



Rowan College
at
BURLINGTON COUNTY

Health Information Technology Program
Student Handbook
2021-2022

Rowan College at Burlington County does not discriminate based on race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status. Visit rbc.edu/hr for more details.

Revised 5-1-21

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Welcome!

The health information management faculty and staff welcome you as a new or returning student. The information in this handbook will assist you as you progress through the program. Please become familiar with all the information in this handbook and keep it as an ongoing reference.

We wish you success in pursuit of completion of the health information technology program here at Rowan College at Burlington County.

The **Health Information Technology Program** at
Rowan College at Burlington County is accredited by:

The Commission on Accreditation for Health Informatics and Information Management
Education ([CAHIIM](http://www.cahiim.org))
200 East Randolph Street
Suite 5100
Chicago, IL 60601
www.cahiim.org



PROGRAM

College Mission and Goals

To review the Philosophy, Mission, and Goals of the college please refer to the 2020-2021 college catalog, page 9 which you can access at: <https://www.rcbc.edu/publications>

HIT Program Mission

Written by Advisory Committee 12/7/2018

The HIT program is committed to the development of students' knowledge, skills, and abilities, crucial to the evolving HIM profession and industry demands.

Program Goals

1. To produce Health Information Technology graduates who demonstrate entry level competencies (as defined by the American Health Information Management Association)
2. To provide a comprehensive Health Information Technology curriculum that prepares graduates to be professionally competent.
3. To maintain a faculty of qualified members who are involved in ongoing educational and professional development activities.
4. To provide an educational opportunity which allows Burlington County residents and employers to meet their educational and employment goals.

Program Learning Outcomes

Graduates of the program should be able to:

1. Recognize the importance of sound data structure, content, and information governance within the context of health information management
2. Apply information protection strategies in the access, use, disclosure, privacy, and security of health information management
3. Apply the concepts of informatics, analytics, and data use to health information management
4. Explain revenue cycle management within the context of health information management
5. Incorporate health law and compliance in the application of health information management
6. Determine effective organizational management and leadership strategies in the field of health information management

Standards for Health Information Management Associate Degree Programs

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs in health informatics and information management.

The **2018 Standards for Health Information Management** are the minimum standards of quality used in accrediting programs that prepare individuals to enter the health information management profession

at the associate degree level. The accreditation *Standards* therefore constitute the minimum requirements to which an accredited program is held accountable.

Section V. Program Curriculum of the standards states:

Curriculum

The program must demonstrate that the curriculum meets or exceeds the professional course content as published in the AHIMA HIM curriculum competencies for associate degree programs. Institutions must have policies regarding the allocation of credit to courses, particularly with respect to the credit value of laboratory and professional practice experience courses.

Teaching and assessment methods should be active, and evidence-based. Analysis of situations in professional contexts and problem-based assessments must be emphasized.

Syllabi

The curriculum syllabi must document the AHIMA HIM curriculum competencies for associate degree programs. Instruction must be based on clearly written course syllabi and include course objectives and evaluation methods that assess student learning outcomes. Syllabi must include the entry-level competencies appropriate to the course and should clearly state the requirements for successful course completion, what students are expected to learn, what activities they will experience, and how and when they will be evaluated. Program syllabi must follow a standardized format and contain the following:

1. Course Number and Title
2. Co- or Pre-requisites
3. Instructor contact information
4. Details regarding text/lab purchases required
5. AHIMA HIM entry-level curriculum competencies related to each course or a table that defines which competencies are seen in each course
6. Course Objectives
7. Course Schedule
8. Evaluation Methods
 - including a weighted scale if points or percentages are used for grading, so that students can determine what is needed to get an A, B, C or D.

Course Sequence

Program content must be delivered in an appropriate sequence of didactic, laboratory, and professional practice activities and be logical, coherent, and provide didactic instruction and related activities organized in each course. Prerequisite courses must be identified and properly sequenced in the curriculum. Institutions must have policies in place regarding the allocation of credit to courses, particularly with respect to the credit value of laboratory and professional practice experience courses.

Instruction must be delivered in an appropriate sequence of didactic, laboratory, and professional practice activities.

Evaluation of Students

Student evaluation must be conducted frequently enough to provide both student and program faculty with valid and timely indications of the student's progress toward and achievement of the competencies stated in the curriculum. Student evaluation methodologies (tests, exams, projects, assignments, etc.) may vary in type and construction, but must be able to test different cognitive levels of learning. Programs must show that students are being taught and tested at a variety of taxonomic levels, with emphasis being placed on the use of application and problem-solving techniques. The analysis of situations in professional contexts and problem-based assessment must be emphasized.

Professional Practice Experience

Professional practice experiences (PPE) must be designed and supervised to reinforce didactic instruction and must include program-coordinated experience at professional practice sites. The program must describe how the PPE (e.g., clinical practicum, directed practice experience) is designed, supervised and evaluated, and name the objectives to be achieved in each PPE course. The PPE is a credit-based course, which applies toward degree completion, and requires tuition, fees and costs as normally occurs according to institutional policy. The PPE does not prohibit a paid internship.

Each student must complete a minimum of 40 hours of externally supervised activity prior to graduation. The externally supervised activity PPE must relate to higher level competencies and result in a learning experience for the student and/or a deliverable to a practice site.

Simulation activities designed to replicate PPEs are permitted but cannot totally replace the required 40 hours minimum of an externally supervised activity PPE. The program must describe how simulation activities are designed, supervised, and evaluated, and what objectives are to be achieved by using simulation activities.

PPE onsite preparation - The health and safety of patients, students, and faculty associated with educational activities must be adequately safeguarded according to the health and safety practices of both the sponsoring educational institution and the professional practice site. The responsibilities of the college, PPE site and students must be documented for externships or professional practice experiences. Either a formal contract or memorandum of understanding (MOU) will suffice, if in accordance with institutional practice. Health, safety, and security policies and requirements must be outlined in the agreement or MOU, and students must be informed of these in advance of the PPE.

Attached are listed the HIM Associate Degree Entry-Level Competencies, Domains, SubDomains, and Tasks. Each of these topics must be covered in the courses in the HIT program. Each HIT program syllabus will list which of the Domains, SubDomains or Tasks is covered in that course.

SEE APPENDIX E.

ACADEMICS

Program Courses

Most courses are offered via the internet only. Below is a grid that shows which courses are offered in which semester:

Course #	Description	Credits	Semester Offered
General Education Courses			
ENG101	College Composition I	3	ALL
SPE102	Public Speaking	3	ALL
PSY101	Psychology I (required)	3	ALL
MTH107	Statistics	3	ALL
CIS161	Computer Applications	3	ALL
BIO110	Fund. of Anatomy and Physiology I (lecture)	3	ALL
BIO111	Fund. of Anatomy and Physiology I (lab)	1	ALL
BIO114	Fund. Of Anatomy and Physiology II (lecture)	3	ALL
		22	
Program Courses			
BIO115	Fund. of Anatomy and Physiology II (lab)	1	ALL
COM200	Business and Professional Communications	3	ALL
HIT102	Introduction to Health Information	3	FALL
HIT103	Legal Aspects of Health Information	3	FALL/SPRING
HIT106	Medical Terminology	3	ALL
HIT115	Pathophysiology	3	ALL
HIT117	Pharmacology	3	ALL
HIT118	Introduction to Coding	3	SUMMER/FALL
HIT209	ICD-10-CM Coding	3	FALL/SPRING
HIT210	ICD-10-PCS Coding	3	SPRING/SUMMER
HIT205	HCPCS Coding (CPT-4)	3	FALL/SPRING
HIT211	Reimbursement Methodologies	3	SPRING
HIT212	Professional Practice Experience	2	SPRING
HIT220	Management Concepts in Healthcare	3	FALL
HIT224	Healthcare Information Systems or	3	SPRING
TOTAL		64	

Curriculum, Courses and semesters are subject to change at any time.

Policies and Procedures: Academic Performance Standards

Rowan College at Burlington County
Health Information Technology Program
Procedure

Topic: Academic Performance Standards

Susan P. Scully
Administrative Approval

October 29, 2010
Effective Date:

Updated: July 15, 2011, April 30, 2013, April 13, 2021

Policy:

HIT students must maintain a minimum Grade Point Average (GPA) of 2.77 throughout their enrollment in the program. In order to progress from one course to another, all general education courses must be passed with a "C" or better and program courses must have a grade of "C+" or better. A student may progress from one semester to the next only if these requirements are met.

If the GPA falls below 2.77, the student will be suspended from the program. If after two (2) semesters (including summer) the student's GPA is not 2.77 or higher they will be dismissed from the program.

Health information technology students may repeat a program course only once when the course is being repeated due to a grade of C, D or F or ST. If the student does not earn C+ or better the second time a program course is taken, the student will be **DISMISSED** from the program. **NO program level HIT courses may be taken during this period (exceptions: HIT 103: Legal Aspects; HIT 105 Medical Terminology, HIT 115 Pathophysiology, or HIT 117 Pharmacology, which are open to all students with required prerequisites).**

Students who have been dismissed from the program may apply for readmission **after one (1) year**. A *new application must be submitted*. Students will be required to meet all current GPA and curriculum requirements. Readmission will be considered individually and, on a space, available only basis.

Procedure for failure to meet standards:

1. Send appropriate Academic Status letter to the student who fails to maintain the GPA or program standard.
 - a. Low GPA Letter
 - b. Failure to meet Academic Standard for Program Course Letter.
2. The student must inform the program when they wish to be reinstated into the program. (must be within 2 semesters of date of letter or student must reapply to the program)
3. Re-evaluate student's transcript after courses have been repeated or to determine if GPA has improved or student has passed repeated course with C+ or better.
4. The student may enroll in advanced program level courses when/if the GPA standard for the HIT program is met.

Program Completion

Due to the ever-changing laws, rules and standards within the healthcare industry and health information it is important that students complete the program in 20 months full-time or 44 months part-time.

In order to complete the HIT AAS degree program and be eligible for graduation, all general education courses must be completed with a “C” or better and all program courses must be completed with a “C+” or better.

See **Appendix C** for sample curriculum for full and part time.

Academic Dishonesty

Refer to the Student Code of Conduct (<https://rcbc.edu/conduct/policy>) for details.

Student Conferences/Advising

Individual conferences may be scheduled with the program director and/or health information faculty as needed. Conferences may be requested either by, the student, the faculty and/or the program director. Students are encouraged to request a conference as the need may arise.

These conferences afford a time for the student, the faculty and/or the program director to evaluate the student’s progress toward a successful career as a health information technician and to discuss concerns and other matters of interest to the student.

Student advising is done by appointment only. Advising is done on Tuesdays and Thursdays 9:00 a.m. to 11:30 p.m. and 2:00 p.m. to 3:30 p.m. Advising can be done via GoogleMeet.

Email the program director at sscully@RCBC.edu

Registering for Courses

Students must be accepted into the Health Information Technology program to take program level courses with the exception of:

- HIT 103 Legal Aspects of Health Information
- HIT 106 Medical Terminology
- HIT 115 Pathophysiology
- HIT 117 Pharmacology

All other courses require instructor consent to register. For approval, email fdilorenzo@rcbc.edu from your RCBC email address. The subject area should read – **Registration**. In the body of the email, include your first name, last name, student ID and the courses you want to register for that require instructor consent. Once approved, the Registration Department will forward an email informing you that you can register on-line for the requested courses.

Student Record

A file is maintained for each health information technology student in the office of the HIT program director. Student files may be in paper or electronic format. Electronic files are maintained on the computer of the program director. The physical file and components within the file are property of Rowan College at Burlington County; however, students may review their file with the program director at a scheduled time.

Leave of Absence / Withdrawal from Program

Students may voluntarily interrupt the formal educational process by requesting a personal leave of absence. Requests for a personal leave of absence must be made on the appropriate form (**See Appendix D**) and presented to the director of Health Information Management.

If the student has not actively enrolled in program courses in more than 2 consecutive semesters (Spring Summer, or Fall), and has not provided program director a letter requesting a Leave of Absence (LOA), or the LOA request is over one (1) year old, he/she will be automatically withdrawn from the program. A student who is withdrawn may reapply to the program. Students who reapply must meet all current program and application requirements.

Students re-admitted to the program will be required to complete the current program curriculum (as stated in the current college catalog). This may result in courses previously taken no longer being part of the program.

We request that the student submits a letter of withdrawal to the Program Director. The HIT program must track student attrition in the program to meet our CAHIIM accreditation standards.

Program Dismissal Policy

This policy is designed to outline for the student the due process for which any of his/her complaints, misgivings, or grievances can be handled and given prompt consideration until resolved.

The HIT Program reserves the right to recommend to the Vice President of Academic Programs/Provost, the dismissal of a student for any serious reason, e.g. unsafe PPE practices; health problems which interfere with attainment of program and which cannot be resolved; behavior which is contrary to the ethical code of the HIT profession and the misuse of privileges extended by the PPE education site.

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- ✓ The recommendation to dismiss a student is made by faculty of the HIT program
- ✓ The student has the right to appeal the decision through the Student Dispute Resolution provision as documented in the RCBC Student Handbook (<https://rcbc.edu/handbook>).

Readmission to the HIT Program

For re-admission the last HIT course must have been successfully completed within the last three years or the student may have to begin the program from the beginning. Students, who are readmitted after dropping or withdrawing from a course for any reason, or failing a course, must complete the entire course (PPE, lab and theory) and fulfill all course requirements. The student must submit a new application and have a minimum GPA of 2.77. Students re-admitted to the program will be required to complete the current program curriculum. This may result in courses previously taken no longer being part of the program.

Policies and Procedures: Credit by Departmental Exam

Rowan College of Burlington County Health Information Management Policy and Procedure	<u>October 27, 2010</u> Effective Date:
Topic: Credit by Departmental Examination	Revision Dates:
<u>Susan P. Scully</u>	<u>3/29/11; 8/9/13; 4/18/16; 7/10/19;</u> <u>5/4/21</u>
Administrative Approval	

Policy: The issuance of Credit by Departmental Examination is by formal written application to the Director of the HIT program using form 42200-008 05-97 (rev.)

Course Examinations Available:

HIT105 Medical Terminology
HIT115 Pathophysiology
HIT117 Pharmacology
HIT209 ICD-10-CM Coding
HIT210 ICD-10-PCS Coding
HIT205 HCPCS Coding (CPT)
MCR101 Cancer Registry Structure & Mgmt.
MCR104 Cancer Registry Operations
MCR114 Oncology Treatment and Coding
MCR111 Cancer Disease Coding and Staging
MCR201 Abstracting Methods
MCR204 Follow up, Data Quality & Utilization
MCR211 Multiple Primary Histology & Hematopoietics

Eligibility:

1. Student must have taken the course elsewhere and it is not accepted by RCBC.
2. Student has professional experience without formal education.

Procedure:

1. The student may request the Institutional Credit by Examination form from the Registration Office or from the Director of the HIT program.
2. The student fills out Part I and submits the application along with the stated fee to the Accounting office. The Accounting office completes Part II.
3. The student returns the form to the department and the test is put in the test center.
4. The test is administered in the HIM office in the Health Science Building Room 350.
5. The Instructor or the Director will grade the exam and complete Part III, indicating a credit award or no credit award. *The student must pass the examination(s) with a grade of 77% or better. Students are only eligible to sit for each examination one time. Students who do not achieve a grade of 77% or better are required to take the class in its regular format.*
6. The form is returned to the Registration office for processing.
7. Registration will forward a copy to the student and to the Director of HIM.

PROFESSIONAL

American Health Information Management Association (AHIMA)

Founded in 1928 to improve health record quality, AHIMA has played a leadership role in the effective management of health data and medical records needed to deliver quality healthcare to the public.

Today, AHIMA serves 100,000 members and 52 affiliated component state associations. It is recognized as the premier source of "HIM knowledge," a respected authority for rigorous professional certification, and one of the industry's most active and influential advocates in Congress.

Historically, medical records have been a paper-based business. Now we're working to advance the implementation of electronic health records (EHRs) by leading key industry initiatives and advocating high standards. We strive to keep our members one step ahead through accreditation of cutting-edge academic programs and professional development opportunities, including comprehensive continuing education.

AHIMA Student Membership (Required)

Students are required to become members of AHIMA at a discounted student rate. You will be required to access the AHIMA website (ahima.org) as part of the requirements of the HIM program courses. Benefits associated with being a member include receiving the Journal of the AHIMA as well as discounted prices for meetings sponsored by the New Jersey component state association.

The student must maintain a student membership for the duration of the program.

New Jersey Health Information Management Association (NJHIMA)

You automatically become a member of the NJ state component association (NJHIMA) when you join AHIMA. NJHIMA offers students:

- Reimbursement of the first year HIT student membership fee. Visit NJHIMA.org to view the Student Membership Fee Reimbursement policy and to apply for reimbursement.
- Reimbursement of the cost for the Registered Health Information Technician (RHIT) credentialing examination for new graduates who pass the examination within 6 months of graduation from an CAHIIM accredited HIA or HIT program. Visit NJHIMA.org to view the Exam Fee Reimbursement policy and to apply for reimbursement.

Virtual Practice Software (Required)

Students are required to purchase EHRGo(<https://ehrgo.com/him/>) to complete virtual assignments for HIT102. In addition, students are required to purchase AHIMA VLab_Health Information Administrator package (<https://my.ahima.org/store/>) for HIT118, 205, 209, 212 and 224.

Code of Ethics for Health Information Professionals

The code of ethics of the American Health Information Management Association is the health information professional's guide to action and professionalism. Students who are enrolled in the health information technology program are expected to know and abide by this code of ethics. Failure to do so may result in dismissal from the program. **See Appendix A for AHIMA Code of Ethics.**

Graduation Requirements

The Rowan College at Burlington County Associate Degree in Health Information Technology (HIT) program requires 64 credits (42 HIT credits and 22 general education credits) for graduation with an AAS.HIT degree. It is the student's responsibility to review their graduation audit on WebAdvisor and keep track of the courses they need to graduate. Students who have completed a minimum of 45 credits towards their major will be contacted by the Office of the Registrar regarding their expected graduation date. See the graduation website for more details <https://www.rcbc.edu/graduation>.

Eligibility for Initial Certification RHIT

Registered Health Information Technician

Applicants must meet one of the following eligibility requirements:

- Successfully complete the academic requirements, at the associate's degree level, of a health information management (HIM) program accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)*
- Graduate from an HIM program approved by a foreign association with which AHIMA has a reciprocity agreement** **RHIT Exam**

The academic qualifications of each candidate will be verified before a candidate is deemed eligible to take the examination. All first-time applicants must submit an official transcript from their college or university.

Early Testing Option:

Students in *CAHIIM-accredited HIM academic programs may be eligible to apply for and take the RHIA or RHIT certification exam early. Students who meet the following requirements are eligible for early testing:

- Students currently enrolled and in their last term of study
- Students who have completed their course work but have not yet graduated
- Graduates that are currently waiting for their official transcripts

See the AHIMA website and click on certification for details.

Candidates who apply for early testing and successfully pass their exam will have their credential granted once official transcripts *that include the graduation date* are received and verified. Recertification requirements are the same as for others who pass the exam. The exam date will serve as the official date the credential is granted.

*CAHIIM: Commission on Accreditation for Health Informatics and Information Management Education

Confidentiality of Health Information

In the pursuance of your education in health information technology, you will be privy to medical information regarding specific patients, Professional Practice Experience (PPE) sites and health care providers. The law considers all information contained in a patient's medical record confidential. Information pertaining to PPE affiliation sites and to health care providers is also considered confidential as a matter of professional ethics.

Information obtained during PPE assignments that pertains to patients, the PPE site and/or health care providers is considered confidential. Similarly, all such information discussed or available in class or laboratory sessions is confidential. Confidentiality refers to written and verbal forms of communication and includes classroom discussions, PPE site information and all personal communication.

Confidential information may not be disclosed to unauthorized individuals, including, family and friends. To disclose such information is sufficient cause for IMMEDIATE DISMISSAL FROM THE PROGRAM AND POSSIBLE LEGAL ACTION AGAINST THE STUDENT.

All HIT majors are required to sign a statement of confidentiality when they are accepted into the HIT program. This statement remains in effect the entire time the student is taking courses at RCBC. See *Appendix B*.

Please mail or email to the HIT program office. THE AGREEMENT IS MAINTAINED IN YOUR STUDENT FILE. PLEASE MAKE SURE YOU TURN IT IN ASAP. YOU WILL BE BLOCKED FROM BLACKBOARD UNTIL THE FORM IS RECEIVED.

Loans & Scholarships

Student loans and scholarships are frequently offered by professional organizations that represent health information practitioners. Information regarding these programs will be forwarded to students either via mail or RCBC email. Students should also check the AHIMA, NJHIMA, and RCBC Foundation websites for opportunities:

<https://ahimafoundation.org/scholarships/merit-scholarships/>

<https://www.njhima.org/scholarship-opportunity>

<http://www.rcbc.edu/foundation/scholarships>

STUDENT INFORMATION & RESPONSIBILITIES

Distance Learning

The HIT program is mostly an online program. Some courses are offered only via the internet, some courses are offered in Hybrid and distance learning. Distance learning is not for everyone. We in the HIT department have tried to make it as easy as we can. Most of the HIT courses will look the same. Once you learn to navigate the first course, you will be familiar with MOST of the courses.

Distance learning courses require just as much if not more time than a face to face class. Being online does not mean there is any less content or that they are easier.

1 lecture hour = 1 credit; 2 lab hours = 1 credit; and 45 hours PPE = 1 credit.

Keep in mind that as a general rule for every 1 hour you spend in class, you will spend 2 hours outside of class performing course activities such as reading and assignments.

In this model for a *classroom* course a three-credit course would require:

3 credits = 3 hours in class + 6 hours outside class = 9 hours per week

A minimum of 9 hours per week would be required to successfully complete this course.

4 credits = 3 hours in class + 6 hours outside class = 9 hours per week

2 hours in lab + 4 hours outside class = 6 hours per week

You can expect to spend 15 hours per week working on ONE 4 credit course!!!!!!

For distance learning, the 3 (or more) hours that you would be spending in the classroom would now have to be done on your own. Depending on how quickly you read and your computer skills, these hours will vary from student to student.

Do not register for additional courses because they are “distance learning”. Students have learned that distance learning can be more time consuming than traditional classroom courses, not the other way around.

It is important that you understand that you must read all required materials, study for exams just as you would for a traditional classroom course. *Exams/quizzes are timed, if you do not study in advance and try to look up answers while taking the test, you will run out of time. The HIT program courses generally use the following guideline: 1 minute per question for multiple choice, fill in the blank and matching. Time for essay questions depends on the length of the required response. No answers submitted after time has expired will be accepted.*

It is important that you plan accordingly each semester and set aside the time when you will work on your courses.

Distance Learning offers a wealth of information on their web page at <https://www.rcbc.edu/study-online>

Blackboard, Web Advisor and Google Student email

Be familiar with Blackboard, Web Advisor and Google Student Email before the semester begins.

All communications for distance learning courses are conveyed via the student email system. Be sure you have access prior to the beginning of the semester, if you are having difficulty contact the student help desk at 856-222-9311, ext. 1790 or visit the student help desk at <https://rcbc.edu/student-help-desk> to submit a help desk ticket.

The distance learning office is NOT responsible for providing technical assistance for computer issues. The Distance Learning Office is only open during college business hours. They are not available in the evening or on weekends.

The Blackboard Online Support Center for Rowan College at Burlington County is available 24/7. Here you can find answers to many of your questions by searching the self-help knowledge base on the left. You may also opt to submit a ticket, start a live chat with one of our support representatives, or contact Blackboard support at **(855)-699-0729**.
https://rcbc.edusupportcenter.com/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=rcbc

Pay particular attention to the log in rules for Blackboard. Make sure that you have the web address saved outside of the RCBC homepage. **If the RCBC webpage goes down for any reason, that does not mean that Blackboard is down and you will be responsible for all required assignments**

Computer and Software Requirements

Distance education courses at RCBC are accessed using the internet and use of Blackboard. You will be interacting with your instructor over the internet. We recommend the following personal computer system to take full advantage of these courses:

- A personal computer with Windows or Macintosh OS 10 or later
- Modem and email capability
- A supported web browser (Check Your Browser)
- Internet service provider
- Must be able to accept 'cookies' and 'pop-ups'

Other requirements:

- Power Point
- Microsoft Word
- Microsoft Excel
- Adobe acrobat

Microsoft Office 365

Current students can sign up for Microsoft Office 365 for free! This includes Work, Excel, PowerPoint, OneNote, Access and additional classroom tools. For details visit <https://rcbc.edu/m365>

What to Expect From your Instructors:

Communication Statement

Please keep in mind that although you as the student have access to your course 24/7, your instructor will **NOT** be available 24/7. Please make sure that you read the welcome page on all of your courses for instructor availability, contact information and guidelines.

Many of the faculty teaching in the HIT program are adjunct instructors at RCBC. Most have a day job so it's unlikely that they will be accessing your course between 9 am and 5 pm.

Instructors are only required to check in with the course once in a 48 period!!

Response to student emails will occur within 48 hours. This timeframe does not include weekends or holidays. If there are extenuating circumstances preventing a response within 48 hours, the instructor will respond as soon as possible. (ex: If you email an instructor on a Friday evening, you may not receive a response until Tuesday).

If you have a situation requiring immediate assistance, you may contact the Health Information Management department. Keep in mind the office is only open 7:30-4:00 pm Monday through Friday. On evenings or weekends, you may leave a message and it will be returned on the next business day. You may also email the program director at sscully@rcbc.edu.

If you have technical difficulty with Blackboard, contact the Distance Learning Office or 24/7 Blackboard Support.

Grading

Grading is generally determined by the instructor teaching the course. HIT courses do have certain criteria for each course regarding grading; such as spelling, grammar and punctuation (***including typographical errors***) are to be calculated into the grading of assignments, discussion posts and quizzes and tests.

It is the policy of the HIT department that we **DO NOT ROUND UP**. If you have a 79.5 It is a "C+" not a "B". A point-based system is used in most HIT courses and it is stated in the syllabus. Please make sure you review the grading policy at the beginning of every semester, for each course.

Students will have access to Blackboard courses for 48 hours after the last day of the semester. Please see the college calendar for specific dates. After access to Blackboard is denied, and AT LEAST 48 hours after the last day of the semester students can go the WebAdvisor to review their final grades.

"I" Grades:

"I" - Temporarily Incomplete. **At the discretion of the instructor**, a grade of "I" may be assigned when the student cannot complete the requirements of the course during the semester. The grade of "I" is given only by mutual agreement between the faculty member and the student and requires completion of an "I" contract form. The student must complete all grade requirements satisfactorily within 30 calendar days

of the onset of the following semester or term. If this condition is not met, the “I” will automatically become the grade as signed in the “I” contract form.

RCBC Civility Policy

The Rowan College at Burlington County (RCBC) Civility Policy is created to ensure that all faculty, staff and students are able to work and learn in an environment where individuals are treated with dignity and respect, regardless of status, rank, title or position. The intent of this policy is to promote and foster a campus environment that is conducive to the mission of RCBC. All members of the college community are expected to conduct themselves in a respectful manner that follow the college policies. Prohibited behavior includes, but is not limited to, any behavior, action or conduct that impedes, interferes, or frustrates the efficiency or productivity of the work and/or academic environment. The policy mandates that the college maintain procedures through the Office of Human Resources and the Student Code of Conduct to define prohibited behavior and ensure due process in the investigation and actions related to any civility concerns

PROFESSIONAL PRACTICE EXPERIENCE

CAHIIM Standard 23 Professional Practice Experience

Professional practice experiences (PPE) must be designed and supervised to reinforce didactic instruction and must include program-coordinated experience at professional practice sites. The program must describe how the PPE (e.g., clinical practicum, directed practice experience) is designed, supervised and evaluated, and name the objectives to be achieved in each PPE course. The PPE is a credit-based course, which applies toward degree completion, and requires tuition, fees and costs as normally occurs according to institutional policy. The PPE does not prohibit a paid internship.

Each student must complete a minimum of 40 hours of externally supervised activity prior to graduation. The externally supervised activity PPE must relate to higher level competencies and result in a learning experience for the student and/or a deliverable to a practice site. A total of 23 simulation activities designed to replicate PPEs are permitted but cannot totally replace the required 40 hours minimum of an externally supervised activity PPE. The program must describe how simulation activities are designed, supervised, and evaluated, and what objectives are to be achieved by using simulation activities.

PPE onsite preparation: The health and safety of patients, students, and faculty associated with educational activities must be adequately safeguarded according to the health and safety practices of both the sponsoring educational institution and the professional practice site. The responsibilities of the college, PPE site and students must be documented for externships or professional practice experiences. Either a formal contract or memorandum of understanding (MOU) will suffice, if in accordance with institutional practice. Health, safety, and security policies and requirements must be outlined in the agreement or MOU, and students must be informed of these in advance of the PPE.

HIT212 Professional Practice Experience

This course is ONLY offered in the Spring semester. It is a hybrid course with 50 hours via the Blackboard Learning System and 40 hours of externally supervised PPE.

RCBC requires 90 hours because this is a 2-credit course and 45 hours = 1 credit. The hours are divided into three (3) parts with communication to the instructor through the discussion board:

Discussion Board: Each week you are required to communicate to the course instructor what you have worked on this week and how many hours of PPE you have completed in each category; Affiliation Assignments, External Assignments, and Coding. Proper grammar, spelling and punctuation are required. Posts are expected to include all activities performed and an explanation of how each was performed, the approach and any conclusions. Each post is worth up to 5 points.

Affiliation Assignments (40 hours):

Site Based - Student establishes contact with the healthcare facility and acquires permission to complete the professional practice experience. See below for details on how to procure a site. The details of the contact are given to the PPE Coordinator and contact between the school and the facility is established. OR the program arranges for the PPE based on facility availability. An Affiliation Agreement must be signed PRIOR to the student being able to begin the PPE. The student will spend 40 hours at the healthcare facility completing established assignments and requirements.

Virtual - These are assignments that are provided by HIM professionals outside of RCBC. They will be presented by external professionals and monitored and graded externally. The grades will be submitted by the HIM professional to the PPE instructor. You will be required to communicate with the HIM professional associated with each assignment (NOT THE PPE COURSE INSTRUCTOR) with any questions regarding the assignment.

External Assignments (20 hours): These are assignments or projects that are external to the college and require a passing grade or certificate. Proof of completion will be submitted by the student in the Assignments Tab. There are no grades for the external assignments. A score is listed in the grades that indicates the number of PPE hours that the assignment has fulfilled. These will show up in your gradebook, BUT ARE NOT CALCULATED INTO YOUR GRADE FOR THE COURSE. External assignments MUST be completed and the certificates uploaded or you will not fulfill the requirements of the course.

You must complete 90 hours of PPE to pass the course. Even if you complete the graded assignments and receive a passing grade, if you do not complete the hours you will receive a failing grade for the course. External Assignments can be completed throughout the semester with no due date. DO NOT WAIT UNTIL THE END OF THE SEMESTER.

Coding Assignments (30 hours): Student will complete coding activities in the AHIMA Virtual Lab (VLab). See the Coding Assignments Tab in Blackboard for the weekly coding activity and any other requirements. To be submitted in the Assignments tab by the due date.

Procuring a Professional Practice Site

The student's facility of choice **MUST** be approved by the program. Once the student has received approval, and has provided documented proof of the facility's agreement to accept the placement (it can be in the form of an email or letter), the director will contact the key personnel at the facility to begin the placement process. Student must provide the following information when submitting facility selection(s) to the program director:

- Facility name
- Facility address
- Department name (i.e. Medical Records or Health Information Management)

- Department manager/directors name and credentials
- Contact phone number and email address

Key points:

- The students search for a PPE site should begin at least four (4) months prior to the beginning of the semester.
- Students should be prepared to drive up to 50 miles to each way to complete the professional practice experience.
- Professional practice experiences must be completed during the business day. Between the hours of 7am-5pm unless approved by the program.
- Students will be required to have a Criminal History Background Check (through Adam SafeGuard) at the student's expense. (see below)
- The student will be required to provide a complete physical exam, including immunization information, hepatitis B, flu and any other requirement of the facility in which the student is placed. (see below)
- The student must have current health insurance and provide proof. (see below)
- A student cannot begin the PPE until a signed Affiliation Agreement is complete. This may take several months.

Script for speaking with facility

Hi, my name is _____ and I am a student in the Rowan College @ Burlington County Health Information Technology program. I am looking for a site to complete my second professional practice experience in the _____202X.

I would like to do my PPE with you at_____. The ____ semester begins the week of _____. I need to complete 40 hours of professional practice between then and _____. The coding portion will be done on site at the college.

I need to complete the following projects/topics:

- ✓ Management project assigned by the director on first meeting
- ✓ Interview with department director
- ✓ Medical Record Staff worksheet and organizational chart
- ✓ Memo to the Department Director after project completion
- ✓ Any other activities or experiences the director feels would benefit student

I would appreciate your allowing me to work with you and your staff.

If you are willing to accept me for PPE the Director of the HIT program will contact you with specific details.

Sample Contact Letter:

Dear

I am a student in the Rowan College at Burlington County Health Information Technology program. I need to complete my second professional practice experience in the _____ semester.

I would like to do my professional practice with you at_____. The _____ semester begins the week of _____. I would need to complete 40 hours at the facility.

Projects required include:

- ✓ Management project assigned by the director on first meeting
- ✓ Interview with department director
- ✓ Introduction to facility worksheet and organizational chart
- ✓ Memo to Department Director regarding outcomes of project
- ✓ Any other activities or experiences the director feels would benefit student

I would appreciate your allowing me to work with you and your staff. I will call you next week to see if you will be able to accommodate this request. The Director of the HIT program will contact you with specific details if you accept. For more information you can contact Susan P. Scully, MS, RHIA, Director of HIM at 856-222-9311, ext. 1711 or email at sscully@rcbc.edu.

Sincerely,

If they need more information they can contact me at 856-222-9311, ext. 1711 or email at sscully@rcbc.edu.

Professional Liability Insurance

Each student who registers for HIT212: PPE II will automatically be charged a fee of fifteen dollars (\$15.00) at the time of registration; this is the cost for student professional liability insurance coverage with an insurance company [available through the college].

Criminal History Background Check (CHBC)

Students will be required to have a Criminal History Background Check (through Adam SafeGuard) at the student's expense. Students **MUST** have a clear background check before being placed at a professional practice site. Details for scheduling a background check will be provided prior to PPE placement. The student is responsible for any costs associated with this requirement.

Physical Examination, Immunizations & Labs

The Physical Exam must be completed on the health information management Physical Exam form (see **Appendix E**). No other forms will be accepted. The completed form must be submitted to the program director. The form will be kept in the student's file. Copies of this document will be released only with the written permission of the student. If you choose not to get the hepatitis B vaccine, you must complete and sign the hepatitis B vaccine waiver part of the form.

An appointment with a physician or nurse practitioner should be scheduled well in advance of the deadline for receipt as the results of required lab test may take several weeks.

PPE affiliates may require a Physical Exam, immunizations and/or miscellaneous laboratory work for students rotating through their facility. **The student is responsible for contacting the PPE instructor in advance of the first scheduled PPE day to find out what is required by the facility.** The student is responsible for obtaining all necessary exams and/or tests. The student is responsible for any costs associated with this requirement.

Attire & Behavior

Students are expected to dress appropriately and behave in a professional manner at all times during their PPE. Students are considered professional people representing the college and the health information program and profession. It is expected that every student will exhibit good taste and meticulous habits in hair care, personal cleanliness and mode of attire. Students must adhere to the following:

1. No eating or drinking in the clinical areas; those requiring any type of special accommodations due to medical reasons must submit a note signed by his/her physician.
2. Worn attire must be of reasonable fit so as to enable the wearer to perform his/her duties and maintain a professional appearance.
3. Jeans of any type or quality are not acceptable.
4. Other than ears, visible body piercing is prohibited.
5. Visible tattoos must be covered.
6. If cologne or perfume is worn, it is to be worn of minimal amount so as not to offend (i.e. allergies) PPE site staff members.
7. Fingernails should be clean and of a length that would not interfere with assigned tasks.
8. Hair is to be neatly groomed.
9. Personal pagers, mobile/cellular phones and portable music devices should be turned off and secured during the PPE time.

Note: The instructor and/or affiliating agency staff have the right to remove from the PPE setting any student not in compliance with these dress codes.

Expenses

The student will be responsible for all expenses including meals, transportation, parking and other activities. Each student is responsible for providing his/her own transportation to and from the PPE site.

Student Work Policy

Students are not to be substituted for paid staff during any directed practice assignments. Students may not take the place of qualified staff employed by the PPE site. However, after demonstrating proficiency, students may be permitted to perform procedures with careful supervision.

At any time when the student feels that the above policy is *not* being adhered to by the PPE instructor, the student is to immediately [i.e. within one business day] notify the PPE coordinator.

PPE for Distance Students

Professional practice affiliations for students outside Burlington County will be initiated by the student. Students will be required to make initial contact with healthcare facilities in their location. Student's facility of choice **MUST** be approved by the program. (see above samples of verbal and written contact) Once the student has received approval, and has provided documented proof of the facility's agreement to accept the placement (it can be in the form of an email or letter), the director will contact the key personnel at the facility to begin the placement process. Student must provide the following information when submitting facility selection(s) to the program director:

- Facility Name
- Facility address
- Department name (i.e. Medical Records or Health Information Management)
- Department manager/directors name and credentials
- Contact phone number and email address

HIM LAB/ Health Sciences Building, Room 350

Office Hours

The HIM office is generally open between 7:30 am and 4:00 pm. There are often times when the office will be closed when staff attend off campus meetings or to conduct program business.

If you need to meet with program staff, please either make an appointment or call in advance to make sure staff will be available. In the event the office is closed, please contact Danielle Garcia, Secretary, Health Sciences Division at extension 1410.

Appointments can be made by emailing me at sscully@rcbc.edu or Fran DiLorenzo fdilorenzo@rcbc.edu. Appointments can be arranged through GoogleMeet.

HIT Lab

The Health Information Technology laboratory has 10 laptops and a conference table area that is available to all HIT students.

HIT students may use the lab as a meeting place when working on group projects, tutoring other students, or when looking for a place to study! If students know they will need the lab for any reason, they should reserve it by contacting the program director at 856-222-9311, x 1257 or email at sscully@rcbc.edu.

Under no circumstance may any student remove any document, instructional material or item that belongs to the HIT lab.

APPENDICES

Appendix A: AHIMA Code of Ethics

Revised & adopted by AHIMA House of Delegates (April 29, 2019)

Preamble

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; appropriate disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information.

Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected; how the information should be managed, who should have access to the information, under what conditions the information should be disclosed, how the information is retained and when it is no longer needed, and how is it disposed of in a confidential manner. All of the core health information issues are addressed in compliance with state and federal regulations, and employer policies and procedures.

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. In addition, sensitive information (e.g., genetic, adoption, drug, alcohol, sexual, health, and behavioral information) requires special attention to prevent misuse. In the world of business and interactions with consumers, expertise in the protection of the information is required.

Purpose of the American Health Information Management Association Code of Ethics

The HIM professional has an obligation to demonstrate actions that reflect values. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these principles. (See also AHIMA Mission, Vision, Values) The code is relevant to all AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purpose regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves six purposes:

- Promotes high standards of HIM practice.
- Summarizes broad ethical principles that reflect the profession's core values.
- Establishes a set of ethical principles to be used to guide decision-making and actions.
- Establishes a framework for professional behavior and responsibilities when professional obligations conflict or ethical uncertainties arise.
- Provides ethical principles by which the general public can hold the HIM professional accountable.
- Mentors practitioners new to the field to HIM's mission, values, and ethical principles

The code includes principles and guidelines that are both enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

Principles

The following principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members CCHIIM certifications, and students.

A health information management professional shall:

1. Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures and report such practices.
5. Use technology, data, and information resources in the way they are intended to be used.
6. Advocate for appropriate uses of information resources across the healthcare ecosystem.
7. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
8. Represent the profession to the public in a positive manner.
9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
10. 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.
11. State truthfully and accurately one's credentials, professional education, and experiences.
12. Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.
13. Respect the inherent dignity and worth of every person.

AHIMA Code of Ethics Guidelines

Violation of principles in the Code of Ethics does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code are subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. Although in some situations, violations of the code would constitute unlawful conduct subject to legal process.

Guidelines for ethical and unethical behavior are provided to assist with the interpretation of the American Health Information Management Association (AHIMA) Code of Ethics. The terms "shall" and

"shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall" or "shall not" do everything that is listed. This concept is true for the entire code. If someone engages in the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to safeguard all confidential consumer information to include personal, health, financial, genetic, and outcome information."

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles to which a Health Information Management (HIM) professional can aspire and by which actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

Professional responsibilities often require an individual to move beyond personal values. For example, an individual might demonstrate behaviors that are based on the values of honesty, providing service to others, or demonstrating loyalty. In addition, professional values may require promoting confidentiality, facilitating interdisciplinary collaboration, and refusing to participate or conceal unethical practices. Professional values could require a more comprehensive set of values than an individual's need to be an ethical agent in one's own personal life.

The AHIMA Code of Ethics is to be used by AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes, and consumers, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must consider the context in which it is being considered and the possibility of conflicts among the values and principles.

How to interrupt the Code of Ethics Principles and Guidelines

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members with CHIIM certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not meant to be a comprehensive list of all situations that can occur.

1. Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.

Health information management professional **shall**:

1.1. Safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic, and outcome information.

1.2. Engage in social and political action that supports the protection of privacy and confidentiality and be aware of the impact of the political arena on the health information issues for the healthcare industry and the public.

1.3. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, compliance, and other issues that surface as advocacy issues and facilitate informed participation by the public on these issues.

1.4. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid authorization from a consumer or a person legally authorized to consent on behalf of a consumer or as authorized by federal or state regulations. The minimum necessary standard is essential when releasing health information for disclosure activities.

1.5. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons.

1.6. Respond promptly and appropriately to consumer requests to exercise their privacy rights (e.g., access, amendments, restriction, confidential communication, etc.). Answer truthfully all consumers' questions concerning their rights to review and annotate their personal biomedical data and seek to facilitate consumers' legitimate right to exercise those rights.

2. ***Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, peers, and to the health information management profession.***

A health information management professional **shall**:

2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting.

2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly.

2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, in providing services requiring potentially conflicting roles (for example, finding out information about one facility that would help a competitor), or serving the Association in a volunteer capacity. The conflicting roles or responsibilities must be clarified and appropriate action taken to minimize any conflict of interest.

2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in the organizations that violate, interfere with, or discourage compliance with the code.

2.5. Take responsibility and credit, including authorship credit, only for work one actually performs, or to which one contributed. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication.

A health information management professional shall not:

2.6. Permit one's private conduct to interfere with the ability to fulfill one's professional responsibilities.

2.7. Take unfair advantage of any professional relationship or exploit others to further one's own personal, religious, political, or business interests.

3. ***Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.***

A health information management professional **shall**:

3.1. Safeguard the privacy and security of written and electronic health information and other sensitive information. Take reasonable steps to ensure that health information is stored securely and that consumers' data and information is not available to others who are not authorized to have access. Prevent inappropriate disclosure of individually identifiable information.

3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of termination, incapacitation, or death of a healthcare provider to other parties through the use of any media.

3.3. Inform recipients of the limitations and risks associated with providing services via electronic or social media (e.g., computer, telephone, fax, radio, and television)

4. ***Refuse to participate in or conceal unethical practices or procedures and report such practices.***

A health information management professional **shall**:

4.1. Act in a professional and ethical manner at all times.

4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the AHIMA Policy and Procedures for Disciplinary Review and Appeal for potential ethics complaints.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.

4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one's concerns with the colleague when feasible and when such discussion is likely to be productive.

4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment.

4.6. Take action through appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee if needed.

4.7. Cooperate with lawful authorities as appropriate.

A health information management professional **shall not**:

4.8. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

- Allowing patterns of optimizing or minimizing documentation and/or coding to impact payment
- Assigning codes without provider documentation
- Coding when documentation does not justify the diagnoses or procedures that have been billed
- Miscoding to avoid conflict with others
- Engaging in negligent coding practices
- Hiding or ignoring review outcomes, such as performance data
- Failing to report licensure status for a provider through the appropriate channels
- Recording inaccurate data for accreditation purposes
- Allowing inappropriate access to genetic, adoption, health, or behavioral health information
- Misusing sensitive information about a competitor
- Developing a “record set” that excludes meaningful consumer information to be shared with consumers to protect the health system or specific providers
- Violating the privacy of individuals

4.9. Engage in any relationships with a consumer where there is a risk of exploitation or potential harm to the consumer

Refer to the [AHIMA Standards of Ethical Coding](#) for additional guidance.

5. Use technology, data, and information resources in the way they are intended to be used.

A health information management professional **shall**:

5.1. Use healthcare employer technology resources within the confines of organizational policies.

5.2. Ensure all data and resulting information accessed and derived from healthcare technology resources are not used outside of the scope of the job.

A health information management professional **shall not**:

5.3. Compromise the integrity of healthcare data through any intentional acts or acts that are generally known to create risks to data integrity.

6. Advocate for appropriate uses of information resources across the healthcare ecosystem.

A health information management professional **shall**:

6.1. Verify requests for data and information are based on appropriate, verifiable needs and conditions and fall within the confines of organizational policies, regulations, and laws.

6.2. Educate stakeholders about the need to maintain data integrity and the potential impacts should data integrity not be maintained.

A health information management professional **shall not**:

6.3. Manipulate information systems to produce or display data and resulting information that is intentionally misleading

7. *Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional workforce.*

A health information management professional **shall**:

7.1. Provide directed practice opportunities for students.

7.2. Be a mentor for students, peers, and new health information management professionals to develop and strengthen skills.

7.3. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students, staff, peers, colleagues, and members within professional organizations.

7.4. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors.

7.5. Evaluate staff's performance in a manner that is fair and respectful when functioning in a supervisory capacity.

7.6. Serve an active role in developing HIM faculty or actively recruiting HIM professionals.

A health information management professional **shall not**:

7.7. Engage in any relationships with a person (e.g. students, staff, peers, or colleagues) where there is a risk of exploitation or potential harm to that other person.

8. Represent the profession to the public in a positive manner.

A health information management professional **shall**:

8.1. Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.

A health information management professional shall:

9.1. Develop and enhance continually professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share one's knowledge related to practice, research, and ethics.

9.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics.

9.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, advocacy, presentations in the community, and participation in professional organizations.

9.4. Engage in evaluation and research that ensures the confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards.

9.5. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods.

9.6. Design or conduct evaluation or research that is in conformance with applicable federal or state laws.

9.7. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

10. 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.

A health information management professional **shall**:

10.1. Perform responsibly all duties as assigned by the professional association operating within the bylaws and policies and procedures of the association and any pertinent laws.

10.2. Uphold the decisions made by the association.

10.3. Speak on behalf of the health information management profession and association, only while serving in the role, accurately representing the official and authorized positions of the association.

10.4. Disclose any real or perceived conflicts of interest.

10.5. Relinquish association information upon ending appointed or elected responsibilities.

10.6. Resign from an association position if unable to perform the assigned responsibilities with competence.

10.7. Avoid lending the prestige of the association to advance or appear to advance the private interests of others by endorsing any product or service in return for remuneration. Avoid endorsing products or services of a third party, for-profit entity that competes with AHIMA products and services. Care should also be exercised in endorsing any other products and services.

11. *State truthfully and accurately one's credentials, professional education, and experiences.*

A health information management professional **shall**:

11.1. Make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the health information management profession, a professional health information association, or one's employer.

11.2. Claim and ensure that representation to consumers, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, and other relevant professional experience are accurate.

11.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials.

11.4. Report only those continuing education units actually earned for the recertification cycle and correct any inaccuracies occurring regarding CEUs.

12. *Facilitate interdisciplinary collaboration in situations supporting health information practice.*

A health information management professional **shall**:

12.1. Participate in and contribute to decisions that affect the well-being of consumers by drawing on the perspectives, values, and experiences of those involved in decisions related to consumers.

12.2. Establish clearly professional and ethical obligations of the interdisciplinary team as a whole and of its individual members.

12.3. Foster trust among group members and adjust behavior in order to establish relationships with teams.

13. ***Respect the inherent dignity and worth of every person.***

A health information management professional **shall**:

13.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity.

13.2. Promote the value of self-determination for each individual.

13.3. Value all kinds and classes of people equitably, deal effectively with all races, cultures, disabilities, ages and genders.

13.4. Ensure all voices are listened to and respected.

Appendix B: Program Acknowledgements and Statement of Confidentiality

Rowan College at Burlington County
Health Information Technology (HIT) Program
Program Acknowledgements and Statement of Confidentiality

Student Name (please print)		Student ID #
Instructions: Read the following statements carefully to assure yourself that the information contained in the statement is understood by you before signing at the bottom. Your <i>initials</i> are to be entered in the space provided at the end of <i>each</i> statement.		
RCBC Student Handbook Acknowledgement: I have reviewed the RCBC Student Handbook, have read and understand the contents of the handbook, and agree to abide by all policies, procedures and rules contained in the handbook (https://rcbc.edu/handbook). Your initials: _____		
HIT Student Handbook Acknowledgement: I have received and reviewed the information contained within the HIT Student Handbook (rev. May 2021) for the HIT program at Rowan College at Burlington County, which outlines the policies and expectations for the program; I acknowledge that successful completion of certain assignments within certain courses will require me to purchase, access and use AHIMA's Virtual Lab and EHRGo (https://ehrgo.com/him/) in order to build my skills and competencies; I understand that I am required to become a member of AHIMA (https://www.ahima.org/membership) and remain a member for the duration of the program; all of my questions have been answered; I know to contact the Program Director or other faculty with any future questions. I have read and understand the contents of the handbook, and agree to abide by all policies, procedures and rules contained in the handbook. Your initials: _____		
Confidentiality Statement: I understand and agree that in the pursuance of my work as a student in the HIT program of Rowan College at Burlington County I must hold all medical information with regard to specific patient's healthcare workers and healthcare facilities in confidence. I understand that I will be privy to such information both in the classroom as well as the clinical affiliation sites. I also understand that all medical information regarding specific patients, healthcare workers and healthcare facilities, whether it is obtained in written, verbal or any other format, is considered a privileged communication between the patient and the patient's physician, and as such, may not be released without the patient's written consent. I further understand that any violation of the confidentiality of medical information may result in dismissal from the HIT program as well as possible legal against me. Your initials: _____		
I have read and understand each of the above statements individually, as indicated by my initials, and I agree to abide by these statements.		
Date Signed:	Full Signature:	

Appendix C: Full and Part Time Schedule Templates

AAS.HIT Full-Time Schedule Template

Course #	Description	Credits
ENG101	College Composition I	3
MTH107	Introduction to Statistics	3
BIO110	Fund. of Anatomy and Physiology I (lecture)	3
BIO111	Fund. of Anatomy and Physiology I (lab)	1
TOTAL		10
APPLY TO HIT PROGRAM – GPA must be 2.77 or higher. Above grades must be “C” or better.		
Fall Year 1		
BIO114	Fund. of Anatomy and Physiology II (lecture)	3
BIO115	Fund. of Anatomy and Physiology II (lab)	1
HIT102	Introduction to Health Information Technology	3
HIT103	Legal Aspects of Health Information	3
HIT106	Medical Terminology	3
TOTAL		13
Spring Year 1		
HIT115	Pathophysiology	3
PSY101	Psychology I (required)	3
HIT117	Pharmacology	3
CIS161	Computer Applications	3
TOTAL		12
Summer Year 1		
HIT118	Introduction to Coding	3
COM200	Business and Professional Communication	3
TOTAL		6
Fall Year 2		
HIT205	HCPCS Coding (CPT-4)	3
HIT209	ICD-10-CM Coding	3
HIT220	Management Concepts in Healthcare	3
SPE102	Public Speaking	3
TOTAL		12
Spring Year 4		
HIT210	ICD-10-PCS Coding	3
HIT211	Reimbursement Methodologies	3
HIT212	Professional Practice Experience II	2
HIT224	Healthcare Information Systems	3
If student must meet a 12-credit requirement check with the program for course suggestions.		
TOTAL		11
Total for Program		64

AAS.HIT Part-Time Schedule Template

Course #	Description	Credits
Fall Year 1		
ENG101	College Composition I	3
MTH107	Introduction to Statistics	3
TOTAL		6
Spring Year 1		
BIO110	Fund. of Anatomy and Physiology I (lecture)	3
BIO111	Fund. of Anatomy and Physiology I (lab)	1
CIS161	Computer Applications	3
TOTAL		7
APPLY TO HIT PROGRAM - GPA must be 2.77 or higher. Above grades must be "C" or better.		
Summer Year 1		
BIO114	Fund. of Anatomy and Physiology II (lecture)	3
BIO115	Fund. of Anatomy and Physiology II (lab)	1
TOTAL		4
Fall Year 2		
HIT102	Introduction to Health Information Technology	3
HIT103	Legal Aspects of Health Information	3
TOTAL		6
Spring Year 2		
HIT106	Medical Terminology	3
HIT115	Pathophysiology	3
TOTAL		6
Summer Year 2		
HIT118	Introduction to Coding	3
COM200	Business and Professional Communication	3
TOTAL		6
Fall Year 3		
HIT117	Pharmacology	3
HIT205	HCPCS Coding (CPT-4)	3
TOTAL		6
Spring Year 3		
HIT209	ICD-10-CM Coding	3
HIT210	ICD-10-PCS Coding	3
TOTAL		6
Summer Year 3		
SPE102	Public Speaking	3
TOTAL		3
Fall Year 4		
HIT 220	Management Concepts in Healthcare	3
PSY101	Psychology I (required)	3
TOTAL		6
Spring Year 4		
HIT211	Reimbursement Methodologies	3
HIT212	Professional Practice Experience II	2
HIT224	Healthcare Information Systems	3
TOTAL		8
Total for Program		64

Appendix D: Leave of Absence

Revised: 3/2021

ROWAN COLLEGE AT BURLINGTON COUNTY HEALTH INFORMATION TECHNOLOGY PROGRAM Student request for LEAVE OF ABSENCE

I, _____, interrupt my formal educational process by requesting a Leave of Absence. The reason for this request is: _____

I am fully aware that:

1. a leave of absence may not exceed 1 (one) year from the date of the director's signature
2. re-entry is on a space available basis;
3. only full semesters will be counted toward program completion;
4. upon re-entry, I must satisfy **all current program requirements** prior to graduation;

Student Signature

Date

I have reviewed the HIT Student Handbook and understand that because of rapid changes in both healthcare and technology, any one student must complete the program within four years of taking the first introductory health information technology program level course (HIT102). The prolonging of program completion may ultimately jeopardize my successful completion of the certification examination for registered health information technician; hence, I understand that students who extend beyond four years may be required to repeat some program level courses [determined by program director] to better prepare them to successfully write the exam. If my leave of absence exceeds one (1) year, I will be automatically withdrawn from the program. Once withdrawn from the program, I must apply for re-admission into the program and follow admission standards should I decide to re-enter into the program.

Student Signature

Date

I agree to comply with the stipulations set herein. Should I violate the terms of this agreement, I understand I will be terminated from the program and must reapply to gain re-entry.

Student Signature

Date

Anticipated date/semester of return: _____



Approved by: _____
Director of Health Information Management

Date

Appendix E: Physical Exam

Physical Examination Health Information Technology Student Rowan College at Burlington County

Name (Last, First, MI)	Date of Birth	Social Security #
Street Address	Telephone # (Home)	Telephone # (Work)
City	State	Zip Code
IN CASE OF EMERGENCY CONTACT:		
Name:	Relationship:	Phone Number:
Address (street, city, state, zip)		
PHYSICAL EXAMINATION		
General Appearance:		
Vital Signs:		
HEENT:		
Skin:		
Neck:		
Chest/Lungs:		
Heart:		
Back & Spine:		
Abdomen:		
Extremities:		
Lymphatic System:		
Neurological:		
Other:		

THE FOLLOWING INFORMATION IS REQUIRED.

Labs - To be filled in by examiner. All of the following lab work must be completed.

Test		Results		Results		Results		Results
CBC	RBC		WBC		Hgb		Hct	
UA	Sp. Gravity		Albumin		Sugar			
Serology Test	Syphilis							

Tuberculosis - Double step needed when entering the program.

Test	Date	Results	Test	Date	Results
PPD #1			PPD #2		

MMR and Varicella

Immunization	Immunization Date
Rubeola (measles)	
Mumps	
Rubella (German measles)	
Varicella (chickenpox)	

Hepatitis B

If series is not completed, student must sign waiver. If series is > 2 yrs., must have titer or sign waiver

Immunization Date/s	Titer Date	Results - Neg. or Pos.
Waiver for Hepatitis B Immunization		
Student Signature -		Date

Tetanus Immunization - Must be within the past 10 years

Date of last Tetanus Vaccine	Current Booster Date, if needed

Name of Person Completing Physical Examination - PRINT

Address:

City: _____ **State:** _____ **Zip Code** _____ **Phone Number:** _____

Signature: _____ **Date:** _____

Appendix F: AHIMA Domain, Subdomains and Tasks

AHIMA 2018 Curriculum Competencies

Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Describe health care organizations from the perspective of key stakeholders.	2
I.2. Apply policies, regulations, and standards to the management of information.	3
I.3. Identify policies and strategies to achieve data integrity.	3
I.4. Determine compliance of health record content within the health organization.	5
I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2
I.6. Describe components of data dictionaries and data sets.	2
I.6. DM Evaluate data dictionaries and data sets for compliance with governance standards.	5

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Apply privacy strategies to health information.	3
II.2. Apply security strategies to health information.	3
II.3. Identify compliance requirements throughout the health information life cycle.	3

Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1. Apply health informatics concepts to the management of health information.	3
III.2. Utilize technologies for health information management.	3
III.3. Calculate statistics for health care operations.	3
III.4. Report health care data through graphical representations.	3
III.5. Describe research methodologies used in health care.	2
III.6. Describe the concepts of managing data.	3
III.7. Summarize standards for the exchange of health information.	2
III.6. DM Manage data within a database system.	5
III.7. DM Identify standards for exchange of health information.	3

Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	3
IV.2. Describe components of revenue cycle management and clinical documentation improvement.	2
IV.3. Summarize regulatory requirements and reimbursement methodologies.	2
IV.1. RM Determine diagnosis and procedure codes and groupings according to official guidelines.	5
IV.2. RM Evaluate revenue cycle processes.	5
IV.3. RM Evaluate compliance with regulatory requirements and reimbursement methodologies.	5

Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Apply legal processes impacting health information.	3
V.2. Demonstrate compliance with external forces.	3
V.3. Identify the components of risk management related to health information management.	3
V.4. Identify the impact of policy on health care.	3

Domain VI. Organizational Management & Leadership	
Competency	Bloom's Level
VI.1. Demonstrate fundamental leadership skills.	3
VI.2. Identify the impact of organizational change.	3
VI.3. Identify human resource strategies for organizational best practices.	3
VI.4. Utilize data-driven performance improvement techniques for decision making.	3
VI.5. Utilize financial management processes.	3
VI.6. Examine behaviors that embrace cultural diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Describe consumer engagement activities.	2
VI.9. Identify processes of workforce training for health care organizations.	3

Bloom's Taxonomy – Revised for AHIMA Curricula

Taxonomy Level	Category	Definition	Verbs
1	Remember	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Choose, Define, Find
2	Understand	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present

Adapted from *Teacher Created Resources Quick Flip Questions for the Revised Bloom's Taxonomy*. (2017). Madison, WI: Edupress.