

COLLEGE OF HEALTH PROFESSIONS

**Department of Health Administration and
Health Information**

Health Information Technology (HIT)

Health Information Management (HIM)

HIT/HIM PROGRAM HANDBOOK

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INTRODUCTION

The Health Information Technology (HIT) and Health Information Management (HIM) programs are designed to provide flexibility for students. After you graduate or during the last semester of your HIT classes, you may apply to write the national certification examination of the American Health Information Management Association (AHIMA) in order to qualify to use the title Registered Health Information Technician (RHIT), or you may continue with the HIM program to continue your education, and earn a Bachelor of Science degree in Health Information Management (HIM). All of the professional 300 and 400 level courses in the Health Information Management program are offered online. When you graduate from the Health Information Management program, you are eligible to apply to write the national certification examination of the American Health Information Management Association in order to qualify to use the title Registered Health Information Administrator (RHIA).

MISSION, VISION, VALUES

Building upon the **mission, vision and values** of Ferris State University and the College of Health Professions, the Health Information programs provide students with the knowledge and skills that are necessary for critical thinking, problem solving, and effective communication. It promotes lifelong learning and high ethical values. The program prepares future health information professionals to meet the current and emerging needs of the state and region.

The Health Information program's **vision** is to be recognized as a leader in the provision of health information for allied health professionals.

To fulfill its vision, the Health Information programs embrace the **core values** of the university and college by offering a collaborative learning environment, a demand for professional ethics, and a commitment to excellence.

ROLE OF THE REGISTERED HEALTH INFORMATION TECHNICIAN (RHIT)

RHITs are health information technicians who ensure the quality of health information records by verifying their completeness, accuracy, and proper entry into computer systems. They may also use computer applications to assemble and analyze patient data for the purpose of improving patient care or controlling costs. RHITs often specialize in coding diagnoses and procedures in patient records for reimbursement and research. RHITs may serve as cancer registrars, compiling and maintaining data on cancer patients. In AHIMA's recent membership survey, the majority of RHIT respondents held job titles in one of the following categories: coding/technician or manager/supervisor. With experience, the RHIT credential holds solid potential for advancement to management positions, especially if it is combined with a bachelor's degree.

Although most RHITs work in hospitals, you will also find them in a variety of other healthcare settings including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. In fact,

employment opportunities exist for RHITs in any organization that uses patient data or health information such as pharmaceutical companies, law and insurance firms, and health product vendors.

Source: AHIMA Website: www.ahima.org

ROLE OF THE REGISTERED HEALTH INFORMATION ADMINISTRATOR (RHIA)

RHIAs are skilled in the collection, interpretation, and analysis of patient data. They receive the training necessary to assume managerial positions related to these functions. RHIAs interact with people at all levels of an organization – clinical, financial, administrative – that employ patient data in decision making and every day operations.

In a recent membership survey, AHIMA found that more than half of the RHIA respondents were directors, managers, or consultants, with nearly 31% serving as health information management directors. Historically, most RHIAs have held the title of director of the health information management department of an acute care facility, but today other career opportunities abound. As patient records evolve toward computerization and as more entities such as third-party payers require health data, RHIAs benefit from a wide selection of roles in the industry. Information security and storage, data quality assurance, and advanced assistance to consumers with their health information are among the new domains. AHIMA's Reimagined identifies and describes emerging HIM roles that parallel changes in the healthcare industry.

RHIAs enjoy job placements in a broad range of settings that span the continuum of healthcare including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. The growth of managed care has created additional job opportunities in HMOs, PPOs, and insurance companies. Prospects are especially strong in these settings for RHIAs who possess advanced degrees in business or health administration.

Source: AHIMA Website: www.ahima.org

PROGRAM OBJECTIVES

The objective of the Health Information programs at Ferris State University, FSU, is to prepare students through classroom instruction, laboratory application, and professional practice experience to assume an entry-level position in a health care field in a technical, supervisory, or management position.

At the conclusion of the program, the student will be able to:

1. Demonstrate interpersonal skills necessary to:
 - a. work with others in a group.
 - b. ask questions to gain information necessary to perform assigned tasks.
 - c. deal with conflict.
 - d. show respect for diverse opinions and ideas.
2. Demonstrate oral communication skills necessary to:
 - a. make professional presentations.
 - b. support a conclusion.
3. Demonstrate the ability to use the computer to:
 - a. construct a basic spreadsheet.
 - b. manipulate data.
 - c. access information.
 - d. use word processing skills
4. Demonstrate critical thinking skills to apply previously learned knowledge to solving a new problem.
5. Demonstrate analytical skills necessary to interpret data.
6. Demonstrate written communication skills to:
 - a. support proposals.
 - b. report the results of investigations.
 - c. convey ideas to appropriate audiences.
7. Demonstrate professional conduct.
8. Speak the language of the health care profession(s).
9. Demonstrate understanding of the laws that pertain to health care.
10. Demonstrate understanding of the structure of health care in the United States.
11. Demonstrate appropriate work ethics:
 - a. responsibility for individual's actions
 - b. punctuality
 - c. honesty
 - d. integrity
 - e. understanding of personal value systems
 - f. understanding of expectations of health care work place
12. Demonstrate an understanding of the pervasive nature of quality assurance throughout the health care professions.
13. Assign correct diagnosis and procedure codes.
14. Demonstrate specific knowledges and skills defined by their curriculum.

STUDENT POLICIES AND INFORMATION

ACADEMIC ADVISORS

You will be assigned an academic advisor from among Health Information program faculty members when you enter your program. Your advisor will assist you in planning your educational program. Individual student-advisor conferences should be scheduled at regular intervals. These conferences are for your benefit. They are a time for you and your advisor to evaluate your progress toward a successful career as a health management/cancer information management professional and to discuss problems and other matters of interest to you.

You must consult with your faculty advisor prior to the beginning of each semester to plan your schedule and to have the advising hold removed. Faculty members have an open-door policy, and you are encouraged to visit any time you have a need, however it may be helpful to call and schedule an appointment. Office hours are posted on the faculty member's office door.

ACADEMIC PROBATION AND DISMISSAL POLICY

In keeping with the Ferris State University philosophy, the purpose of this policy is to ensure an orderly procedure for giving careful consideration to the needs of each student who is experiencing difficulty with academic work. In all matters relating to the Academic Probation and Dismissal Policy, it shall be the responsibility of the student's dean to ensure that the basic philosophy and the purpose of Ferris State University are being observed. This responsibility includes all steps necessary to ensure that each student is given the advantage of all services available in the student's attempt to become successful.

I. Academic Probation

A student will be placed on academic probation whenever any of the following conditions is met:

1. The student's cumulative grade point average (CGPA) falls below a 2.00.
2. The student's semester grade point average (GPA) for two consecutive semesters is less than 2.00.
3. The student is on semester trial, as defined by the Dean's Office.

The number of credit hours enrolled in by any student on probation will be determined by the student's advisor; however, any student who is on academic probation normally should not enroll for more than 13 semester hours of credit, nor fewer than 12 semester hours of credit. If you are on probation and want to

take more than 13 credit hours, you must obtain permission from both your academic advisor and the department head/chair.

II. Academic Dismissal

A student may be academically dismissed from the University whenever any one of the following conditions is met:

1. Failure in 50 percent or more of the course work (credit hours) for which the student is enrolled in any semester.
2. The student's academic performance at the end of any probationary semester, in the opinion of the student's dean, does not warrant continuation.
3. The student's cumulative grade point average (CGPA) falls below the minimum level indicated below:

FSU Hours Grade	FSU Minimum CGPA
0 - 20.9	1.40
21 - 30.9	1.60
31 - 50.9	1.70
51 - 67.9	1.80
68 - 97.9	1.90
98 and above	1.99

III. Academic Dismissal Appeal

Any student who is dismissed from the University for academic reasons, but believes they have a case of extenuating circumstances that warrants consideration, may appeal the dismissal in writing to their dean's office.

IV. Readmission

Students who have been dismissed for academic reasons may apply for readmission subject to the following restrictions:

1. Any student who is dismissed for academic reasons will not be readmitted to Ferris for at least one semester, excluding summer session.
2. Application for readmission should be made to the Office of Admissions.

ACADEMIC WARNINGS

Mid-term warnings for students with academic deficiencies are posted on the FSU student web services. You are encouraged to become familiar with the web services and use them to determine your progress in courses.

ACADEMIC YEAR

The academic year at Ferris State University consists of two 15-week semesters Fall and Spring (plus one week of exams for Fall and Spring semesters), and a 12-week summer session.

ACCREDITATION for HIT/HIM Programs

HEALTH INFORMATION TECHNOLOGY (HIT) PROGRAM:

The HIT Program is fully accredited by the AHIMA in conjunction with the Commission on the Accreditation of Health Informatics and Information Management (CAHIIM). Graduates are eligible to apply to write the certification examination (RHIT) administered by AHIMA. The program has been continuously accredited since its beginning.

Curriculum Guide/Checksheet for HIT:

https://www.ferris.edu/checksheets/checksheets/HP/HIT/AAS/HIT_AAS_HP_2019-2020.pdf

HEALTH INFORMATION MANAGEMENT (HIM) PROGRAM:

The HIM Program is fully accredited by the AHIMA in conjunction with CAHIIM. Graduates are eligible to apply to write the certification examination (RHIA) administered by AHIMA. The program has been continuously accredited since its beginning. ..

Curriculum Guide/Checksheet for HIM:

https://www.ferris.edu/checksheets/checksheets/HP/HIM/BS/HIM_BS_HP_2019-2020.pdf

ADD/DROP/WITHDRAW FROM CLASSES

Once classes begin, if you want to add a class or change a class section, you may do so only during the designated drop/add days at the beginning of the semester. To add or drop a class, use the course registration system found on the student web services, My FSU, under My Registration. If it becomes necessary to add or drop a class following the FOURTH day of the semester, you must contact the Student Academic Affairs Office in VFS 209. Adding a class after the official drop/add days requires permission from your advisor.

Classes dropped during the first 9 weeks of the semester will result in a grade of "W". Please see the Academic Calendar at <http://www.ferris.edu/HTMLS/academics/calendars/homepage.htm> for partial semester courses withdrawal dates. Courses dropped after that time usually result in an "F" grade. Not attending a class or not logging into Canvas does not automatically drop your classes.

Dropping a class may adversely affect your financial aid and medical insurance coverage.

Please see your advisor prior to dropping the course.

If you decide to withdraw from a class, you must report to your Dean's Office and process a withdrawal clearance form. A reduction in course load (a class withdrawal) after the fourth (4) day of classes is not a basis for a refund.

If you stop attending/participating in all classes, but do not officially withdraw from the University, grades of "F" will be recorded in all courses and the student will remain responsible for full tuition and fees. More information can be found at <https://www.ferris.edu/HTMLS/administration/businessoffice/withdrawalschedule.htm>

ASSIGNMENTS

You are expected to submit assignments on the dates and times specified by the course instructor in the course syllabus and/or posted in Blackboard. If you are unable to meet the scheduled deadline, prior arrangements should be made with the course instructor. Students are expected to adhere to the policies of the individual instructors regarding returning exams and projects.

ASSOCIATIONS

HEALTH CARE MANAGEMENT ASSOCIATION (HCMA):

You are encouraged to become an active member of HCMA. The objectives of the organization are to:

- provide students interested in health care with an opportunity to become acquainted with others who share their interests.
- encourage ethical and professional development which bring into practice the skills and values set forth in the program.

The HCMA Facebook page is <https://www.facebook.com/groups/279386015522539/>

AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION (AHIMA):

HIT and HIM students are encouraged to join AHIMA as student members. Membership entitles you to receive the Journal of the American Health Information Management Association; provides membership in the Michigan Health Information Management Association (MHIMA); and entitles the student to take the certification exam at a reduced cost.

Applications for membership are available at www.ahima.org

"C" REQUIREMENT FOR HEALTH INFORMATION MANAGEMENT PROGRAM

All students enrolled in the Health Information Management Program (HIM) must earn at least a grade of "C" in all courses listed below. If you earn less than "C" in any of these courses, you will be required to repeat the course. Health information students must earn "C" or better on first or second attempt. Two unsuccessful attempts of the same course (less than "C" or 73%) will result in dismissal from the health information programs. Two unsuccessful attempts of the same course (less than "C") will result in dismissal from the health information programs. No more than two professional courses (MRIS and HCSA) can be repeated. A Withdrawal (W) counts as an unsuccessful attempt.

You will not be allowed to enroll in MRIS 293 (240 hour internship) until the courses listed below have been satisfactorily completed. MRIS 293 is a six week, 40 hour a week practical experience in an acute care hospital. Part-time arrangements must be approved by internship coordinator and site coordinator. It is recommended that you are not enrolled in other courses while you are enrolled in MRIS 293. MRIS 261 Health Information Technology Review may be taken one semester prior to or concurrent with MRIS 293. MRIS 261 is a Pass/Fail course. Student must pass this course to graduate

Effective for students who apply to or start at FSU in Fall 2012 or later, BIOL 109 and all MRIS and HCSA courses within the curriculum requirements must be taken within two years of the date of application to the Health Information programs.

BIOL 109	Basic Human Anatomy and Physiology
COHP 101	The U.S. Health Care System
COHP 102	Safety Issues in Health Care
COMM 105	Interpersonal Communication

OR

COMM 121 Fundamentals of Public Speaking

OR

COMM 221 Small Group Decision Making

ENGL 150	English 1
ENGL 250	English 2
MRIS 220	Legal & Ethical Aspects in HIM
HCSA 345	Internship Orientation
ISYS 105	Proficiency – Intro Micro Systems & Software
MRIS 101	Introduction to Health Information Systems
MRIS 103	Medical Terminology
MRIS 121	Health Information Statistics
MRIS 122	Health Information Systems 1
MRIS 204	ICD-10 Coding 1
MRIS 205	ICD-10 Coding 2
MRIS 209	Quality Management in Health Care
MRIS 210	Fundamentals of Medical Science
MRIS 211	CPT Coding
MRIS 221	Foundations of Reimbursement

In addition to the above courses, you must earn a grade of "C" (73%) or better in the following courses and complete all other program requirements before you will be allowed to enroll in MRIS 493.

You must earn a grade of at least a "C" in MRIS 493 in order to graduate. MRIS 461 Health Information Management Review may be taken one semester prior to or concurrent with MRIS 493. MRIS 461 is a Pass/Fail course. Student must pass this course to graduate.

MRIS 493 is a ten week, 40 hours a week practical experience in a health-related organization. Part-time arrangements must be approved by internship coordinator and site coordinator. Register for HCSA 345 the semester before your **first** MRIS internship. It is recommended that you are not enrolled in other courses while you are enrolled in MRIS 493.

For a dual degree student (HIM/HCSA), MRIS 293 can be substituted for HCSA 392. Student must take both MRIS 493 (10 cr) and HCSA 493 (10 cr). Student must register for both internships. However, student only needs to complete a 15 week internship instead of 20 weeks.

- Transfer credit equivalencies Transfer Equivalencies:
https://banner.ferris.edu:9000/GOLD/FSU_SK_SS_TransEquiv.P_TC_EMain

Transfer Guides

<https://www.ferris.edu/RSS/transfer/collegetransfer/guides/index.htm>

- General education requirements for HIM.
<https://www.ferris.edu/HTMLS/academics/general-education/requirements/BA-BS.htm>

General education requirements for HIT.

<https://www.ferris.edu/HTMLS/academics/general-education/requirements/AAS.htm>

Transfer equivalencies approved by Ferris General education sortable list for BS degree in HIM

<https://www.ferris.edu/HTMLS/academics/generaleducation/sortablelist/CalendarYear2021.htm>

MRIS 261	Health Information Technology Review (Pass)
ENGL 321	Advanced Composition
HCSA 336	Health Care Supervisory Practices
HCSA 310	Health Care Finances 2
HCSA 474	Health Care Strategic Application
MRIS 293	Professional Practice I
MRIS 402	Health Information Management Principles
COHP 300	Health Information Systems
COHP 350	Statistics in Health Care
COHP 450	Evidence-based Health Practice
MRIS 461	Health Information Management Review (Pass) (may take concurrently with MRIS 493)

Dismissal Policy: Any ONE of the following will result in dismissal from the program

- Two unsuccessful attempts (less than "73%", "C") in any one course listed above will result in dismissal from the Health Information Management program, or
- Unsuccessful attempts (less than "73%", "C") of more than 50% of the courses listed above during any semester

"C" REQUIREMENT FOR HEALTH INFORMATION TECHNOLOGY PROGRAM

All students enrolled in the Health Information Technology Program (HIT) must earn at least a grade of "C" in all courses listed below. If you earn less than "C" in any of these courses, you will be required to repeat the course. Health information students must earn "C" or better on first or second attempt. Two unsuccessful attempts of the same course (less than "C") will result in dismissal from the health information programs. No more than two professional courses (MRIS and HCSA) can be repeated. A Withdrawal (W) counts as an unsuccessful attempt.

You will not be allowed to enroll in MRIS 293 (240 hour internship) until the following courses have been satisfactorily completed. MRIS 293 is a six week, 40 hour a week

practical experience in an acute care hospital. Part-time arrangements must be approved by internship coordinator and site coordinator. It is recommended that you are not enrolled in other courses while you are enrolled in MRIS 293.

You must earn at least a grade of "C" in MRIS 293 (6 week internship) in order to graduate. MRIS 261 Health Information Technology Review is taken one semester

prior to or concurrent with MRIS 293. MRIS 261 is a Pass/Fail course. Student must pass the course.

Effective for students who apply to or start at FSU in Fall 2012 or later, BIOL 109 and all MRIS and HCSA courses within the curriculum requirements must be taken within two years of the date of application to the Health Information programs.

BIOL 109	Basic Human Anatomy and Physiology
COHP 101	The U.S. Health Care System
COHP 102	Safety Issues in Health Care
COMM 105	Interpersonal Communication
OR	
COMM 121	Fundamentals of Public Speaking
OR	
COMM 221	Small Group Decision Making
ENGL 150	English 1
ENGL 250	English 2
MRIS 220	Legal & Ethical Aspects in HIM
HCSA 345	Internship Orientation
ISYS 105	Proficiency - Introduction to Microsystems and Software
MRIS 101	Introduction to Health Information Systems
MRIS 103	Medical Terminology
MRIS 121	Health Information Statistics
MRIS 122	Health Information Systems 1
MRIS 204	ICD-10 Coding 1
MRIS 205	ICD-10 Coding 2
MRIS 209	Quality Assurance
MRIS 210	Fundamentals of Medical Science
MRIS 211	CPT Coding
MRIS 221	Foundations of Reimbursement

Dismissal Policy: Any ONE of the following will result in dismissal from the program

- Two unsuccessful attempts (less than "C") in any one course listed above will result in dismissal from the Health Information Technology program, or
- Unsuccessful attempts (less than "C") of more than 50% of the courses listed above during any semester

- [Link for General Education requirements for HIT.](#)

- Link for General Education sortable list of courses:
<https://www.ferris.edu/HTMLS/academics/generaleducation/sortablelist/CalendarYear2021.htm>
- Transfer credit equivalencies Transfer Guides:
https://banner.ferris.edu:9000/GOLD/FSU_SK_SS_TransEquiv.P_TCEMain

Dismissal Policy: Any ONE of the following will result in dismissal from the program

- Two unsuccessful attempts (less than "C") in any of the courses listed below will result in dismissal from the Cancer Information Management program, or
- Unsuccessful attempts (less than "C") of more than 50% of the courses listed below during any semester, or
- Unsuccessful attempts (less than "C") of more than 12 credit hours of the courses listed below while in the program.

CAREER SERVICES

You are encouraged to discover the services and resources available in the Office of Student Employment and Career Services early in your college enrollment. The staff in this office is ready to help you with questions and concerns regarding career directions and job opportunities. You are also encouraged to attend the workshops sponsored by them throughout the year.

CLASS ATTENDANCE

Enrollment in the program designates a commitment on your part to attend/participate in class to prepare you to function in a responsible manner in the professional environment.

Attendance policies of individual instructors are outlined in the course syllabus and will be followed.

You are responsible for contacting each course instructor regarding materials handed out in class, assignments made during class, and makeup assignments for any classes missed (excused or unexcused).

CLASS STANDING

The following standards will be used to determine class standings:

<u>Class</u>	<u>Semester Credit Hours Earned</u>
First Year Student	0 to under 26
Sophomore	26 to under 56
Junior	56 to under 86
Senior	86 or more

CLEP TESTS

As with many schools, Ferris cooperates with the College-Level Examination Program (CLEP), offered by the College Entrance Examination Board. CLEP offers a series of tests in the areas of English composition, humanities, mathematics, natural science, and social sciences history which, if passed, gives the student college credit.

The aim of CLEP is to give students who already have a college-level knowledge of these areas a chance to bypass taking similar classes in college. University credit granted on the basis of CLEP examination is entered on the student's record without a grade, and is not included in the computation of Ferris' cumulative honor point average or graduation honors.

If you have already taken CLEP tests elsewhere, make sure you send the results to Ferris.

Further information about CLEP tests can be obtained from the office of Institutional Research and Testing, extension 3628.

COURSE ANNOUNCEMENTS

Prior to the beginning of each semester, the class schedule is published on student Web services. It contains a listing of all courses offered during the next semester, as well as information regarding registration. You must consult your advisor prior to registering to plan your schedule.

COURSE CHALLENGE- PROFICIENCY

Ferris recognizes that college-level learning can occur in places other than the classroom. Experienced individuals who have learned on their own and want to "test out" of a course may receive credit through a proficiency course test.

Proficiency course testing is done on a course-by-course basis. The method of evaluation is determined by the faculty of the department. A challenge examination is

available for all Health Management courses except internship. The following procedures apply:

COURSE CHALLENGE

1. If a course has a prerequisite, the prerequisite must be fulfilled before the course may be challenged.
2. Competency assessment cannot be used for a course already appearing on a student's FSU transcript either by having completed the course or by transfer.
3. In order to receive credit for a course through challenge, a standard equal to at least a "C" (73%) must be earned.
4. Credit awarded by competency assessment is recorded on your transcripts on a course-by-course basis as credit.
5. Competency assessment credits apply toward credit requirements, but are not used to compute honor point averages (HPA).
6. A competency assessment for a course may be taken only once.
7. There is a fee for competency assessment which must be paid prior to taking the exam.
8. Applications for course competency assessment are available from the HAH department secretary in the College of Health Professions.

Specific information about competency assessment for a course can be obtained from the head of the department offering the course.

COURSE LOAD

The maximum load that may be carried without special permission is 19 semester hours of credit, or four courses totaling more than 19 semester hours of credit. The student's academic department head may approve overloads beyond 19 hours.

COURSE OBJECTIVES

The program objectives will be met by meeting the objectives for the specific courses as outlined in the course syllabus. Course syllabi will be distributed by the instructors

during the first class meeting. You are expected to become familiar with the course objectives as outlined in the syllabus.

CONFLICT RESOLUTION

When a student has an issue with a grade, internship or other student/faculty issue, it is the responsibility of the student to use a progressive procedure to resolve the issue. This policy provides a step-by-step means of resolving student/faculty issues. Individual programs may have other specific steps for resolving student/faculty issues.

5.1 The first step in resolving a grade, internship or other student/faculty issue is for the student to talk to the faculty member about the situation. There may be a simple remedy (e.g., a calculation error and the faculty member can make the correction with a change of grade form). The student and faculty member must try to resolve the issue within five business days of the initial meeting of the student and faculty member. All discussions will be recorded and placed in the student's file.

5.2 If the issue is not resolved between the student and faculty member within five days, the next step is for the student to submit a written request, stating the issue of concern, to the Department Head. After reading the documentation between the student and faculty member, the Department Head will meet with the student and faculty member to hear both sides of the situation and analyze the issue. The Department Head will render a decision on the issue and inform the student and faculty member in writing within five business days of the meeting. If the student does not agree with the decision, he/she may petition in writing to the Dean. All discussions will be recorded and placed in the student's file.

5.3 If the issue is not resolved by the Department Head within five days, the next step is for the student to submit a written request, stating the issue, to the Dean. After reading the documentation between the student and faculty member, and the Department Head's decision, the Dean will meet with the student, faculty member and Department Head to hear all sides of the situation and analyze the issue. The Dean will render a decision on the issue and inform the student, faculty member and Department Head in writing within five business days of the meeting. The decision of the dean is final. All discussions will be recorded and placed in the student's file.

5.4 If the student does not agree with the decision of the Dean, he/she may petition in writing to the office of the VPAA according to the respective policies and procedures of that office. All discussions will be recorded and placed in the student's file.

5.5 According to FSU Academic Policy 04:4, Students have one year to appeal a course grade. After a year, grades cannot be changed. All other issues must be resolved within the semester the issue occurred or within the following semester at the latest.

Steps in the Student/Faculty Issue Resolution: Progressive Only if Required

Step	Parties Involved	Timeline (Business Days)
Step 1 Student meets with faculty member	Student/Faculty	5 days
Step 2 Student meets with Faculty/Department Head	Student/Faculty/Department Head	5 days
Step 3 Student meets with Faculty/Department Head and Dean	Student/Faculty/Department Head/Dean	5 days
Step 4 Student petitions Office of VPAA	Student and appropriate Representative of VPAA	According to VPAA Policies/Procedures

In all cases for steps 1 to 3, if the issue occurs at the end of the semester, the business day count will continue into the next semester, including summer semesters.

CRIMINAL BACKGROUND CHECK

A Criminal Background Check is required by most internship sites. For the policy, see Appendix G.

DISMISSAL

The following are considered causes for possible dismissal from the program:

1. Unsatisfactory academic performance as defined in the Student Handbook.
2. Unsatisfactory professional or personal performance at the professional practice site as judged by either the program faculty or the Site Coordinator.

DISRUPTIVE BEHAVIOR POLICY STATEMENT

The COLLEGE OF HEALTH PROFESSIONS strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

1. The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
2. The instructor is in charge of the classroom. This includes the times and extent to which they allow questions or discussion, the level of respect with which they and other students are to be treated, and the specific behaviors they will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
3. An instructor is entitled to maintain order in his/her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his/her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
4. If a student persists in a pattern of recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the College of Health Professions Dean's Office, and/or University disciplinary proceedings.
5. Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student.)
6. Students as well as employees are bound by the University's policy against harassment in any form. Harassment will not be tolerated.
7. The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

DOMAINS, TASKS AND SUBTASKS FOR HIT AND HIM STUDENTS

The CAHIIM link for domains, tasks and subtasks established by AHIMA are listed in Appendix C for the HIT and HIM programs. They describe the knowledge and skills you will need to become an RHIT or RHIA.

DROPPING A CLASS

See the **ADD/DROP/WITHDRAW FROM CLASSES** section.

ENTRANCE REQUIREMENTS

Students must have a 2.7 high school GPA to enter the HIT/HIM programs; 2.5 GPA for a transfer student.

EVALUATION

At the end of each of your courses, you will be given the opportunity to evaluate the course. Before you graduate, you will be asked to complete a program evaluation. Please complete the evaluations honestly. Your input is extremely valuable for program evaluation and modification.

FIELD TRIPS

Field trips may be arranged to various institutions concerned with some aspect of health care. You are responsible for all costs unless otherwise informed by the instructor. Please remember that while on field trips, you represent FSU. Please dress professionally.

FINANCIAL AID

Financial aid checks will be mailed to your permanent address, unless other arrangements are made prior to the beginning of the internship. You may select direct deposit to your bank account via MyFSU. Students on financial aid may be required to have an exit interview prior to graduation. It can be accessed via My FSU. Contact the Timme Center for specific questions about your loan arrangements.

GRADE POINT AVERAGE CALCULATION

Multiply the number of honor points by the number of credits of the course and divide by the total number of credit hours completed for the marking period. (See grading system for honor point allocation.) For example: You complete five courses for the semester (HCSA 474 – 4 cr.; HCSA 336 – 4 cr.; HCSA 310 – 3 cr.; ENGL 150 – 3 cr.; and PSYC 150 – 3 cr.), and you earn a B+ in HCSA 474; an A- in HCSA 336; a B in HCSA 310; a C in ENGL 150; and a B- in PSYC 150. To calculate the GPA, you would multiple credit hours for each course by the honor points per credit hour, and total the honor point column (B) and the credit hour column (A). Then divide the total number of honor points by the total number of credit hours.

(A)	(B)
$4 \times 3.3 = 13.2$ (HCSA 474)	$4 \times 3.7 = 14.8$ (HCSA 336)
<u>42.1</u> = 2.47 (GPA)	
$3 \times 3 = 9$	(HCSA 310) 17
$3 \times 2 = 6$	(ENGL 150)
<u>3 x 2.7</u> = <u>8.1</u>	(PSYC 150)
17	42.1

GRADING SCALE

Uniform grading scale for all HIT/HIM courses.

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 and below

Additional comments regarding grading procedures are found in the course syllabus.

GRADING SYSTEM

All instructors in the HIT/HIM programs use a 12-point grading system.

This is the scale for the 12-point grading system:

<u>Letter Grade</u>	<u>Honor Points Per Credit Hour</u>	<u>Letter Grade</u>	<u>Honor Points Per Credit Hour</u>
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Other grades which can be obtained in special circumstances:

"W" means you withdrew from the class before the final withdrawal date, and while the "W" remains on your official transcript, it does not count in either total credit hours or your honor point average.

"I" means you did not complete the required work by the end of the term through no fault of your own. It also means that, had the quality of your work continued, you would have passed the course. The incomplete work must be completed within the time limit designated by the instructor, but usually no longer than the following

semester. "I" grades turn into "F's" if you fail to make up the work the following semester.

GRADUATION AUDIT

Two semesters prior to the semester that you intend to graduate, student should meet with advisor to verify that program requirements will be met within the next two semesters. You are required to work closely with your advisor to assure that you will have met all graduation requirements when you are nearing the end of your coursework . Failure to complete the graduation application could result in a delay of graduation. Students on financial aid may be required to have an exit interview prior to graduation. The graduation application can be accessed via My FSU.

GRADUATION REQUIREMENTS

An average of C (2.0) or better is required for graduation. A minimum of one full year of work (at least 30 semester hours of credit) in residence at FSU is required for all students who receive a degree. See the 'C' requirements section for graduation from each of the programs. You are responsible for completion of all courses listed. Use the checksheets to record your progress toward completion of your goal.

GROOMING

While on field trips, internship assignments and at professional meetings, you are asked to remember that you represent FSU and dress appropriately. Jeans are considered inappropriate dress for such functions.

HONESTY POLICY

The purposes of this policy are to encourage a mature attitude toward learning to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory, and homework.

Cheating is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain, products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. Plagiarism (copying) of themes or other written work shall also be considered an infraction.

Students are required to present the results of their own work except under circumstances in which the instructor may have requested or approved the joint effort of a number of students.

The penalty for the first offense of willful cheating consists of the student receiving a zero for the assignment in which the infraction occurs. However, cheating on quizzes or examinations means failure in the course. The student may appeal the decision to the Disciplinary Committee.

Further offenses may result in suspension or dismissal from the University.

See Appendix A for more complete information on the HIT/HIM programs' Code of Ethics.

INCOMPLETES

In the event that you receive an incomplete grade, you must make arrangements with the instructor to complete all requirements by the close of the following semester or the grade becomes an "F". A second registration for the course is not permitted for removal of an incomplete. However, if the grade becomes an "F", the class may then be repeated.

INTERNSHIP EXPERIENCE

An important aspect of the programs is the professional practice component. During the internship, you participate in supervised clinical activities in hospitals and other health care agencies designed to reinforce the classroom and laboratory learning experiences. The professional practice enables you to develop understanding of procedures, apply principles of management, observe employee relationships, and interact with professionals in the health care environment. MRIS 293, Professional Practice 1 is a six week (240 hours) internship that must be completed in a hospital setting. MRIS 493 Professional Practice 2 is a ten week (400 hours) internship that may be completed at a hospital or other approved health care facility.

After demonstrating proficiency, you may be permitted to perform procedures with careful supervision. You will not be paid for your services unless you are able to secure a healthcare organization that offers paid internships.

If you are planning to complete the Health Information Technology/Management internship at your place of employment, you may intern in the area that you currently work, but you may not report to your direct supervisor for the internship experience.

A student that wants to complete his/her Professional Practice experience (MRIS 293, MRIS 493) in a state other than Michigan should consult with the internship coordinator before selecting an internship site.

Internship Courses – HIT/HIM

HIT MRIS 293 (6 credits)

Six full weeks/240 hours of practical experience in an approved acute care setting. You will receive supervised training to reinforce skills introduced on campus. Special projects may be assigned. You are responsible for costs incurred in conjunction with internship experience.

HIM MRIS 293 (6 credits)

Six full weeks/240 hours of practical experience in an approved acute care setting(s). You will receive supervised training to reinforce skills introduced on campus. Special projects may be assigned. You are responsible for costs incurred in conjunction with internship experience.

HIM MRIS 493 (10 credits)

Ten full weeks/400 hours of supervised learning experiences with particular emphasis on the management and administrative aspects of health information practice. Assigned projects will reflect knowledge of administrative skills. You are responsible for costs incurred in conjunction with internship experience.

INTERNSHIP PROCESS - ASSIGNMENT

Student is required to contact healthcare facilities regarding potential placement for internship. You are required to have a current resume and cover letter to present to the healthcare facility. The Internship Coordinator has the responsibility for approving sites, obtaining required legal agreements, and assessing appropriateness of a facility for individual student needs.

HCSA 345 Internship Orientation should be taken the semester before your **first** HIT/HIM program internship. You will be required to complete an **Intent Form** by week eight of this class. This form contains information regarding your internship site and the semester that you plan to register for the internship.

Final appointments to internship site should be finalized the semester prior to the internship. Site Coordinators at the healthcare facilities retain the right to cancel acceptance of a student at any time prior to the placement.

Prior to the starting date, the Internship Coordinator will meet with you to discuss your placement. During HCSA 345 Internship Orientation you will be informed regarding rules and responsibilities during the internship, as well as project requirements and grading practices.

Depending on where you will complete your internship, you may be required to complete a Criminal Background Check (CBC) prior to your internship. You are responsible for the cost of the CBC. The COLLEGE OF HEALTH PROFESSIONS has an agency that will process the CBC for you. Also, proof of current immunization will be required by the internship site. Some sites may require a drug screening and/or physical exam. The Internship Coordinator will work closely with the student while seeking and securing an internship site.

Currently, the programs have active agreements with over 90 facilities in Michigan. You can obtain information regarding these sites from the Internship Coordinator. A student that wants to complete his/her Professional Practice experience (MRIS 293, MRIS 493) in a state other than Michigan should consult with the internship coordinator before selecting an internship site. Some states do not allow interns who complete their HIT/HIM program requirements in another state (Michigan) to complete an internship in their state.

A. **Two Steps to Internship in Subsequent Semester**

1. Submit the internship Intent Form 6 weeks prior to the end of the current semester.
2. Register for the internship 3 weeks prior to the end of the current semester.

B. **Consecutive Internships**

Students may complete the hospital internship and management internship consecutively at the same or a different facility. However, the faculty mentor reserves the right to require up to two weeks before the start of the management internship.

C. **Repeating an Internship**

An internship that results with a grade of C- or lower must be repeated. Repeating an internship is considered a new internship. Registration in a subsequent semester is required. Repeating an internship may be at the same or a different facility.

D. **Repeating an Internship/Corrective Action Plan**

Students repeating an internship are required to complete a corrective plan of action with the assistance of the faculty that supervised the first internship. See **Appendix F**.

E. **DISMISSAL from the Internship**

You may be removed from a professional practice site for any reasonable cause including, but not limited to:

1. Unethical or unprofessional conduct as outlined in the AHIMA Code of Ethics
2. Unauthorized disclosure of confidential information
3. Excessive absence
4. Conduct in direct violation of the policies and procedures of the health care facility to which you are assigned.

If there is evidence that any of the above have occurred, the Internship Coordinator will be contacted by the site coordinator member. A meeting between you and the Internship Coordinator will be scheduled to obtain the facts. A meeting of the Site Coordinator and Internship Coordinator will follow. At this time, a decision will be made as to whether you will continue at the professional practice site.

If the decision is made to remove you from the site, an attempt will be made to locate another site for you. Dismissal from a professional practice site may prolong the length of time spent in the program.

If you are removed from a professional practice site, the entire course may have to be repeated at another site.

F. **APPEAL OF INTERNSHIP DISMISSAL**

You have the right to appeal an academic termination, disciplinary termination, or removal from an Internship site. See the Conflict Resolution policy, p 16.

G. **REGISTRATION PROCEDURES**

If you will be returning to campus after your internship experience, you will register for the next semester during your internship. Class schedules are posted on MY FSU. Please contact your advisor to make sure that you are selecting the correct courses and remove your advising hold. You can obtain the exact date and time of registration on My FSU.

PROGRAM FACULTY

Health Information Program faculty are available during posted office hours. These hours will vary from semester to semester. They are also available by appointment whenever the need arises. Get acquainted with your faculty advisor as soon as possible, and make it a practice to talk to him/her at least once during a semester. Some of the faculty listed below are HCSA faculty that teach required courses in the Health Information programs.

The faculty are:

Paula Hagstrom, MM, RHIA, HIT/HIM Faculty/Program Coordinator/Advisor VFS 400,
ext. 2395

Toni Windquist, MS-ISM, RHIA, HIT/HIM Faculty/Advisor VFS 413,
ext. 2318

QUALIFYING EXAMINATION

Students who successfully complete the **HIT** program are eligible to apply to write the certifying examination of AHIMA (RHIT).

Students who successfully complete the **HIM** program will be eligible to apply to write the registration examination of AHIMA (RHIA).

You will be provided with necessary information prior to the time that applications must be submitted.

REGISTRATION

You should plan your schedule with your faculty advisor for the next semester prior to your assigned registration date. Early registration helps to insure a better selection of elective courses, as well as assure that you are making satisfactory progress toward graduation. You will not be allowed to register unless your advisor removes your registration hold. If you have not paid all debts owed the University, you will not be allowed to register.

Your registration date is posted on the course registration system found on the student web services, My FSU, under My Registration.

REPEATING CLASSES

You may repeat a course whether it was previously passed or failed. When a course is repeated, the original subject and grade remains on the academic record, but the last grade earned is used to calculate the grade point average.

A student in the HIT /HIM programs may only take a professional course (MRIS or HCSA) two (2) times. If a student doesn't earn a "C" or better on the first or second attempt, he/she will be dismissed from the program.

STUDENT DIGNITY/POLICIES

The University expects all students and employees to conduct themselves with dignity and respect for students, employees, and others. It is each individual's responsibility to behave in a civil manner and make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at Ferris State University. The University does not condone or allow harassment of others whether engaged in by students, employees, supervisors, administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual's work or education, or adversely affect a person's living conditions.

To assist with the understanding of what harassment is, this policy contains specific definitions of two of the more prevalent types of harassment – racial harassment and sexual harassment.

Racial Harassment

Racial harassment includes any conduct, physical or verbal, that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, or national origin. Such behavior could involve any of the following:

1. The use of physical force or violence to restrict the freedom of action or movement of another person, or to endanger the health or safety of another person;
2. Physical or verbal conduct intentional or otherwise that has the purpose or effect of (or explicitly or implicitly threatens to) interference with an individual's personal safety, academic efforts, employment, or participation in University-sponsored activities.
3. The conduct has the effect of unreasonably interfering with an individual's work, or academic performance or creating an intimidating, hostile, or offensive working, learning, or living environment.

The attributes of racial harassment described above are also the attributes of most other types of harassment that can occur. Harassment may be based upon a person's status that is protected by law (i.e., religion, veteran status, handicap, etc.), or may be for some other reason not specifically covered by law. In any event, harassment of any type is not acceptable at Ferris State University.

Sexual Harassment

Using the definition contained in the Equal Employment Opportunity Commission guidelines, adapted to include educational environments, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- 2) submission to or rejection of such conduct by an individual is used as a factor in employment or academic decisions affecting such individuals;
- 3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working, living, or academic environment.

While sexual harassment most often takes place in situations of power differential between the persons involved, sexual harassment may also occur between persons of the same status, e.g., student-to-student. The person exhibiting sexually harassing conduct need not realize or intend the conduct to be offensive for the conduct to constitute sexual harassment.

Harassment Concerns

Any person who believes he or she has been subjected to harassment of any kind (sexual, racial, or otherwise) should approach the individual whom they believe is responsible. He or she should identify the specific behavior, explain that he or she considers the behavior to be offensive and/or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, contact either an Academic Dean, the Dean of Students, the Director of Minority Student Affairs, or the Director of Affirmative Action.

If approaching the individual is not possible (i.e., you are uncomfortable or uncertain as to how the situation should be handled or concerned the situation may become volatile) or does not resolve the matter, it should then be reported immediately to an Academic Dean, the Dean of Students, the Director of Minority Student Affairs, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, you are uncomfortable discussing your situation with any of these individuals, please report your situation to any member of University administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this Policy will be subject to discipline up to and including discharge and dismissal, that may include, but not be limited to, official reprimand, official apology, sensitivity training, and/or other disciplinary action

including dismissal. Likewise, because intentionally false accusations of harassment can have serious effects on innocent people, anyone found to have intentionally falsely accused another person of violating this Policy will be subject to discipline up to and including discharge or dismissal.

Consensual Relationships Between University Employees and Students

Consensual relationships of an amorous or sexual nature that might be appropriate in other circumstances are deemed inappropriate when they occur between an employee of the University and a student for whom he or she has a professional responsibility. For example, such a relationship would be inappropriate between a faculty member, administrator, supervisor, advisor, coach, or residential staff member and a student for whom he or she has professional responsibility. Even when both parties have consented to the development of such a relationship, the relationship can raise serious concerns about the validity of consent, conflicts of interest, and unfair treatment for others and may result in serious consequences. Employees and students of the University are expected to make responsible choice.

It is the policy of Ferris State University that any University employee who has professional responsibility for students shall not assume or maintain professional responsibility for any student with whom the University employee has engaged in an amorous or sexual relationship. Whether the relationship predated the assumption of professional responsibility or arose out of the professional association, the University employee will immediately disclose the relationship to the relevant unit administrator. The unit administrator will immediately arrange a meeting of the parties to the relationship to discuss alternative oversight of the student, and attempt to cooperatively agree to changes that will move professional responsibility of the student to another University employee. If no agreement is reached, the unit administrator will determine and direct the best method to deal with the situation.

TESTS

Tests are administered in accordance with the policies of the individual instructors as outlined in the course syllabus.

TEXTBOOKS

The course syllabus will list the textbook(s), course pack, access code(s) that are required for the course. You are strongly encouraged to keep your textbooks for use in other classes, for review for the national exam, and for your practice in the field. They are valuable resources.

TRANSCRIPTS

The official academic record of a student is maintained by the Registrar's office. A student or former student in good standing may have transcripts of credit forwarded. All requests should be made one week in advance of the time they are needed.

<http://www.ferris.edu/admissions/registrar/transcriptRequest.htm>

TUTORING

Tutoring is available for most courses on campus. If you feel that you need tutoring, please see the faculty member for the course, or contact the Academic Support Center and Tutoring.

<http://www.ferris.edu/htmls/colleges/university/asc/tutoring.htm>

WITHDRAWAL FROM CLASS/UNIVERSITY

If you decide to withdraw from the University, you must report to your Dean's Office and process a withdrawal clearance form. If you stop attending classes, but do not officially withdraw from the University, grades of "F" will be recorded in all courses. It is your responsibility to protect your academic record. Also see the **ADD/DROP/WITHDRAW FROM CLASSES** section.

GLOSSARY OF HANDBOOK DEFINITIONS

Credentialed:	Having earned the right, through passing the registration or accreditation exam, to use the designation RHIA or RHIT.
Dean:	Dean, Dr. Lincoln Gibbs – Office – VFS 200B, phone – ext. 2269
Health Information:	An individual working in the field of health information (medical/health records), generally a RHIA or RHIT.
Internship Coordinator:	Individual responsible for coordination of internship experience.
Professional Practice Internship	Real life situation focusing on application of knowledge and abilities learned in the classroom.
RHIA Certification Exam:	Test administered on behalf of AHIMA. By successfully passing the exam, the individual earns the right to use the designation Registered Record Administrator (RHIA).
RHIT Certification Exam:	Test administered on behalf of AHIMA. By successfully passing this exam, the individual earns the right to use the designation Registered Health Information Technician (RHIT).
Site Coordinator:	Individual responsible for supervision of internship experiences in the health care facility.
Standards:	Policy documents which provide minimum standards for educational programs.
Syllabus:	Document explaining course content, grading procedure, requirements, textbooks, and various other notes to the student.

HANDBOOK ABBREVIATIONS

- AHIMA** – American Health Information Management Association
919 N. Michigan Ave, Suite 1400
Chicago, IL 60611
- CAHIIM** - Commission on Accreditation for Health Informatics and Information Management Education
- CBC** - Criminal Background Check
- CGPA** – Cumulative Grade Point Average
- FSU** – Ferris State University
- GPA** – Grade Point Average
- HCSA** – Health Care Systems Administration
- HIT** – Health Information Technology
- HIM** – Health Information Management (Administration)
- RHIT** – Registered Health Information Technician
- RHIA** – Registered Health Information Administrator

AHIMA Code of Ethics

Preamble:

The ethical obligations of the health information management (HIM) professional include the protection of patient privacy and confidential information; disclosure of information; development, use, and maintenance of health information systems and health records; and the quality of information. Both handwritten and computerized medical records contain many sacred stories – stories that must be protected on behalf of the individual and the aggregate community of persons served in the healthcare system. Healthcare consumers are increasingly concerned about the loss of privacy and the inability to control the dissemination of their protected information. Core health information issues include what information should be collected; how the information should be handled, who should have access to the information, and under what conditions the information should be disclosed.

Ethical obligations are central to the professional’s responsibility, regardless of the employment site or the method of collection, storage, and security of health information. Sensitive information (genetic, adoption, drug, alcohol, sexual, and behavioral information) requires special attention to prevent misuse. Entrepreneurial roles require expertise in the protection of the information in the world of business and interactions with consumers.

Health information professionals:

- I. Advocate, uphold and defend the individual’s right to privacy and the doctrine of confidentiality in the use and disclosure of information.
- II. Put service and the health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the health information management profession.
- III. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard the contents of the records and other information of a confidential nature, taking into account the applicable statutes and regulations.
- IV. Refuse to participate in or conceal unethical practices or procedures.
- V. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
- VI. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
- VII. Represent the profession accurately to the public.
- VIII. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.

- IX. State truthfully and accurately their credentials, professional education, and experiences.
- X. Facilitate interdisciplinary collaboration in situations supporting health information practice.
- XI. Respect the inherent dignity and worth of every person.

(Source: AHIMA, 2011)

APPENDIX B

REQUIRED CONTINUING EDUCATION TO RETAIN RHIT/RHIA CREDENTIALS

After successful completion of the Health Information Technology degree and passing the certification examination for Registered Health Information Technician, RHITs must complete 20 units of continuing education every two years to maintain their credentials.

After successful completion of the Health Information Management degree and passing the certification examination for Registered Health Information Administrator, RHIAs must complete 30 units of continuing education every two years to maintain their credentials.

The purpose is to encourage life-long learning and maintain professional competence. Continuing education activities include attendance at seminars, journal reading, additional college course work, and other educational activities. These must be reported to AHIMA on required forms along with payment of a CE assessment fee. Go to www.ahima.org/recertification for additional information.

Link for Curriculum Requirements for HIM and HIT

The link for the following Curriculum requirements, 2018 HIM Baccalaureate Degree Curriculum Requirements and the 2018 HIT Associates Degree Curriculum Requirements is found at:

<https://www.cahiim.org/docs/default-source/accreditation/health-information-management/him-standards/4-3-1-2018-standards-him-associate.pdf>

<https://www.cahiim.org/docs/default-source/accreditation/health-information-management/him-standards/4-3-1-2018-standards-him-baccalaureate.pdf>

APPENDIX D

COURSE DESCRIPTIONS FOR MRIS/HCSA/COHP PROFESSIONAL COURSES

MRIS 101 INTRODUCTION TO HEALTH INFORMATION SYSTEMS 4 cr.

Study of the health record including definition, content, format, and purpose. Regulatory agencies which impact the health record content will be studied. Also studied will be the interaction of health care professionals contributing to and utilizing the medical record. The laboratory component deals with the analysis of the patient record, numbering, filing and maintenance of the master patient index. Offered face-to-face only. Typically offered Fall and Spring semesters

MRIS 103 MEDICAL TERMINOLOGY 3 cr.

Terminology of disease, condition, pathology, radiology, operative procedure and technique, surgical instruments, diagnostic tests, therapeutic treatment, anesthesia, pharmacologic agents, oncology, nuclear medicine, and other specialized fields of medicine. Offered face-to-face. Typically offered Fall and Spring semesters.

MRIS 121 Health Information Statistics 2 cr.

This course will include general principles of healthcare descriptive statistics related to the delivery of healthcare. Skills in calculating common hospital healthcare statistics using formulas/definitions. Pre-requisite: MRIS 101 with grade of C or above. Typically offered Spring semester.

MRIS 122 HEALTH INFORMATION SYSTEMS 1 4 cr.

A principles course of health information statistics, medical informatics, healthcare registries, database design, healthcare research, analysis of health data, design formats of presentation of health data and health information management department operations. Students will use computer applications (e.g. Excel) for data display. Prerequisites: MRIS 101 with grade of "C" or better. Offered face-to-face only. Typically offered Fall semester.

MRIS 204 ICD-10 CODING 1 4 cr.

Introduces the ICD-10 Coding classification system with emphasis on utilizing the alphabetic index and tabular for correct assignment/sequencing of diagnosis and procedure codes. Focus will be on rules, conventions, instructions, chapter specific guidelines, code structures and how to use PCS table-based coding systems. Health Information program students must earn "C" (2.0) or better on first or second attempt. Two unsuccessful attempts (less than "C") will result in dismissal from the Health Information program. Prerequisites: MRIS 101 and MRIS 103 and

BIOL 109 or 205, all with grades of "C" or better. Co-requisite MRIS 210. Offered face-to-face only. Typically offered Fall semester.

MRIS 205 ICD-10-CODING 2

4 cr.

This course is a continuation of MRIS 204 ICD-10 Coding I. Introduces the ICD-10 Coding classification system with emphasis on utilizing the alphabetic index and tabular for correct assignment/sequencing of diagnosis and procedure codes. Focus will be on rules, conventions, instructions, chapter specific guidelines, code structures and how to use the PCS table-based coding system. The impact of proper code assignment, MSDRGs and reimbursement will also be discussed. Health Information program students must earn "C" (2.0) or better on first or second attempt. Two unsuccessful attempts (less than "C") will result in dismissal from the Health Information programs. Offered face-to-face only. Typically offered Spring semester.

MRIS 209 QUALITY MANAGEMENT IN HEALTH CARE

3 cr.

Study of the concepts and procedures utilized in the performance of the quality assurance function in the health care setting. Emphasis on the role of the medical record practitioner in the management and control of the utilization review function of the facility. In the laboratory, the student will participate in utilization review and medical care evaluation activities. Prerequisites: MRIS 103, ISYS 105. Typically offered face-to-face in Fall and Spring semesters; Typically offered Online in Summer semester.

MRIS 210 FUNDAMENTALS OF DISEASE PROCESSES

4 cr.

The study of physiologic changes in the body that result from disease processes. Course topics include the etiology, physical signs and symptoms, prognosis, and complications of commonly occurring diseases and their management. 4.000 Credit Hours 4.000 Lecture Hours. Prerequisites: BIOL 109 or BIOL 205 and MRIS 103, all with grades of "C" or better. Typically offered Fall semester.

MRIS 211 CPT CODING

3 cr.

Principles of coding with the CPT classification system. Laboratory practice in the assignment of codes using both computerized and manual methods. Prerequisite: MRIS 101, MRIS 103, BIOL 109 or BIOL 205; concurrent enrollment in MRIS 221. Typically offered Spring semester.

MRIS 220 Legal & Ethical Aspects in HIM

3 cr.

This course will provide an in-depth look at the legal and ethical issues facing health informatics and information professionals. The course covers the legal and ethical framework, issues and concepts, and the role of e-discovery in the emerging health data environment. Other contemporary concepts that will be addressed include; analysis of the laws, regulations, policies and practice such as HIPAA and HITECH as they relate to the confidentiality, privacy and security of health information in an electronic environment. An in-depth review of Federal and State laws and regulations

that require specific performance in the acquisition, use, storage and maintenance of health information will also be conducted. Pre-requisite: MRIS 101 with a grade of C or better. Typically offered Spring semester.

MRIS 221 FOUNDATIONS OF REIMBURSEMENT

3 cr.

The course will provide an overview of the evolving health care payment systems encompassing major U.S. public and private third-party payers. The U.S. payment systems will be compared with international models of health care coverage and reimbursement. Students will evaluate the impact of current forces on the revenue cycle including regulations and emerging technologies. Students will have hands-on practice completing paper and electronic forms to obtain maximum reimbursement. HCSA/HIM/HIT students must earn a "C" (2.0) or better on first or second attempt. Students Pre-Requisites: ISYS 105 and CCHS 101 and MRIS 103 with grade of C or MRIS Students Co-requisites: MRIS 204 or MRIS 211. Typically offered Fall, Spring, and Summer semesters.

MRIS 261 HEALTH INFORMATION TECHNOLOGY REVIEW

1 cr.

A comprehensive review of health information technology concepts related to medical terminology, pathophysiology, and health information statistics, filing and indexing concepts, content and documentation requirements, medicolegal concepts, quality assurance, utilization review, management issues, computer applications in health information and coding applications. Test taking techniques and preparation for the national registered health information technician exam will be addressed. Prerequisites: All required program courses completed prior to this course. May take concurrent with or one semester prior to MRIS 293. Typically offered Spring semester.

MRIS 293 PROFESSIONAL PRACTICE 1

6 cr.

Six weeks of professional practice experience in health care settings. Topics to be covered include quality assurance, release of information, coding, abstracting, utilization management, storage and retrieval, computer applications in health information practice, tumor registry, and professional interaction with health care facility and medical staff. Prerequisite: By permit only. Offered Fall, Spring and Summer semesters.

MRIS 402 HEALTH INFORMATION MANAGEMENT PRINCIPLES

3 cr.

This course will examine the concepts, methods and management tools used in the analysis of health information systems for the development of objectives, policies and procedures, benchmarking; workflow, productivity measurement and layout analysis. The student will be introduced to IT (Information Technology) project management in the healthcare setting as well as formal project management techniques. **Offered online only.** Typically offered Spring semester.

MRIS 461 HEALTH INFORMATION MANAGEMENT REVIEW**1 cr.**

A comprehensive review of health information management concepts related to information technology, data security, quality management, human resources, financial management, strategic planning, project and operations management. Test taking techniques and preparation for the national registered health information administrator exam will be addressed. Prerequisite: All professional program courses. May take concurrent with or one semester prior to MRIS 493. **Offered online only.** Typically offered Spring semester.

MRIS 493 PROFESSIONAL PRACTICE 2**10 cr.**

Ten weeks of supervised professional practice experience in health care settings with emphasis on management and supervision of health information departments. Prerequisite: All professional program courses, MRIS 293 or permission of program director. Offered Fall, Spring and Summer semesters.

HCSA 310 Health Care Finance 2**3 cr.**

This course introduces the theory of managerial planning for capital and operational budgeting in health care as well as the regulatory constraints related to capital expenditures. Students will have the opportunity utilizing excel to prepare a capital budget proposal as well as to gain practical skills in operational budgeting preparation and related analysis. (2+2) Prerequisites: HCSA 210 or MRIS 221, and ACCT 201 with grades of C or above. Offered mixed delivery and online. Typically offered Fall, Spring, and Summer semesters.

HCSA 336 Health Care Supervisory Practices**3 cr.**

Students will study and discuss theory and practice of management in health care facilities with an emphasis placed on conducting meetings, performance appraisals, interview processes, and corrective actions. Students will develop policies and procedures, job descriptions, and orientation topics. Skills in team building, coaching, counseling, conflict management, networking and delegation will be addressed. Prerequisites: COHP 101 with grade of C or above. Offered mixed delivery and online. Typically offered Fall, Spring, and summer semesters.

HCSA 345 Internship Orientation**1 cr.**

This course is designed to provide the expectations and responsibilities of the internship experience. This will be accomplished through class discussions, presentations, guest speakers, and assignments. Prerequisite: Department Approval. Offered face-to-face and mixed delivery. Typically Offered Fall, Spring, and Summer semesters.

HCSA 474 Health Care Strategic Application**4 cr.**

This course introduces applications underlying strategic alignment in health care organizations. Introduction to the techniques involved in the strategic planning process, supply chain management and project planning are enhanced by best practices in quality improvement. Prerequisites: HCSA 120 or HCSA 220, or MRIS 122, and MRIS 209 and HCSA 310 with grades of C or above. **Offered online only.** Typically offered Fall, Spring, and Summer semesters.

COHP 101 THE US HEALTH CARE SYSTEMS **3 cr.**

Description of the health care industry, its historical background, functions, inter-relationships and future roles. Core course of students enrolled in the College of Health Professions. Offered face-to-face and online. Typically offered Fall, Spring, and Summer semesters.

COHP 102 Safety Issues in Health Care **1 cr.**

The course addresses work place health and safety. Topics include potential chemical and physical hazards, rights and responsibilities of employers and employees under OSHA, TJC safety and environmental care standards, the need for documentation and reporting of hazard activities, hazard communication plans, emergency preparedness (fire, chemical spills, tornadoes etc), ergonomic risks and roles and responsibilities of environmental services. Core course for CHP students, but open to all others. Offered face-to-face and online. Typically Offered Fall, Spring and Summer semesters.

COHP 300 HEALTH INFORMATION SYSTEM **3 cr.**

This course examines the realm of Health Care Information Systems (HCIS), and will provide the student with the opportunity to develop an understanding of basic information technology terminology, standards and protocols, as well as Local and Wide Area networks and general network typologies. The course will introduce software applications used in HCIS. The student will develop an understanding of the implications of integrated versus interfacing disparate HCIS application, data base management and patient privacy issues. The course will examine emerging technology in the areas of rural health care, telemedicine, access to Electronic Health Records, and Regional Health Information Organizations. Prerequisites: ENGL 250. Offered online only. Typically offered Fall, Spring, and Summer semesters.

COHP 350 STATISTICS IN HEALTH CARE **3 cr.**

This course will provide a thorough examination into the nature and uses of descriptive and inferential statistics in healthcare including data collection through manual and automated systems. Parametric and nonparametric statistical methods commonly used to analyze healthcare data will be introduced. Basic theory and application of statistics including data analysis, probability, random variables, sampling techniques, tests of hypotheses, confidence intervals, linear regression and correlation will be discussed. Prerequisite: MATH 115 or 116 or 117. Typically offered in seat and online. Typically offered Fall, Spring and Summer semesters.

COHP 450 EVIDENCE-BASED HEALTH PRACTICE **3 cr.**

This course introduces the role of the healthcare professional as translator of healthcare research for a basis of evidence-based practice within a collaborative, interdisciplinary healthcare environment. Students will engage in critical evaluation of research, explore the relationship of credible evidence to development of healthcare quality and safety measures, and consideration of healthcare policy and cost

effectiveness when implementing evidence-based improvements. Students will employ basic research methods and techniques as part of a simulated research project. Prerequisite: COHP 350. Offered online only. Typically offered Fall, Spring, and Summer semesters.

ACADEMIC AFFAIRS POLICY LETTER

December 15, 2001 01:8

(supercedes Academic Affairs Policy Letter 01:3)

COURSE SUNSET POLICY

ON FULFILLING UNDERGRADUATE DEGREE REQUIREMENTS

1. Ferris State University undergraduate students who maintain uninterrupted enrollment (not including summer semester) are subject to the requirements of their degree program (including General Education) which were in force when they entered the program. In the event degree program requirements change during the uninterrupted course of a student's enrollment, the student may exercise the option to meet the most recent program requirements. An interruption of enrollment is defined as not being enrolled at Ferris for two consecutive semesters, not including summer semester.
2. If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum (including General Education) which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.
3. When a returning or transfer student's transcript is reviewed, the student may, at the discretion of the academic department head/chair and in conjunction with any standing department policies, be required to repeat courses deemed no longer current. Such determinations may be appealed to the Dean, whose decision is final. Appeals regarding General Education requirements are made to the Assistant Vice President for Academic Affairs who, after consulting with the General Education Coordinator, makes a final determination.

APPENDIX F

Repeating an Internship/Corrective Action Plan

REPEATING AN INTERNSHIP - CORRECTIVE ACTION PLAN
MRIS 293/493

NAME _____ DATE _____

INTERNSHIP _____

OBJECTIVE: The intern will complete this form at the beginning of any internship that is being repeated. This should be done with the assistance of the faculty coordinator that supervised the unsuccessful internship.

1. IDENTIFY CONCERNS FOR LACK OF SUCCESSFUL INTERNSHIP

2. PERSONAL PLAN FOR IMPROVEMENT ON INTERNSHIP

FERRIS STATE UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

POLICY - CRIMINAL BACKGROUND CHECK REQUIREMENT

All students enrolled in clinical courses within the COLLEGE OF HEALTH PROFESSIONS (COHP) will be required to undergo criminal background checks as part of the requirement for clinical placement in any agency. In some instances, additional requirements may be imposed by the clinical agency, to include drug screening and fingerprinting. The timing and frequency of the criminal background check process will be determined by the program of study in accordance with requirements of each individual clinical agency. It is the student's responsibility to complete and assume payment for these background checks as directed by the program of study.

If a criminal history is identified and determined by the clinical agency to be in violation of the employment guidelines for that agency, the student will not be allowed to complete the clinical experience in that agency. This may jeopardize the student's ability to progress in the COHP program of study if an alternate setting is not available.

All COHP students will be made aware of this requirement at the time of application to the professional sequence of the program of study.

Rationale:

Current regulations within the health care setting require that criminal background checks be carried out on all personnel who will have contact with patients in that setting. This requirement is a condition for affiliation with each clinical agency. This requirement is intended to protect vulnerable populations, such as patients in the clinical setting. Individuals with certain criminal histories may not be eligible for licensure as a health care provider.

Adopted:
February 1, 2007

**FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS**

PROCEDURE - CRIMINAL BACKGROUND CHECK

In accordance with the COHP policy to require criminal background checks (CBC) for all students to assure compliance with clinical agency guidelines for placement, the following process will be utilized within the COLLEGE OF HEALTH PROFESSIONS (COHP):

Student Notification:

1. All COHP students will be provided with information regarding the requirement for a criminal background check through the following mechanisms:
 - a. A Copy of the COHP policy will be included in the orientation packet or as a handout for transfer students or students making a program change into a COHP program
 - b. As part of the individual program's progression policy for all students
 - c. As part of the list of requirements to enroll in clinical/internship courses provided by each program
 - d. A signed release of information form prior to the start of the clinical or internship sequence.
 - e. All of the above must clearly state that qualification to be placed in a clinical agency will be dependent on the student demonstrating no criminal history that has the potential to prohibit clinical placement and subsequent licensure or certification in the discipline

Process to Complete the CBC:

1. The COLLEGE OF HEALTH PROFESSIONS will contract with an approved outside vendor to perform the criminal background checks for all COHP students in the professional sequence of the program of study.
2. Each program will designate a faculty or staff representative to administrate the criminal background checks. Responsibilities include:
 - a. Identified as the contact person for the CBC vendor to receive or access student CBC records electronically
 - b. Provide the instructions for the CBC to the students
 - c. Monitor the completion and results of the CBC process for each student cohort
 - d. Document completion of each CBC as required by the program.
 - e. Provide information regarding the CBC to the clinical agency as appropriate
3. Each student will be required to submit to a criminal background check at the following points:
 - a. Prior to placement in the initial clinical or internship sequence for the program.
 - i. This initial criminal background check can be completed as early as one semester prior to clinical/internship placement but must be completed and verified by the program

designee before the student can be placed in the clinical setting.

- b. For programs with a clinical sequence that exceeds one year, additional criminal background checks will be required prior to the start of each academic year during the professional sequence of the program.
4. The student is responsible for the cost of the criminal background check. A credit card or debit card is required to complete the CBC online.
5. If a student's criminal background check reveals a history of an offense, the program designee will contact the clinical agency to determine if the student can be placed.
6. The student who cannot be placed for clinical experiences due to an identified criminal history will not be allowed to progress in the COHP program.

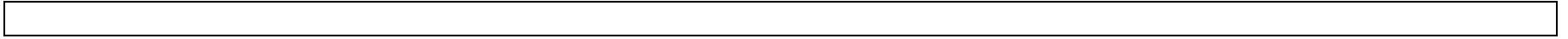
Documentation & Notification:

1. The student will sign a release of information form that will allow the program to share the information from the CBC with clinical agencies when appropriate to determine if student placement can occur.
2. The program designee will verify that all students have completed the required criminal background check in accordance with this procedure and the COHP policy. This will be documented on the COHP Clinical Requirements Documentation Form.
3. The CBC report will not be retained in the student file, as the results are available on the vendor website.

Related Forms

1. COHP Criminal Background Check Policy
2. COHP Clinical Requirements Documentation Form Program Progression Policy
3. Program list of Requirements to enroll in Clinical/Internship courses

Adopted:
February 1, 2007



Entry-Level Competencies	Required Bloom's Level Note: The Revised Bloom's Taxonomy is used.	Curricular Considerations - These are topics programs may use to guide students to achieve the competency at the required Bloom's taxonomy level.	List the course number/prefix, course name and the location of the assignment/activity schedule or calendar that demonstrates the competency for each Competency (Maximum of two (2) assignments)
Institution Name/Program Name:			
Program Director/Credentials:			
Address/City, State:			
Submission Date:			
<p align="center">Programs must provide CAHIIM with faculty viewing access in the Learning Management System (LMS) for all HIM core courses in PDF or image format. Program response in CAS must include the login URL/link, username, & password.</p>			
Domain I. Data Content, Structure & Standards (Information Governance)			<u>Note:</u> Program can increase row height as needed. Set paste settings to "Match Content"
Subdomain I.A. Classification Systems			<i>Example: HIM 300: Healthcare Quality, Patient Safety</i>
Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5	* Encoders, Computer Assisted Coding (CAC), Systems Development Life Cycle	

Identify the functions and relationships between healthcare classification systems	3	* Healthcare Classification Systems, taxonomies, nomenclatures, terminologies and clinical vocabularies (ICD, CPT, SNOMED-CT, DSM, RxNorm: Standard Clinical Drug Naming catalog)	

Bachelor Degree in HIM Competencies

3. Map terminologies, vocabularies and classification systems	4	* Mapping from a standard clinical terminology to a HIPAA code set (LOINC to CPT or SNOMED to ICD); Mapping from one code set to another code set (one revision of ICD to another)	
4. Evaluate the accuracy of diagnostic and procedural coding	5	* Principles and applications of Classification Systems and auditing	
Subdomain I.B. Health Record Content and Documentation			
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4	* Health record components for all record types	
2. Compile organization-wide health record documentation guidelines	6	* Standards and regulations for the Joint Commission, Commission on Accreditation of Rehabilitation Facilities (CARF), & Centers for Medicare and Medicaid Services CMS); Health record documentation policies and procedures	
3. Interpret health information standards	5		
Subdomain I.C. Data Governance			
1. Format data to satisfy integration needs	4	* Interoperability principles; Capture, structure, and use of health information	
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6	* Data sources and data dictionary composition	

3. Demonstrate compliance with internal and external data dictionary requirements	3	* Accreditation standards for The Joint Commission, National Committee for Quality Assurance (NCQA), CARF, Community Health Accreditation Program (CHAP), Utilization Review Accreditation Commission (URAC), HL7, American Society for Testing and Materials (ASTM), Healthplan Employer Data Information Sets (HEDIS), Outcome and Assessment Information Set (OASIS), and Uniform Hospital Discharge Data Set (UHDDS)	
4. Advocate information operability and information exchange	5	* Interoperability Standards and Health Information Exchanges (HIEs)	
Subdomain I.D. Data Management			
1. Analyze information needs of customers across the healthcare continuum	4		
2. Evaluate health information systems and data storage design	5	* Storage media, disaster recovery, and cloud computing	
3. Manage clinical indices/databases/registries	5	* Policies for secondary data sources, registries, and indices	
4. Apply knowledge of database architecture and design to meet organizational needs	3	* Data dictionary, data modeling, and data warehousing; Database architecture and design	
5. Evaluate data from varying sources to create meaningful presentations	5		
Subdomain I.E. Secondary Data Sources			

1. Validate data from secondary sources to include in the patient's record, including personal health records	3	* Data stewardship & Information Governance Standards; Patient-Centered Health Information technology and portals	
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Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security

Subdomain II.A. Health Law

1. Identify laws and regulations applicable to health care	3	* Health information laws and regulations including HIPAA, The Joint Commission, State laws, and Centers for Medicare and Medicaid Services (CMS)	
2. Analyze legal concepts and principles to the practice of HIM	4		

Subdomain II.B. Data Privacy, Confidentiality & Security

1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4	* Patient verification and identity management policies; Privacy, confidentiality, security principles, policies and procedures, and federal/state laws; E-Discovery	
2. Recommend elements included in the design of audit trails and data quality monitoring programs	5	* Data security (audits, controls, data recovery, esecurity, disaster recovery planning, and business continuity planning)	
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4	* Health information archival and retrieval systems; Data security protection methods (authentication, encryption, decryption, and firewalls)	
4. Analyze the security and privacy implications of mobile health technologies	4		
5. Develop educational programs for employees in privacy, security, and confidentiality	6	* Privacy & security laws/regulations, adult education strategies, and training methods	

Subdomain II.C. Release of Information

1. Create policies and procedures to manage access and disclosure of personal health information	6	* Principles for releasing PHI; Elements of an authorization
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3	* Audit techniques and principles

Domain III. Informatics, Analytics and Data Use

Subdomain III.A. Health Information Technologies

1. Utilize technology for data collection, storage, analysis, and reporting of information	3	* Health information archival and retrieval systems; Computer concepts (hardware components, network systems architecture operating systems and languages, software packages and tools, and cloud computing applications)
2. Assess systems capabilities to meet regulatory requirements	5	* Electronic signatures, data correction, and audit logs
3. Analyze device selection based on workflow, ergonomic and human factors	4	* Human factors and user interface design
4. Take part in the development of networks, including intranet and Internet applications	4	* Communication technologies (Network-LANS, WANS, WLANS, and VPNs); Internet technologies (Intranet, web-based systems, standards SGML, and XML)
5. Evaluate database design and data warehousing	5	* System testing; Interface management; Data relationships
6. Create the electronic structure of health data to meet a variety of end user needs	6	* Data information and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, and database management systems)

Subdomain III.B. Information Management Strategic Planning

1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4	* Corporate strategic plan, operation improvement planning, and information management plans; Disaster and recovery planning	
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4	* Systems development life cycle (systems analysis, design, implementation, evaluation, maintenance, EHRs, HIEs, and RECs)	
Subdomain III.C. Analytics and Decision Support			
1. Apply analytical results to facilitate decision-making	3	* Data display, power point, and dashboards	
2. Apply data extraction methodologies	3	* Healthcare statistical formulas (LOS, death, birth, and infection rates); Data capture tools and technologies (forms, computer screens, templates, other health record documentation tools; clinical, financial, and administrative)	
3. Analyze organizational action based on knowledge obtained from data exploration and mining	4		
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4	* Descriptive statistics (mean, standard deviation, ranges, and percentiles); Inferential statistics (T-tests, ANOVA, regression analysis, reliability, and validity); Epidemiological applications	
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3		
6. Evaluate administrative reports using appropriate software	5		

1. Interpret inferential statistics	5	* Inferential statistics (T-tests, ANOVA, regression analysis, reliability, and validity); Computerized statistical packages (SPSS & SAS)	
2. Analyze statistical data for decision making	4	* Data reporting of statistical healthcare data and presentation techniques	
Subdomain III.E. Research Methods			
1. Apply principles of research and clinical literature evaluation to improve outcomes	3	* Research design/methods (quantitative, qualitative, evaluative, mixed, and outcomes); Literature review and evaluation; Knowledge-based research techniques (Medline, CMS libraries, AHRQ, and other websites)	
2. Plan adherence to Institutional Review Board (IRB) processes and policies	3	* National guidelines regarding human-subjects research (IRB process); Research protocol data management	
Subdomain III.F. Consumer Informatics			
1. Educate consumers on patient-centered health information technologies	3	* Patient centered medical homes; Patient portals, patient safety, and patient education; Personal Health Record (PHR)	
Subdomain III.G. Health Information Exchange			
1. Collaborate in the development of operational policies and procedures for health information exchange	4	* HIE's, local, regional including providers, pharmacies, and other health facilities	
2. Apply system testing to ensure data integrity and quality of health information exchange	3	* Integration, interfaces, and data reliability	
3. Identify various models for health information exchange	3		
Subdomain III.H. Information Integrity and Data Quality			

1. Discover threats to data integrity and validity	3	* Intrusion detection systems, audit design, and principles	
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2. Implement policies and procedures to ensure data integrity internal and external	3	* Authentication, encryption, and password management
3. Apply quality management tools	3	* Control charts, pareto charts, fishbone diagrams and other statistical process control techniques
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4	* Data quality assessment and integrity; Disease management process (case management, critical paths, and care coordination); Outcomes measurement (patient as patient, customer satisfaction, and disease specific); Patient and organization safety initiatives
5. Model policy initiatives that influence data integrity	3	

Domain IV. Revenue Management

Subdomain IV. A. Revenue Cycle and Reimbursement

1. Manage the use of clinical data required by various payment and reimbursement systems	5	* Clinical data management; Case mix management; Reimbursement management; Payment Systems (Prospective Payment System (PPS), DRGs, Resource-Based Relative Value Scale (RBRVS), Resource Utilization Groups (RUGs), Value-Based Purchasing (VBP), MSDRGs, commercial, managed care, and federal insurance plans); Billing and reimbursement at hospital inpatient & outpatient, physician offices, and other delivery settings
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2. Take part in selection and development of applications and processes for chargemaster and claims management	4	* Chargemaster management	
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3. Apply principles of healthcare finance for revenue management	3	* Cost reporting, budget variances, and budget speculation
4. Implement processes for revenue cycle management and reporting	3	* Corrective Coding Initiative (CCI)-Electronic Billing X12N; Compliance strategies and reporting; Audit process (compliance and reimbursement); Revenue cycle process; Utilization and resource management

Domain V. Compliance

Subdomain V.A. Regulatory

1. Analyze current laws and standards related to health information initiatives.	4	* Compliance strategies and reporting; Regulatory and licensure requirements; Elements of compliance programs; Patient safety
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5	* Policies and procedures; Non-retaliation policies; Auditing and monitoring

Subdomain V.B. Coding

1. Evaluate processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	5	*UHDDS and Federal compliance guidelines; Official coding guidelines from CMS, AMA, National Committee on Vital and Health Statistics (NCHVS), National Correct Coding Initiative (NCCI), and AHA
2. Manage coding audits	5	* Audit principles and reporting
3. Identify severity of illness and its impact on healthcare payment systems	3	* Case mix; Computer Assisted Coding (CAC) systems

Subdomain V.C. Fraud Surveillance

1. Determine policies and procedures to monitor abuse or fraudulent trends	5		
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Subdomain V.D. Clinical Documentation Improvement

1. Implement provider querying techniques to resolve coding discrepancies	3	* Query process (written, verbal, & template queries; timeliness & interpretation; and query retention)	
2. Evaluate components of clinical documentation for compliance with regulations and guidelines for revenue management and reporting.	5	* Clinical Documentation Improvement (CDI) metrics and reporting process (concurrent, retrospective, and post-bill review)	

Domain VI. Leadership**Subdomain VI.A. Leadership Roles**

1. Take part in effective negotiating and use influencing skills	4		
2. Discover personal leadership style using contemporary leadership theory and principles	3		
3. Take part in effective communication through project reports, business reports and professional communications	4		
4. Apply personnel management skills	3	* Communication and interpersonal skills; Leadership and governance	
5. Take part in enterprise-wide committees	4	* Facilitation, networking, and consensus building	
6. Build effective teams	6	* Team/consensus building	

Subdomain VI.B. Change Management

1. Interpret concepts of change management theories, techniques and leadership	5	* Change management; Risk exposure; Organizational design and mergers	
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Subdomain VI.C. Work Design and Process Improvement

1. Analyze workflow processes and responsibilities to meet organizational needs	4	* Workflow reengineering and workflow design techniques	
2. Analyze performance management measures	4	* Benchmarking techniques (productivity standards, report cards, and dashboards)	
3. Demonstrate workflow concepts	3	* Use cases; Top down diagrams; Swimlane diagrams	

Subdomain VI.D. Human Resources Management

1. Manage human resources to facilitate staff recruitment, retention, and supervision	5	* Principles of human resources management (recruitment, supervision, retention, counseling, and disciplinary action)	
2. Demonstrate compliance with employment laws	3	* Employment laws and labor laws (federal/state); Equal Employment Opportunity Commission (EEOC)	
3. Create and implement staff orientation and training programs	6		
4. Benchmark staff performance data incorporating labor analytics	4		
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5	* Performance standards; Professional development in self and others	

Subdomain VI.E. Training and Development

1. Evaluate initial and on-going training programs	5		
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Subdomain VI.F. Strategic and Organizational Management

1. Identify departmental and organizational survey readiness for accreditation, licensing, and/or certification processes	3	* Accreditation standards (The Joint Commission, National Committee for Quality Assurance (NCQA), Commission on Accreditation of Rehabilitation Facilities (CARF), Community Health Accreditation Partners (CHAP), Utilization Review Accreditation Commission (URAC), Provider credentialing requirements, and CMS Conditions of Participation)	
2. Implement a departmental strategic plan	3	* Strategic planning, critical thinking, and benchmarking	
3. Apply general principles of management in the administration of health information services	3	* Organizational structures and theory	
4. Analyze how healthcare policy-making both directly and indirectly impacts the regional and national healthcare delivery systems	4	* State, local, and federal policies	
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3	* Payers/providers in all delivery settings; Accountable Care Organizations (ACOs) and Managed Care Organizations (MCOs); Medical devices and biotech	
6. Collaborate in the development and implementation of information governance initiatives	4		
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4	* Information management planning; Enterprise information management; Master data/information management	
Subdomain VI.G. Financial Management			
1. Evaluate capital, operating and/or project budgets using basic accounting principles	5	* Budget process (capital & operating; staffing & budgeting)	

2. Perform cost-benefit analysis for resource planning and allocation	4	* Accounting principles; Cost/benefit analysis (outsourcing & acquisition)	
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3. Analyze the stages of the procurement process	4	* Content of and answers to a Request for Proposal (RFP), Request For Information (RFI), and Request for Quotation (RFQ)
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Subdomain VI.H. Ethics

1. Comply with ethical standards of practice	5	* Professional ethics issues; Ethical decision making process; AHIMA Code of Ethics; Patient rights; Patient safety
2. Analyze the culture of a department	4	
3. Promote cultural competency and sensitivity in healthcare	3	* Healthcare professionals and cultural diversity; Cultural competence and self-awareness; Assumptions, biases, and stereotypes
4. Analyze programs and policies that support a culture of diversity	4	*Diversity awareness training programs: age, race, sexual orientation, education, work experience, geographic location, and disability
		* Regulations such as Americans with Disabilities Act (ADA) and Equal Employment Opportunity Commission (EEOC)

Subdomain VI.I. Project Management

1. Take part in system selection processes	4	* RFI and RFP
2. Recommend clinical, administrative, and specialty service applications	5	* RFP vendor selection
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3	*GANTT Charts, benchmarking, and risk analysis tools

4. Facilitate project management by integrating work efforts	4	* Project management principles; Issue tracking, and facilitation techniques	
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Subdomain VI.J. Vendor/Contract Management

1. Analyze vendor contracts	4	* Contract management; System acquisition and evaluation	
2. Take part in effective negotiating, utilizing influencing skills in the process of system selection	4		

Subdomain VI.K. Enterprise Information Management

1. Manage information as a key strategic resource and mission tool	5	* Information Management Plan; Information as an asset	
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Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)

1. Pathophysiology and Pharmacology	
2. Anatomy and Physiology	
3. Medical Terminology	
4. Computer Concepts and Applications	
5. Statistics	

