Typhon Training Information and FAQs for Graduate Students

v. 08.21.2017

UNC School of Nursing
# Typhon FAQ Table of Contents

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How do students gain access and login to Typhon?
Students will receive an email with instructions about the login process for Typhon. Students will login with their official UNC email address. The official address used to set up the student’s access will appear in the Typhon login email, along with a temporary password. Students will be prompted to change the password once they gain initial access to the site.

Where do students login to Typhon?
To login to the Student section of the Typhon Group NPST System, go to the link in your Typhon access email or go to https://www3.typhongroup.net/np/data/login.asp?facility=3144 then enter your username and password.

What browser and settings are recommended?
Typhon Group recommends that you use the latest version of your browser and the most current version of your operating system. This ensures the highest level of encryption between your computer and our servers.

These are the most important settings to check, as they affect whether you are seeing the most current version of each page. If not set properly, your Typhon Group session may expire prematurely.

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<td><strong>Google Chrome</strong>: Press CTRL-SHIFT-DEL on your keyboard (COMMAND-SHIFT-DEL on a Mac) to bring up the &quot;Clear browsing data&quot; dialog. Make sure that &quot;Obliterate the following items from&quot; is set to &quot;the beginning of time&quot;, check the &quot;Cached images and files&quot; checkbox, and then click the &quot;Clear browsing data&quot; button. Restart web browser.</td>
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<td><strong>Internet Explorer 11</strong>: Under Tools/Internet Options/General/Browsing History-Settings...select &quot;Every time I visit the webpage&quot; and press OK. Then, under Browsing History, click on &quot;Delete...&quot; and check the box next to &quot;Temporary Internet Files&quot; and click &quot;Delete&quot; to permanently clear the cache. Press &quot;OK&quot; when done. Restart web browser.</td>
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<td><strong>Edge</strong>: Press CTRL-SHIFT-DEL on your keyboard to bring up the &quot;Clear browsing data&quot; dialog. Select &quot;Cached data and files&quot; only. Press &quot;Clear&quot; then restart web browser.</td>
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<td><strong>Firefox</strong>: Under Tools/Options/Advanced-Network tab...in &quot;Cached Web Content&quot; check &quot;Override automatic cache management&quot; and limit cache to &quot;0&quot; MB of space. Press the &quot;Clear Now&quot; button on the right, then press OK. Restart web browser.</td>
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<td><strong>Safari (Mac)</strong>: From the Safari menu bar, click Safari &gt; Preferences &gt; Advanced tab, then check &quot;Show Develop menu in menu bar&quot; and close the Preferences box. Now from the menu bar, click Develop &gt; Empty Caches (or press Cmd-Opt-E). Restart web browser. <strong>Safari (iOS)</strong>: No changes needed.</td>
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What about Portals/External Links?
Clicking on a link to Typhon through a browser portal (like Sakai) can interfere with your Typhon session and cause a "timed out" message to appear prematurely even if your cache settings are correct. **DO NOT click on a link to Typhon through Sakai.** Always start with your normal browser of choice and enter the Typhon system directly by typing the web address in your browser. **It is recommended that you bookmark the Typhon link on your computer. Do not use the MSN Explorer as your browser.** This can cause the same type of issue.

Additional Browser Settings:
- Allow pop-ups for www.typhongroup.net or turn off pop-up blocker.
- Allow cookies for www.typhongroup.net or do not select "Block All Cookies."
- Make sure that JavaScript is turned on (this is normally on).
For help with changing any of these settings, please search your browser's help topics.

How will students be trained in the use of Typhon and informed of their responsibilities related to the use of this system?
Students will receive mandatory Typhon training during the first week of classes (session will be taped for those with excused absences) & will have access to student tutorials via the Typhon site. In addition, each clinical course syllabus will include information about Typhon, its mandatory use, how the data will be used in student clinical performance evaluation, and the consequences related to incomplete data entry.

What resources are available for Typhon training and troubleshooting?
After mandatory Typhon training and student tutorial review via the Typhon site, if students have specific questions about the use of Typhon, they should contact their course coordinator or the UNC-SON Typhon administrator. At the bottom of the Typhon screen, you should be able to click on the link in this sentence. **"Your program administrator, Typhon Grad Support, can help you with specific questions about your account, your permissions, or how to run reports."** This link will allow you to send a message to the following email address: **SON_typhongrad@unc.edu**

How often will students be expected to input data into Typhon & how will this be reflected in successful completion of the clinical practicum and in their course grade?
Student data entry within the Typhon system is mandatory. Students will be expected to input data weekly during or soon after their clinical experiences. This information will be used to ensure that the student meets the requirements of the clinical component of the course. Timely Typhon data entry will be factored into the course participation grade. Data entry will be evaluated by clinical faculty at least every 2-3 weeks, based on deadlines published on the syllabus and/or on the course Sakai site. Incomplete Typhon time and case logs may result in course failure.

What information will students need to enter in the Typhon system?
Students will need to enter their clinical hours and preceptor into the time log system, and patient information into the case log system. Patient information should be entered for each patient that the student participates in the care of including, but not limited to: patient gender, age, ethnicity, reason for visit, diagnosis code (ICD-10), and office visit billing code (CPT code).
Patient Demographics (ignore if Group Encounter)
- Age: ______ yrs/mos/wks/days
- Pre-Term (Premie) Child?
- Gestational Age (at birth): ______ weeks
- Prenatal visit? Enter fetus age: ______ wks
- Gender: M / F / T
- Race: __________________
- Insurance: __________________

Clinical Information
- Time with Patient: ______ minutes
- Consult with Preceptor: ______ minutes (not part of patient time)
- Type of Decision-Making: ___ Straightforward
- ___ Low complexity
- ___ Moderate complexity
- ___ High complexity
- Student Participation: ___ Observation only
- ___ Less than shared
- ___ Shared (50-50)
- ___ Primary (>50%)
- Reason for Visit: __________________
- Chief Complaint: __________________
- Encounter #: ______
- Type of H & P: ___ Problem Focused
- ___ Expanded Prob. Focused
- ___ Detailed
- ___ Comprehensive

Social Problems Addressed
- ___ Abused Child/Adult
- ___ Caretaking/Parenting
- ___ Education/Language
- ___ Emotional
- ___ Grief
- ___ Growth & Development
- ___ Housing/Residence
- ___ Income/Economic
- ___ Interpersonal Relationships
- ___ Issues w/Comm. Resources
- ___ Legal
- ___ Neglected Child/Adult
- ___ Nutrition/Exercise
- ___ Palliative/End of Life Care
- ___ Prevention
- ___ Role Change
- ___ Safety
- ___ Sanitation/Hygiene
- ___ Sexuality
- ___ Social Contact/Isolation
- ___ Spiritual Issues
- ___ Substance Abuse
- ___ Other:

What if the student works with an alternate preceptor?
What if the student sees a patient multiple times on different dates?
Can previously entered patient information be copied or linked to a subsequent encounter date to save time?

If a student sees a patient repeatedly (on different clinical days), previously entered patient information can be pulled up. Instructions for doing this can be found by clicking on the “Encounter Continuity” link of the Student Data Entry Tutorial. Go to the Student Data Entry Tutorial by:

1. Go to the Help section at the bottom of the Main Menu (Your “Main Page”)
2. Click on “Instructions” (second item on the Help list). Here you will find written instructions on many Typhon functions.
3. Go to the bottom of the “Table of Contents” and click on “Student Questions/Tutorials”
4. In the text you will see a link to “Student Video Tutorial”...click on this link and watch the tutorial to see what students see (this is one hour and four minutes long).

Then go to the menu on the left side of the screen and click on “Encounter Continuity” for instructions. Students will be given information about how to “COPY/LINK” data into a new encounter to efficiently document repeat encounters.

What if the student works with an alternate preceptor?
Students who work with an alternate preceptor for 16 or more hours should...
document this information in the Typhon system by selecting the alternate preceptor name when entering clinical hours on those dates. If students work with an alternate preceptor for less than 16 hours, the student should document the preceptor of record’s name in their time log entry, as well as entering the alternate preceptor’s name and hours worked with them in the note section of the time log.

Will preceptors be asked to verify the clinical time log?
Yes. Preceptors will be asked to verify hours at midterm and at the end of the rotation. Students will print the time log and have the preceptor sign and date the documents. Students will then scan and upload these to their clinical course Sakai site Drop Box.

What additional information will students be required to submit? When and where will they submit it?
Students will submit a graphical case log at midterm and the end of the semester. From the Main Menu, students will select “Clinical Case Logs (Graphical),” apply course number and semester filter, and generate a pdf document. Students will submit the pdf document, along with a written summary of the clinical experience, via the clinical course Sakai site in their Drop Box. This will become part of the student’s portfolio. At the end of the program, students will generate a cumulative graphical report (same process, without applying filters) & will submit this pdf, along with the written summaries from each clinical experience, via the portfolio folder in their final clinical course’s Sakai site Drop Box.
Billing and Coding Resources for Faculty and Students

DHHS Centers for Medicare and Medicaid Services Evaluation and Management Services Resources

CMS Resource Menu


AANP Version of DHHS Medicare and Medicaid Guidelines for Evaluation and Management

AAP Resources

APA/PMH Resources


AGS Resources

AAFP Coding Resources:

Coding Resource Menu

E/M Cheat Sheet

Level 4 Billing Cheat Sheet

Interactive Coding Decision Tool Established Patient
http://www.soapnote.org/general/e-m-established/

Interactive Coding Decision Tool New Patient
http://www.soapnote.org/general/e-m-new/

Pocket Coding Guide (for purchase $10-15)
Sample Cases for Student Practice Entering Data into Required Typhon Fields
*Feel free to develop and use your own case, if preferred.

Case #1:

Modification of case found at:

This is a 9-year-old African American male, established patient, with ADHD. His symptoms are assessed as mild and he reports no side effects from medications. The patient presents for a medication evaluation and management visit. The patient’s “chief complaint” is that he is here to get prepared for starting the school year, and he wants to make sure that his medications are correct to do well in school. This patient has private insurance (HMO). The student spent 15 minutes with the patient alone, and then an additional 15 minutes with the patient with his preceptor (this is the amount of time for which the provider can bill). However, the student spent a total of 30 minutes with the patient. The clinical encounter involved low-complexity decision-making, and the H&P was expanded problem-focused. This is the student’s first encounter with this patient. The plan was to renew ADHD medication with an increased dose.

Billing code: 99213
Diagnostic code: F90.9

Case #2:

Modification of case found at:
https://www.emuniversity.com/ClinicalExample99214.html

This is a 52-year-old Hispanic male, established patient, presenting for a follow-up visit to assess his hypertension and diabetes status. His diabetes and hypertension are well-controlled. This patient has private insurance (HMO). The student observed the preceptor with this patient. The preceptor spent a total of 25 minutes with the patient. The clinical encounter involved moderate-complexity decision-making, and the H&P was expanded, problem-focused. This is the student’s second encounter with this patient. The plan was to continue current medications unchanged.

Billing code: 99214
Diagnostic code: I10, E11
**Case #:**

**Date of Service:**

### Student Information

- **Semester:**
- **Course:**
- **Preceptor:**
- **Clinical Site:**
  - [ ] Rural Visit
  - [ ] Underserved Area/Population

### Patient Demographics

- **Age:** __________ yrs/mos/wks/days
- **Pre-Term (Premie) Child?**
- **Gestational Age (at birth):** __________ weeks
- **Prenatal visit?** Enter fetus age: __________ wks
- **Gender:** M / F / T
- **Race:**
- **Insurance:**

### Clinical Information

- **Time with Patient:** __________ minutes
- **Consult with Preceptor:** __________ minutes (not part of patient time)
- **Type of Decision-Making:**
  - [ ] Straightforward
  - [ ] Low complexity
  - [ ] Moderate complexity
  - [ ] High complexity
- **Student Participation:**
  - [ ] Observation only
  - [ ] Less than shared
  - [ ] Shared (50-50)
  - [ ] Primary (>50%)
- **Reason for Visit:**
- **Chief Complaint:**
- **Encounter #:**
- **Type of H & P:**
  - [ ] Problem Focused
  - [ ] Expanded Prob. Focused
  - [ ] Detailed
  - [ ] Comprehensive

### Social Problems Addressed

- [ ] Abused Child/Adult
- [ ] Caretaking/Parenting
- [ ] Education/Language
- [ ] Emotional
- [ ] Grief
- [ ] Growth & Development
- [ ] Housing/Residence
- [ ] Income/Economic
- [ ] Interpersonal Relationships
- [ ] Issues w/Comm. Resources
- [ ] Legal
- [ ] Neglected Child/Adult
- [ ] Nutrition/Exercise
- [ ] Palliative/End of Life Care
- [ ] Prevention
- [ ] Role Change
- [ ] Safety
- [ ] Sanitation/Hygiene
- [ ] Sexuality
- [ ] Social Contact/Isolation
- [ ] Spiritual Issues
- [ ] Substance Abuse
- [ ] Other:

### ICD-10 Diagnosis Codes

- [ ] #1 __________
- [ ] #2 __________
- [ ] #3 __________
- [ ] #4 __________
- [ ] #5 __________
- [ ] #6 __________
- [ ] #7 __________
- [ ] #8 __________

### CPT Billing Codes

- [ ] #1 __________
- [ ] #2 __________
- [ ] #3 __________
- [ ] #4 __________
- [ ] #5 __________
- [ ] #6 __________
- [ ] #7 __________
- [ ] #8 __________
- [ ] #9 __________
- [ ] #10 __________
- [ ] #11 __________
- [ ] #12 __________

### Medications

- **OTC Drugs taken regularly:**
- **Rx currently prescribed:**
- **New/Refilled Rx This Visit:**

### Types of New/Refilled Rx This Visit

- [ ] Analgesic & Antipyretic
- [ ] Cardiology
- [ ] Dermatology
- [ ] Endocrinology
- [ ] ENT
- [ ] GI Agents
- [ ] Gynecology
- [ ] Hematology/Oncology
- [ ] Infectious Diseases
- [ ] Neurology
- [ ] Ophthalmology
- [ ] Psychiatric
- [ ] Pulmonary
- [ ] Rheumatology
- [ ] Urology
- [ ] Vaccines
- [ ] Wound Management
- [ ] Miscellaneous

### Adherence Issues

- [ ] Caretaker failure
- [ ] Complexity/demands of treatment
- [ ] Denial of need
- [ ] Disappearance of symptoms
- [ ] Disbelief in benefits/efficacy
- [ ] Fear of addiction
- [ ] Financial concerns
- [ ] Forgetfulness
- [ ] Knowledge deficit
- [ ] Physical disability
- [ ] Pregnancy
- [ ] Psychiatric diagnosis
- [ ] Religious reasons
- [ ] Other/side effects:

### Clinical Notes: