the health field.¹

A core curriculum allows the pooling of information through interdisciplinary instruction which is specifically slanted toward the health field to offer the student lateral mobility should career choice change or the exigencies of supply and demand dictate the wisdom of an alternative choice. The following policy statement on core courses and career mobility was adopted by the Council on Medical Education of the American Medical Association in November 1972:

The council on Medical Education of the American Medical Association strongly supports the concept of career ladder . . . for the health professions. In an effort to promote such vertical and horizontal mobility, the Council seeks the cooperation of the associations of health professionals . . . in the process of accreditation . . . Those who will work together as a health care team should, whenever feasible, learn together. The implementation of a core

¹AMRA Executive Board, Educational Philosophy of the AMRA, 1970.
curriculum can be a positive step toward achieving this goal . . . . If the career mobility is to become a reality, it will be because of the cooperation and ingenuity of . . . educational institutions.

The School of Business Administration and our campus based computer center will also make essential contributions to this proposed program.

III. NEED

3.1 Similar Programs Elsewhere in Wisconsin

Viterbo College, La Crosse (student capacity 8)\(^2\) graduated six last year.

3.2 Location of Nearby Similar Programs Outside of Wisconsin

University of Illinois (student capacity 18)\(^3\)
College of St. Scholastica, Duluth, Minnesota (student capacity 30)\(^4\)

3.3 Relationship with Existing Programs

This program is presently included in the Ten Year Plan of the College of Letters and Science and will draw on the same basic science curriculum as the other related health professional programs.

Special discussion sections of two courses in the School of Business Administration will be taught cooperatively with faculty in the medical record program.

See 2.3 under II. Program Objectives for more detailed description of relationship to existing programs.


\(^{3}\)Ibid.

\(^{4}\)Ibid.
3.4 Statewide and Institutional Service Area Need

The only existing Medical Record Administrator program in Wisconsin is at Viterbo College which is limited to eight students per year and last year graduated only six. There are about 72 advertised openings per year for RRAs (Registered Medical Record Administrators in Wisconsin). 6

The proposed program would be located in the main urban area of the state; Milwaukee County alone has 31 hospitals and 97 nursing homes. 7

There is an overwhelming need for Medical Record Administration graduates in all medical care facilities in the United States . . . . The total number of health care facilities within the state of Wisconsin, all of which require medical record and medical information departments, indicate the widespread need for graduates of MRA programs . . . . We hope that within the Wisconsin state university system at least one baccalaureate program in Medical Record Administration will be established. 8

5Ibid

6Letter from Miss Linda Josephson, RRA (then President of the Wisconsin Medical Record Association). (See Appendix E)


8Directory of General & Special Hospitals in Wisconsin, 1973. The Division of Health, Wisconsin Department of Health and Social Services


10Letter from Miss Laura Anne Biglow, RRA, Director, Academic Division of American Medical Record Association, December, 1973.
3.5 Outside Interest in the Program

The Wisconsin Medical Record Association has taken the position that a Medical Record Administration program should be established at The University of Wisconsin--Milwaukee and has set out seven reasons for its position. (See letter in Appendix B dated January 21, 1974, from the President of the WMRA to Dean Warren.)

Interest in this program has also been evidenced by letters of support from local hospitals which would be involved in the directed practice of our students. (See Appendix A)

We have also received telephone inquiries from various health professionals regarding their desire to enroll in relevant courses to satisfy their continuing education obligation made mandatory by their respective professional associations.

The AMRA, the national organization as well as the state organization, have been enthusiastic about a baccalaureate program being initiated in The University of Wisconsin System.11

3.6 Midwest and National Need

The demand for competent medical record administrators far outstrips the supply . . . . At present only 4,000 registered medical record administrators are employed in this field. About 10,000 facilities need their services. Job opportunities exist in hospitals, clinics, neighborhood health centers, medical research organizations, health departments, nursing homes, and government agencies. There are also teaching positions in accredited schools for medical record technicians.12

The American Medical Record Association (AMRA) informs us that the number of students graduating from medical record administrator programs does not begin to meet the need for medical record administrators.13

The need for Registered Record Administrators will be increasing for the following reasons: (1) the number of hospitals is increasing and thus the volume of hospital records will increase.14 (2) The importance and complexity of the medical record is increasing due to the growing sophistication of diagnostic methods, the use of new drugs, and the demand for clinical data for research. (3) Public Law 92-603 creates a nationwide

11 Ibid.
13 Letter from Miss Biglow, Director, Academic Dept. American Medical Record Association. (See Appendix B for letter.)
3.6 Continued

network of locally based physician groups which will review the
necessity, quality and appropriateness of institutional care pro-
vided under provisions of the Social Security Act. The reviewing
will be done on information gleaned from the medical records. The
ability to analyze the medical record, judge its compliance to the
established standards and form a valid interpretation makes the
skills of the Registered Record Administrator invaluable.

3.7 Other Needs

The Executive Board of AMRA, in 1971, adopted the philosophy
that continuing education is one of the best means to upgrade and
update their profession by making continuing education mandatory
for continued registration or accreditation effective January,
1975.

The RRA is required to take 75 clock hours of continuing edu-
cation in five years and the ART 50 clock hours in five years.
Some of the ways to earn the required clock hours is to take college
credit courses or audit academic courses or complete the baccalaureate, master's or doctor's degree. Course content must apply
to the field of medical record science or related areas which would
improve competency in professional practice.

Milwaukee would be the ideal site from which to provide the
required continuing education because 31.5% of the State's
Registered Record Administrators reside in the Southeastern
District of the state. A continuing education program could
easily be developed once our baccalaureate medical record adminis-
tration program becomes established.

3.8 Cooperative Program Exploration

Letters evidencing the desire to cooperate in the directed
practice portion of the program have been obtained from local
hospitals. (See Appendix A.)

The Medical College of Wisconsin has offered to cooperate
through the service of its faculty for specific lectures as
needed.

IV. STUDENT DEMAND

4.1 Attraction Goal

This is a new program which is not duplicated by other units
of The University of Wisconsin System and thus it is not expected

15Health Manpower by County--Wisconsin 1968-72. Table 9.4 The Division of
Health, Wisconsin Department of Health and Social Services.
4.1 Continued

to detract from enrollment in courses or programs on this or other campuses of the System.

The flexibility of the program, based on the philosophy that all the allied health professions are interrelated and thus should share a core curriculum, will allow the student enrolled in the medical record administration program lateral as well as vertical mobility.

One large group of potential new students are the Accredited Record Technicians (ART) whom AMRA encourages to continue their education with the goal of becoming Registered Record Administrators.

The AMRA believes that an Accredited Record Technician should have the opportunity to complete academic requirements for Registration . . . .

4.2 Enrollment Statistics

TABLE I

Enrollments in Existing Health-Related Programs at The University of Wisconsin-Milwaukee

Second Semester 1973-74

<table>
<thead>
<tr>
<th>College/School</th>
<th>Division/Discipline</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Rehabilitation Counseling (M.S.)</td>
<td>118</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Music Therapy (B.F.A.)</td>
<td>75</td>
</tr>
<tr>
<td>Letters &amp; Science</td>
<td>Clinical Psychology (Ph.D.)</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Medical Technology (B.S.)</td>
<td>323</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy (B.S.)</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Pre-Dentistry</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Pre-Medicine</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>Pre-Pharmacy</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Speech Pathology &amp; Audiology (B.S.)</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Speech Pathology &amp; Audiology (M.S.)</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Pre-Physical Therapy</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Pre-Veterinary Medicine</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1411</td>
</tr>
</tbody>
</table>

| Nursing                | Medical Social Work (M.S.)                      | 27         |
|                        | Pre-Dietetics                                   | 16         |
|                        | Psychiatric Social Work (M.S.)                  | 45         |
|                        | Total                                           | 88         |

GRAND TOTAL 2975

These statistics were collected in the second week of February, 1974.

AMRA STATEMENT ON PROGRESSION, AMRA Executive Board, October, 1969
4.3 Survey of Potential Students

Although no formal survey has been undertaken, counselors have stated that students have specifically inquired about the existence of a medical record administration program on this campus. Accredited Record Technicians have also evidenced an interest and a very high percentage of students, informally polled by an assistant professor in the School of Library Science, were very interested in this proposed program.

4.4 Anticipated Enrollment

We anticipate a first year enrollment of 15-20 students. An annual new enrollment of 20-25 students is projected by the end of the first four years.

4.5 Past Enrollment

This is a proposal for a new program and therefore this section does not apply.

5. Personnel (Faculty - Staff)

5.1 Faculty Who Will be Direct Participants in the Program

The director and professional staff, with appropriate qualifications, will be hired once permission is granted. (See 5.4.)

Directed "clinical" training will be conducted by clinical faculty appointed from the staff of our affiliated hospitals. (See Appendix A.)

5.2 Current Support Staff

This staff consists of faculty in the basic sciences and in some of the health core courses and is adequate to provide instruction for the preprofessional years. The third and fourth years will require additional faculty as set out at 5.4.

5.3 Support of Advisory Faculty

The Dean of the School of Business Administration and faculty have been consulted about existing courses in Administration, Organization and Data Processing. Special discussion sections will be planned and team taught with the instructional staff in Medical Records. A section of English 202 for students in health professional programs will be geared to technical report writing to meet our existing and planned program needs.

A faculty and administrative advisory committee chaired by Professor Saad Ibrahim assisted in the research and initial curriculum development of this program proposal.
5.4 Additional Faculty Required

Faculty will be sought with credentials consistent with the accreditation standards set out in the Essentials. The director of the program should have at least a baccalaureate degree, registration with the AMRA and three years experience in the general practice of medical record science; or other appropriate qualifications or experience satisfactory to the two bodies concerned with accreditation, i.e., the AMA and AMRA. This appointment should be for 1974-75. When junior year students are admitted to the program in 1975-76, another FTE should be employed. To be qualified as an acceptable school for the medical record administration program, sufficient staff must be available to instruct, counsel and supervise all students enrolled in the program.

5.5 Four-Year Faculty Needs

Only two new faculty members will be needed to operate the program at optimum level during the first four years. The faculty member appointed director should be hired as soon as possible after permission to initiate the program is granted. The other faculty member should be hired prior to the time junior year students are admitted to the program.

Present University staff is adequate to provide instruction for the preprofessional years (freshman and sophomore years). Curriculum requirements and electives pertaining to library science and administrative organization are available in the School of Library Science and the School of Business Administration respectively. Behavioral and biological sciences are available in the College of Letters and Science. Directed practice assignment and evaluation will be covered by hospital staff.

5.6 Special Competencies of Present Faculty

See 5.2

5.7 Strengths Required in the New Faculty to Be Added

See 5.1
VI. CURRICULUM

6.1 Course Listing (See full course descriptions in Appendix F)

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>English 101</td>
<td>English 202(1)</td>
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<tr>
<td>Chemistry 100</td>
<td>Chemistry 101</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Communication 103 or 105</td>
</tr>
<tr>
<td>Biology 102</td>
<td>Classics 105</td>
</tr>
<tr>
<td>or</td>
<td>Biology 103 (if Zoology 101 wasn't taken during Semester I)</td>
</tr>
<tr>
<td>Zoology 101</td>
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</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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</table>

14-16

15-16

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Zoology 170 or 204</td>
<td>Bacteriology 101</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>Mathematics 215</td>
</tr>
<tr>
<td>Sociology 101 or 130</td>
<td>Economics 103 or 210</td>
</tr>
<tr>
<td>Health Science 101</td>
<td>Health Science 205</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
</tbody>
</table>

14-16

15

(1) A special section for students in the health sciences will be instituted in September 1974.
VI. CURRICULUM

6.1 Continued (The entire curriculum is subject to revision based on program director's review and Advisory Committee's input.)

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>*Medical Record Science I</td>
<td>*Medical Record Science II</td>
</tr>
<tr>
<td>Business Administration 330(1)</td>
<td>*Fundamentals of Medical Science</td>
</tr>
<tr>
<td>Business Administration 230</td>
<td>Business Administration 340(1)</td>
</tr>
<tr>
<td>*Legal Aspects of Medical Records</td>
<td>Electives</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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<tr>
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**SENIOR YEAR**

<table>
<thead>
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<th>First Semester</th>
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</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>*Medical Record Science III</td>
<td>*Problems in Medical Record Administration</td>
</tr>
<tr>
<td>*Directed Practice Assignments</td>
<td>*Medical Record Science IV</td>
</tr>
<tr>
<td>*Organization of Medical Care Service</td>
<td>*Directed Practice Assignments</td>
</tr>
<tr>
<td>Electives</td>
<td>*Medical Information Systems Design</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
</tbody>
</table>

*New course to be developed

(1) These courses have discussion sections. A special discussion section for medical record students will be instituted.
6.2 Strengths/Unique Features

The unique strength of the proposed curriculum arises from the fact that it incorporates strong courses already being offered in other professional allied health programs.

The unique feature of the program is its location in that part of the state with the largest concentration of Registered Record Administrators, physicians, hospitals, nursing homes and people. This program will draw on the expertise of professionals in the community for consultation, teaching and clinical supervision. As experienced in the medical technology program at The University of Wisconsin--Milwaukee, cooperation from the community will help provide a high quality but economical medical record administration program. (See 3.5--Outside Interest in the Program.)

6.3 Student Involvement

Three senior students, presently enrolled in the College of St. Scholastica's medical record administration program were interviewed. These students had come from Minnesota to obtain their practical experience in a local Milwaukee hospital. (See their letter of January 23, 1974, written on letterhead of St. Joseph's Hospital, in Appendix C.)

Students will be asked to be members of the advisory committee, thus insuring input throughout the development of this program.

6.4 Outside Involvement

Our external advisory committee (see 10.2) acted as our consultants. We requested and received input from them on the following matters: (1) Curriculum, (2) Need, (3) Personnel, (4) Facilities, (5) Equipment, (6) Finance and (7) Accreditation and Evaluation. The AMRA and WNRA also acted in an advisory capacity.

6.5 History of Predecessor Program

No predecessor Program.

6.6 Departmental Deficiencies and Planned Remedies

Does not apply; this is a new Major.

6.7 Mediated Instruction

The Instructional Media Laboratory of The University of Wisconsin--Milwaukee, in cooperation with the School of Nursing, has operated closed circuit TV, Instructional Television Fixed Service, to the following hospitals which we have cooperative agreements with for directed practice:

- Columbia Hospital
- Milwaukee County Medical Complex
- Mount Sinai Medical Center
6.7 Continued

Portable units are available through the Instructional Media Center to record special presentations at the hospitals for use in class instruction.

VII. INFORMATIONAL RESOURCES/LIBRARIES

7.1 Library Resources

Currently available library resources which offer general support for the proposed program are more than adequate. More books, specifically about medical records, are needed and can be purchased on a rush basis. (See letters from the Library in Appendix D.)

7.2 Comparable Library Holdings

Nearby medical libraries located at Columbia and other Milwaukee hospitals will be available as needed. The University of Wisconsin-Milwaukee has reciprocal borrower privileges with the Medical College of Wisconsin Library and is part of the state-wide interlibrary loan network. This network includes holdings of the Middleton Medical Library at UW-Madison. (See letter in Appendix D.)

7.3 Special Resources

The special resources described in 6.7 of this proposal are more than adequate to support the proposed new program.

VIII. FACILITIES - EQUIPMENT

8.1 Current Facilities and Capital Equipment

Standard undergraduate classrooms, laboratories, faculty office space and a computer complex (including a Univac 1110 and a TSO/B) are currently available for the entire program.

8.2 Required Additional Facilities

Minor adaptation of available laboratory space might be required to meet the Essentials which recommend the construction of a mock medical record department.
8.3 **Required Additional Equipment**

Approximately $5,000 will be required for laboratory equipment to simulate a hospital medical record department.

**IX. FINANCE**

9.1 **Total Program Costs**

The attached chart shows the calculation of total costs.

9.2 **Additional Program Costs**

The attached chart shows program costs.

9.3 **Percent Breakdown by Instruction/Research/Public Service**

During the first biennium, 100% of faculty time should be allocated to curriculum preparation, instruction, and advising and instructional research.

9.4 **Student Financial Aid**

Students would be eligible to apply for financial assistance in the form of a Wisconsin Higher Education Grant, Federal or State Loan, Supplemental Educational Opportunity Grant, Basic Education Opportunity Grant, or scholarships, grants or loans through the State or national medical record association.

9.5 **Resource Reallocation**

Funds will come from base reallocation.
**SUMMARY OF ESTIMATED TOTAL COSTS FOR PROPOSED PROGRAM**

**Date**  
February 1974

**Unit**  
The University of Wisconsin-Milwaukee

**Program**  
Medical Record Administration

**Degree**  
B.S.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>1974-75</th>
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<th>1975-77</th>
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<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
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<tr>
<td>Hourly 500</td>
<td>13,500</td>
<td>1.0</td>
<td>13,500</td>
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<tr>
<td>Support Personnel</td>
<td>3,600</td>
<td>3,600</td>
<td>1,000</td>
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<tr>
<td>Sub-Total</td>
<td>17,600</td>
<td>1.5</td>
<td>17,600</td>
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<table>
<thead>
<tr>
<th>SUPPLIES AND EXPENSES</th>
<th>1974-75</th>
<th></th>
<th>1975-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Equipment</td>
<td>1,250</td>
<td>100</td>
<td>2,750</td>
</tr>
<tr>
<td>Library Resources</td>
<td>8,800</td>
<td>100</td>
<td>2,000</td>
</tr>
<tr>
<td>Special Informational Resources</td>
<td>400</td>
<td>400</td>
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<td>Computing Resources</td>
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<td>Other Educational Support Services</td>
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<td>Sub-Total</td>
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<tr>
<td>Amount</td>
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<td>28,050</td>
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Grand Total  
28,050  
74,950

Amount and Percentage of Total Anticipated From:

| State Appropriations | 28,050 | 100 |
| Federal Funds | 28,050 | 100 |
| Other Sources | 74,950 | 100 |
X. ACCREDITATION AND EVALUATION

10.1 Accreditation Requirement

Accreditation is not required, but we will request that the program be accredited by the American Medical Association's Council on Medical Education.

Accreditation under the Council's auspices is a collaborative process: minimum standards (called Essentials) are developed and endorsed by the American Medical Record Association.

The following are the steps taken to achieve program accreditation:

1. A program director must be appointed and approved.
2. An application for approval of the educational program is submitted.
3. An on-site accreditation survey is conducted, ordinarily scheduled by the AMRA and AMA during the first or second year of the program's operation.
4. The educational program application is either approved or disapproved.
5. Re-survey of established curriculum for continued accreditation is done within two years following initial program approval, and subsequent surveys are conducted at four to five year intervals.

We are confident that the University of Wisconsin--Milwaukee will be accredited as an appropriate site for this program because it complies with the requirement of having hospitals and other medical care facilities in the immediate vicinity.\(^\text{19}\)

10.2 Evaluation Requirement

The AMRA Guidelines require us to secure assistance from outside this institution to help develop and evaluate the proposed program. The College of Letters and Science appointed, as Consultants, an initial advisory committee (members listed below) consisting of the Educational Committee and the President of the WMA to advise us on need, curriculum development, clinical facilities, etc. The Committee has been enthusiastic about the development of a program at the University of Wisconsin--Milwaukee.

Muriel Ebenezer, RN, RRA
President, Wisconsin Medical Record Association

Sister Francis MacDonald, RRA
Director, Medical Records Department
St. Joseph's Hospital
Education & Registration Committee, AMRA

Alta B. Mitchell, RRA
Director, Medical Record Department
Milwaukee County Medical Complex
Director, Wisconsin Medical Record Association

\(^{19}\)Letter from AMRA dated December 12, 1977. (See Appendix B.)
10.2 Continued

Ruth King, RRA
Education Committee, Wisconsin Medical
Record Association

Patricia L. Graham, ART
President, Southeastern Wisconsin
Medical Record Association
Education Committee, Wisconsin
Medical Record Association

Anne McNamara, RRA
Director, Medical Record Department
Columbia Hospital
Director, Wisconsin Medical Record
Association

Doris Gleason, RRA
Medical Record Research Bureau

The program will have periodic evaluations to maintain its
quality and accreditation. (See 10.1/57.)
REFERENCES


*Directory of Nursing Homes, County Homes & Residential Care Facilities*, 1973. Wisconsin Department of Health and Social Services, The Division of Health.

*Health Manpower By County - Wisconsin 1968-72*. Wisconsin Department of Health and Social Services, The Division of Health.

