

Student Handbook

Health Administrative Services
Health Information Management

Institutional Certificate

Health Care Coding & Classification
Health Information Management Post-Baccalaureate

Associate of Applied Science Degree

Health Information Technology

Bachelor's Degrees in Health Administrative Services

Emphasis areas:

Health Information Management
Health Services Administration
Long-Term Care
Health Promotion

For more information, contact:

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Revised September, 2011

Table of Contents

Foreword.....	3
Admission and Registration.....	4
Grading/Cheating Policy	5-6
Drug/Alcohol Policy.....	6
Criminal Background Checks, Drug Screenings, and Proof of Immunizations Policy	6
Background Check Information Form.....	6
Drug Screen Information Forms	7
Education Goals.....	8
Due Process Policy.....	9
Important Campus Contacts.....	9
Health Care Coding & Classification	10
Health Information Technology	12-21
Introduction	12
Program	12
Employment	13
Admission Process.....	13
Graduation Requirements.....	14
Professional Practice Experience	14
HIM Lab.....	15
Affiliation and Mentoring Agreement.....	16-19
Recommended Course Sequence.....	20
AHIMA Code of Ethics.....	21
Health Information Management.....	22-27
Introduction	22
Program	22-23
Employment	24
Admission Process.....	24
Professional Practice Experience	25
HIM Lab.....	25
Recommended Course Sequence.....	26
AHIMA Code of Ethics.....	27
Health Services Administration/Long-Term Care.....	28-32
Introduction	28-29
Program	29
Employment	29
Professional Practice Experience	29
Recommended Course Sequence.....	31
Health Promotion	33-34
Introduction	33
Program	33
Employment	33
Health Promotion Courses.....	34

FOREWORD

Welcome to the Health Administrative Services Department. We look forward to working with you throughout your educational experience here at Weber State University.

This handbook is a guide that describes what is expected of students. **It is the individual responsibility of the students to familiarize themselves with the information presented in the handbook.**

The policies in this handbook have evolved through a continual process of feedback, discussion, and exchange among students, faculty, and administrators. Although no policy is considered totally inflexible, the present policies will be supported and adhered to by both students and faculty until changed or amended through appropriate channels.

The first eleven pages of the handbook are policies and procedures that apply to all majors/minors in the department. After that, specifics of each major are presented in detail according to the Table of Contents.

ADMISSION PROCESS:**Campus-Based**

Students interested in the HAS Programs should fulfill appropriate program pre-requisites, then complete the College of Health Professions application and pay the \$25.00 application fee. At this time an educational contract with an advisor will be developed.

Distance Education

Students must complete the Weber State University Application for Admission (\$30), fulfill appropriate program pre-requisites with transfer or Weber work and then complete the College of Health Professions application (\$25). An advisor will develop an educational contract and mail it to the student. Follow-up advising can be done via mail, Internet, or telephone.

The program does not discriminate in its admission with reference to physical handicap or diseases such as AIDS, tuberculosis, hepatitis, etc.

STATEMENT OF POLICY:

It is the policy of Weber State University to provide Equal Opportunity in all its programs and activities in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Vocational Amendments of 1976.

Accordingly, all Weber State University sponsored programs and activities will be open to all students or candidates for admission without regard to race, age, color, religion, sex, national origin, or marital status. Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including syllabi) in alternative formats if necessary.

STUDENT HEALTH POLICY:

The institution does not require submission of satisfactory health status reports on students in non-clinical disciplines. Where there is no danger of adverse outcomes for either the student, fellow providers, or patients, completion of program requirements in the face of health issues should be the student's decision after appropriate advisement with faculty. If students do have relevant health issues, they are encouraged to discuss them with a faculty member.

REGISTRATION:

To register for classes, students must register online at www.weber.edu. **It is the student's responsibility to complete the registration process.**

Students are advised to review catalog descriptions of courses and to complete all prerequisites prior to enrolling for a course. It is recommended that students follow the recommended course sequence for their emphasis. If this is not followed, scheduling conflicts may arise. Students cannot expect instructors to make special arrangements because times of certain classes conflict.

STUDENT RESPONSIBILITY:

Students who work or have other personal and family responsibilities while they are attending the program are expected to responsibly schedule themselves for classes. The department expects them to recognize the fact that very few people are capable of working full-time and attending school full-time. Students are expected to place their requirements for the program first, and if that means that only 3-6 units

can be successfully accomplished per semester, then that is all the student should register for. Students cannot expect that the requirements of class work will be decreased to accommodate work schedules.

CORE KNOWLEDGE AND SKILLS

Students must complete Weber State University general education core requirements before admission to the HAS/HIM programs. Students will be expected to be proficient in the knowledge and skills learned in those core courses. These include math, written and oral communication, literature research and paper writing, presentations, and computer skills. HAS/HIM instructors will assume proficiency in these areas and will not reteach core skills in their courses.

ACADEMIC STANDARDS AND GRADING/CHEATING POLICY

Academic Standards for Health Administrative Services (HAS)

(Applies to all of the emphasis areas: Health Services Administration, Long-Term Care, Health Promotion, and Health Information Management; Health Information Technology, and Health Care Coding)

Students must earn a grade of "C" or better in required courses and electives listed in the Weber State University Catalogue for all HAS emphasis areas, Health Information Technology, and Health Care Coding (a grade of "C-" is not acceptable), in addition to a minimum cumulative GPA of 2.50 for all bachelor degree programs and a minimum cumulative GPA of 2.0 for the AAS degree in Health Information Technology and the Institutional Certificate in Health Care Coding and Classification (Weber work only).

Students who fail to achieve a grade of "C" or better in a required or elective course will be placed on departmental probation until that course is successfully repeated. Students on probation for more than one year may not be allowed to remain in the program and may no longer be permitted to take HAS/HIM courses.

Students who fail a required or elective course may repeat the course once. If after one repeat the student fails to achieve a grade of "C" or better, that student will not be allowed to remain in the HAS program and will no longer be permitted to take HAS/HIM courses.

Cheating and other collaboration on course work that has not been assigned as a group project will be dealt with using the WSU policy from the Student Code handbook (see pages 7 and 8). Grades in HAS/HIM classes are assigned on the basis of successful completion of class and lab projects as well as examinations.

Students taking HAS/HIM classes are subject to cheating policies, codes, definitions, and sanctions established by Weber State University (ppm 6-22), by the Dr. Ezekiel R. Dumke College of Health Professions, by other departments, and by the Health Administrative Services Program. Specific sanctions that typically apply to cheating during test-taking or to cheating on class assignments are listed below.

1. Warning. A warning will be issued if the incident cannot be verified beyond a reasonable doubt. A warning is an oral or written notice to a

student that his or her conduct may be in violation of WSU rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action.

2. Grade reduction. At the discretion of the course instructor, students found to be cheating will receive a reduction by one full letter grade of the student's grade for the course (for example, A- to B-, B to C, etc.) if the student has previously committed no verifiable acts of cheating.

3. Failure of course. At the discretion of the instructor, a failing grade for the course will be implemented if the student has previously participated in at least one verifiable act of cheating.

Incidents of cheating may be reported to programs within the Dumke College of Health Professions.

Grading Scale for all HAS/HIM classes:

94 - 100%	=	A
90 - 93%	=	A-
88 - 89%	=	B+
83 - 87%	=	B
80 - 82%	=	B-
78 - 79%	=	C+
73 - 77%	=	C
70 - 72%	=	C-
68 - 69%	=	D+
63 - 67%	=	D
60 - 62%	=	D-
Below 60%	=	E

The department chair and the instructors of the HAS program will only discuss grade disputes and other problems with the student involved (not spouse, parent, guardian, etc.).

Students wishing to appeal negative admissions, probation, or other decisions should refer to the "Students Rights and Responsibilities" handbook or contact the Student Affairs Office.

DRUG/ALCOHOL POLICY

Any incidence of alcohol or illegal drug use in any clinical, internship, or professional practice experience site will not be tolerated by the Health Administrative Services Department. Use of alcohol or illegal drugs on these sites may result in immediate removal from any of the HAS, HIM, HIT or Health Care Coding programs.

CRIMINAL BACKGROUND CHECKS, DRUG SCREENINGS, AND PROOF OF IMMUNIZATIONS

If you have a record of convicted criminal actions, it may affect your ability to complete the Health Information Technology, Health Information Management, Health Administrative Services and Long-Term Care Programs. Additionally, all applicants may be required to mandatory drug screening prior to placement in professional practice experience or internship sites. If a background check reveals a history of convicted criminal actions or the drug screen reveals the presence of a non-prescribed controlled substance, then you may be unable to complete the program and will not be entitled to any refunds of tuition dollars or other fees. Additionally, applicants may also be required to provide proof of immunizations or proof of immunity. All of these items

will be at the students cost.



CertifiedBackground.com

-----Student Instructions-----

Background Check

Weber State University - Health Administration - Campus

The above organization has chosen CertifiedBackground.com as an approved provider of background checks, drug tests, and/or immunization tracking services for students.

About CertifiedBackground.com

CertifiedBackground.com is a service that allows students to order their own background check, drug test and upload immunization records and other documents online. Information collected through CertifiedBackground.com is secure, tamper-proof, and kept confidential. The services performed by Certified Background are based on guidelines provided by your organization, so you know you'll get the information you need, all from one source. The results are posted on the CertifiedBackground.com website where the student, as well as the school, can view them.

Ordering Instructions

1. Go to www.CertifiedBackground.com and click on "Students."
2. In the Package Code box, enter the package code: **See Notes Below.**
3. Enter your payment information – Visa, Mastercard, or Money Order. Follow the online instructions to complete your order.
4. Your package requires you to submit immunization, medical, or certification records. At the end of the order process you will be prompted to visit a secure web page where you will view additional instructions for uploading your records.

Retrieval Instructions

Once your order is submitted, you will receive a confirmation email containing the password needed to view the results of your background check. To view your results, visit www.CertifiedBackground.com, enter your password in the area provided on the lower right side of the homepage, then enter the last four digits of your Social Security Number. Results are typically available in approximately three days, though some searches take longer so please allow adequate time when ordering. Your Department Administrator will automatically have access to your results. For A Summary of Your Rights Under the Fair Credit Reporting Act visit www.ftc.gov.

WE79- This is a Background Check Drug Test and Immunization Package.

WE79DT- Drug Test Only.

www.CertifiedBackground.com

Phone: (888) 666-7788

info@certifiedbackground.com

EDUCATION GOALS

The HAS/HIM department believes our program prepares well-educated health professionals of today and tomorrow. The following is a list of skills that are necessary when entering the workforce.

Critical Thinking Skills

- * Conceptualize, analyze, develop, and implement solutions in a fluid, dynamic, heterogeneous healthcare setting.

Personal Initiative in Education and Career Planning

- * Assume new roles by learning new technologies and techniques.
- * Assume responsibility for personal mastery through continual clarification of what is important.
- * Demonstrate commitment and a strong sense of responsibility to work.

Communication

- * Communicate effectively through use of skills in speaking, reading, writing, and listening.
- * Analyze situations; formulate appropriate communication patterns.

Customer Service Orientation

- * Recognize potential customers, assess their needs, and deliver quality and timely services.

Sensitivity to Healthcare Delivery Environment

- * Determine needs of a fluid healthcare environment and adapt skills to meet these needs.

Sensitivity to Cultural and Community Needs

- * Communicate and relate to diverse customer, patient, and professional communities.

Leadership and Collaboration

- * Develop and articulate vision and motivate others to build and execute a shared vision.
- * Effectively function in the dynamics of interdisciplinary group process and team collaboration.

Professional Behavior

- * Demonstrate professional behaviors in all interactions with peers, patients, customers, and other professionals.
- * Adhere to ethical, legal, and professional practice standards.
- * Consider ethical implications; choose appropriate course of action.

Strong Foundation in the Sciences

- * Demonstrate application of the life sciences, research methodologies, mathematics, and statistics appropriate to the needs and functions of the task at hand.

Strong Foundation in Management, Legal and Financial Perspectives

- * Demonstrate application of techniques associated with:
 - Human resource management
 - Organizational behavior and change management
 - Treatment cost and outcomes analysis
 - Resource consumption and supply utilization
 - Budget preparation and implementation
 - Reimbursement issues
 - Analysis of information for clinical and administrative purposes
 - Professional ethics
 - Confidentiality and personal privacy

DUE PROCESS POLICY

The purpose of due process is to afford students all rights guaranteed to citizens by the constitution and laws of the United States and the State of Utah. Students are obliged to obey these laws as well as rules and regulations of Weber State University and the recognized standards of the program and profession for which they are training.

Problems between a student and the college generally are in the areas of academics or misconduct.

Students should refer to the Weber State University Student's Rights and Responsibilities Handbook when confronted with concerns about their rights and due process procedure.

The policies referred to above provide students the opportunity to appeal decisions concerning misconduct or academic performance.

Students are encouraged to consult with their instructors when they feel they are having problems meeting program goals, objectives, or academic requirements.

IMPORTANT CAMPUS CONTACTS

Admissions Office	
Campus	801-626-6743
College of Health Professions	801-626-6136
Career Services	801-626-6393
Distance Learning Office	1-800-848-7770 ext 6600
Distance Learning Secretary	801-626-6771/6600
Financial Aid	801-626-7569
Parking	801-626-6533
Records Office	801-626-6757/6751
Registration Office	801-626-7778
Services for Multicultural Students	801-626-7330
Services for Students with Disabilities	801-626-6413
Services for Women Students	801-626-6090
Student Health Center	801-626-6459
Student Support Services	801-626-7009
Testing Center	
Student Services	801-626-6803
College of Health Professions	801-626-7290
Davis Center	801-395-3495/3532
Lampros	801-626-6645
Online Testing Support	801-626-6477
West Center (Roy)	801-689-4007
Veteran's Affairs	801-626-6039/6040
Wild Card Office	801-626-6367/7700

Institutional Certificate in Health Care Coding and Classification

PROGRAM

This 27-credit-hour certificate program consists of 9 courses that develop your ability to use the International Classification of Diseases, version 9 (ICD-9-CM) of the U.S. Department of Health and Human Services and the Common Procedural Terminology (CPT) of the American Medical Association. The program also develops expertise for both outpatient/office practice and acute-care inpatient levels of proficiency. You can use and apply both coding schemes in the systems of reimbursement for healthcare services.

EMPLOYMENT

Qualified coders are in great demand at all levels of the healthcare system to provide coded clinical data for reimbursement and research purposes. As more and more healthcare organizations and companies become established in rural areas of Utah, the job market in healthcare coding is steadily increasing. Weber State University is recognized as the leader in the state of Utah in the education of healthcare coders.

The certificate qualifies you for the following jobs:

- Inpatient Hospital Coder
- Outpatient Hospital Coder
- Physician Office Coder
- Surgical Center Coder
- Home Health Care Coder
- Nursing Facility Coder

ADMISSION

Students interested in the Coding Certificate Program fulfill appropriate program pre-requisites with transfer or Weber work and then must develop an educational contract with an Advisor, and pay the \$25.00 College of Health Professions application fee.

The program does not discriminate in its admission with reference to physical handicap or diseases such as AIDS, tuberculosis, hepatitis, etc.

RECOMMENDED COURSE SEQUENCE

Pre-requisites

HTHS 1101*	<u>Medical Terminology</u>	2
HTHS 1110*	<u>Biomedical Core I or a course in human anatomy</u>	4

Second Semester

HTHS 1111*	<u>Biomedical Core II or a course in human physiology</u>	4
HTHS 2240	<u>Introduction to Pharmacology</u>	3

Third Semester

HTHS 2230	<u>Introduction to Pathophysiology</u>	3
HIM 2300	<u>Diagnosis Coding</u>	3

Fourth Semester

HIM 2320	<u>Ambulatory & Physician Office Coding</u>	3
HIM 2330	<u>Classification Systems Topics & Reimbursement</u>	2
HIM 2410	ICD-10-PCS Coding	2
HIM 2863	Professional Practice Experience in Coding	1

Students are advised to review catalog course descriptions and to complete all prerequisites prior to enrolling for a course.

Health Information Technology

INTRODUCTION:

The Utah State Board of Regents approved the development of a Medical Record Technology (MRT) program for the College of Health Professions in 1985 based upon evidence of a demonstrated need and strong support for the program by the Utah Hospital Association, Intermountain Health Care and the Utah Health Information Management Association. In 2000, the name of the program was changed to Health Information Technology to reflect a change in the name of the professional credential and an increasing prominence of computer-based information technologies in the discipline.

The mission of the Health Information Technology (HIT) Program at Weber State University is to prepare students to become practicing health information technicians with state-of-the-art technical and managerial skills in the health care field. The program's mission is consistent with the broader mission of the College of Health Professions, which is to provide leadership in the development, coordination, and implementation of educational programs for health care personnel in the broad categories of patient care services, research, and administrative services as related to health care.

The goals of the Health Information Technology Program are:

To provide a pool of qualified students with entry-level knowledge and skills defined by AHIMA for Health Information Administrators.

Faculty will demonstrate current HIT knowledge and skills as teaching expertise and professional role models.

To build strong alliances in a diverse HIT community of interest.

To recruit/retain qualified students in the HIT program.

HIT PROGRAM:

Health Information Technicians perform the essential functions of maintaining health data and records in acute, long-term, and ambulatory health care settings. Opportunities also exist in related health care settings, e.g., insurance companies, medical clinics, computer software vendors, and health maintenance organizations. These functions include, but are not limited to: the coding of diseases and operations; maintaining statistics; performing DRG and utilization review procedures; and supervising employees.

In addition to classroom and laboratory course work, students spend two semesters participating in a supervised professional practice experience in community-based health information settings or the HIM laboratory on the Ogden campus or through the WSU Virtual Lab.

The Health Information Technology program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education.

PROFESSIONAL CREDENTIAL: Successful completion of the HIT two-year program leads to an Associate of Applied Science degree and the student is then eligible to sit for the national certification exam. Students passing this national examination may use the professional designation of Registered Health Information Technician (RHIT).

EMPLOYMENT: With the aging of the population and the subsequent increase in the number and need for health care facilities, the demand for trained health information professionals has increased. Employment opportunities are abundant and are expected to increase.

RELATED CAREERS: Persons receiving HIT training may seek enrollment in a HIM four-year management-oriented BS degree program. The emphasis on medical science classes in the curriculum would give the student a background for other allied health professions and technical specializations. Many opportunities exist in other departments of health care facilities, e.g., Tumor Registries, Utilization Review, Quality Management, Utah Department of Health, etc.

ADMISSION PROCESS: **Campus-Based**
Students must complete the pre-requisites before registering for HIM 2000 in fall semester. During that course, faculty will provide an overview of the profession and details about job duties, work environments, and professional responsibilities and opportunities. Various assignments and exercises are assigned which help to give faculty a clearer picture of each student's individual abilities. Each student completes a program application and pays the \$25.00 College of Health Professions application fee during the course.

At the end of HIM 2000 faculty will sum each student's points earned in the following areas: a) GPA in required courses taken outside the department x2; b) grade points earned in HIM 2000 x2; c) index points assigned by faculty on the basis of the student's performance in HIM 2000, i.e. professionalism, communications, work experience, and diversity. The students applying for admission that year are then ranked according to their total points, and approximately the top 20 are admitted to the program for that year.

Distance Education

Students must complete the pre-requisites before applying to the program. Applications can be filled out electronically at: <http://departments.weber.edu/ce/dl/hccct/> under the "Getting Started" link.

It is your responsibility before you register for HIM 2861, or HIM 2862 to have a completed and signed mentor agreement with the facility where you plan to do your professional practice experience (see page 16 of this manual). If the facility involved does not want to use the agreement generated by Weber State University, you will need to plan on a 2-3 month process to get an agreement completed. We must have two original copies of the document sent to our office for appropriate WSU administrative signatures, and then we will send one of those copies back to the facility administrator. See pages 16-19 for a copy of the agreement you will need to get signed by the administrator of the facility where you do your PPE experience.

The program does not discriminate in its admission with reference to physical handicap or diseases such as AIDS, tuberculosis, hepatitis, etc.

**GRADUATION
REQUIREMENTS:**

**Health Information Technology Program
Associate of Applied Science Degree**

GENERAL

A minimum of 64-66 credit hours. Twenty (20) hours of General Education courses, including at least one course in each of the following three areas: Creative Arts/Humanities (CA/HU), Physical/Life Science (PS/LS), and Social Science (SS). In addition, English 1010 (3), 2010 (3), and Math 1030(3), 1040(3), 1050 (4), HTHSCI 1108(3), or HIM 3200 are required.

**SPECIFIC
REQUIREMENTS:**

Biomedical Core: HTHSCI 1110 (4), 1111 (4), **OR** MICRO LS 1113 (3), ZOOL LS 2100 (4), and ZOOL LS2200 (4).

HIT courses: HIM 2000 (4), 2250 (3), 2300 (3), 2320 (3), 2330 (2), 2410 (2) 2500 (3), 2861 (2), 2862 (2), 2863 (1), 3000 (3), and HIM 3300 (3).

Support courses: HTHSCI 1101 (2), 2230 (3), and 2240 (3); HAS 3000 (3); TBE 1700 (3) **OR** TBE 1701, 1702, 1703 **OR** TBE 1501, 1502, 1503.

**SPECIAL
REQUIREMENTS:**

Students are advised to review catalog descriptions of courses and to complete all prerequisites prior to enrolling for a course.

Students wishing to appeal negative admissions, probation, or other decisions should refer to the "Students Rights and Responsibilities" handbook or contact the Student Affairs Office.

The HIT program receives an annual review by the Program Coordinator, faculty, and advisory committee with course content updated where needed to meet current market trends and competency demands. A comprehensive review with the involvement of a self-study (interdepartmental and interdisciplinary) committee occurs during accreditation renewals and during WSU Program Review Process. Student evaluation of classes will be utilized in these reviews.

**PROFESSIONAL PRACTICE
EXPERIENCE**

Assignments to professional practice experience sites are made by the HIT Program faculty at health facilities that are affiliated with WSU and accredited by Joint Commission on Accreditation of Health Care Organizations . Students will be supervised by qualified medical record personnel (RHIT, RHIA). Students may not be assigned to a facility where they are employed (except by departmental approval) and are not to substitute for paid employees of the facility. Credit for work experience already obtained is available. Analysis of relevant experience is carried out by the program coordinator and credit awarded as appropriate. **NOTE: PPE assignments and hours will be required during the regular work-week.**

The student is responsible for transportation expenses and other related costs during the PPE. The student is accountable to his/her assigned

PPE preceptor during the experience and is responsible for performing duties as assigned.

Two semesters of PPE are required in order to graduate from the Program. Arrangement of onsite Professional Practice Experience the student's work schedule is the student's responsibility, not the Program Coordinator's.

For online students see pages 16-19 for a copy of the required Mentoring agreement.

HIM LAB:

The HIT/HIM Laboratory is a closed laboratory. Only HIT or HIM students are allowed to be in or use any equipment or data in the lab. Similarly, we ask that no children of HIT or HIM students be brought to the classroom.

Access to the Lab is restricted to the times when the faculty or department secretary is available to open the door. The department is currently unable to fund a lab aide to be available during off hours, so students should carefully consider working in the lab at times when it is regularly available. HIM faculty are in the building teaching at least 2-3 evenings a week and can be contacted to assure students the ability to get into the laboratory on those evenings.

AFFILIATION AGREEMENT

THIS AGREEMENT is made and entered into by and between WEBER STATE UNIVERSITY hereinafter referred to as "**WSU**", and (agency name): _____ (address): _____ (phone) _____ (fax) _____, hereinafter referred to as "Agency".

WHEREAS **WSU** and Agency acknowledge a public obligation to contribute to education for allied health practitioners specifically for the benefit of students and community needs; and,

WHEREAS **WSU** has established approved ***Health Information Management/Health Administration*** and other health profession programs, specifically which require(s) the educational facilities of the Agency for clinical experiences; and,

WHEREAS the Agency has clinical facilities suitable for the educational needs of **WSU** programs in **Health Information Management/Health Administration**; and,

WHEREAS it is to the mutual benefit of both **WSU** and Agency that students have opportunities for clinical experience as students and future practitioners; and,

WHEREAS this agreement is effected by the proper authorizing bodies of both parties, each in independent status from the other; and,

WHEREAS this agreement is to be governed by the following general concepts of cooperative action:

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, the parties agree as follows:

A. Obligations of **WSU**.

1. **WSU** assumes full responsibility for offering an educational program eligible for accreditation by the appropriate accrediting agencies.

2. **WSU**, after consultation with the appropriate officers of the Agency, shall appoint a clinical faculty with all rights and privileges, as set forth in the section on clinical faculty of the **WSU** Policy and Procedure Manual.

3. **WSU** regular and clinical faculty shall be responsible for learning and observing the policies and regulations of both **WSU** and Agency as they apply to the circumstances of clinical teaching.

4. **WSU** shall maintain student records and correspondence.

5. **WSU** shall be responsible for the administration of the educational programs.

6. **WSU** shall assure that students assigned to the Agency for clinical instruction meet both **WSU** and Agency standards of health and have the ability to profit from the experience.

7. Each party to this agreement assumes responsibility for its own acts and omissions, and those of its employees and agents, as provided by law. **WSU** is a governmental entity under the Utah Governmental Immunity Act (*U.C.A. section 63-G-7-604*) and nothing herein shall be construed as a waiver of any defense or protection provided by that Act.

B. Obligations of the Agency.

1. The Agency shall maintain the standards which makes it eligible for approval as a clinical area for instruction in accredited educational programs.

2. The Agency shall cooperate with **WSU** in the preparation of students in Radiologic Sciences programs and to the extent **WSU** is able to make offerings available, the Agency will make clinical space, on a first preference basis, available to qualified _ students from **WSU**.

3. The Agency shall make available to students its clinical facilities, including conference rooms, to be used for educational purposes under the guidance and supervision of clinical faculty during such periods of time and to the extent agreed upon from time to time by the parties to this agreement.

4. The Agency shall provide the following facilities and services to **WSU** students and faculty:

a. Reasonable use of parking areas for students and faculty, subject to Agency regulations governing the use of such facilities as applied to Agency personnel.

b. Locker and dressing areas to change into clinical attire.

c. Same food services as are available to Agency staff.

5. The Agency shall permit the use, for educational purposes, of such supplies and equipment as are commonly available for patient care.

6. The Agency shall provide access to the following sources of information for educational purposes:

a. Procedure guides, policy manuals.

b. Standard clinical references found in the medical library such as medical dictionaries, diagnostic test, pharmacology references, and standard references suitable to the clinical area and care program.

7. The Agency shall allow released time for clinical faculty meetings for the purpose of interpreting, discussing, and evaluating the educational program thus facilitating quality control.

8. The Agency shall assume responsibility for the negligent acts or omissions of its staff, agents, and employees as provided by law.

C. Additional Provisions.

1. The students shall have the status of learner and are not employees of the Agency while in the Agency on student assignment. While acting in the capacity of a student they shall not replace Agency staff or give service to patients, except as provided for within the clinical program offered by the parties to this agreement.

2. The students shall be subject to the authority, policies, and regulations of the Agency during clinical assignment.

3. When a university, college or other educational agency other than **WSU** obtains clinical affiliation with the Agency, the directors of the clinical education programs offered by **WSU** and the other university, college or other educational agency will meet jointly with the Agency representatives prior to student assignment for the purpose of coordinating student clinical experiences.

4. This agreement shall be reviewed annually by representatives of **WSU** and Agency administration to exchange progress reports and to give and receive suggestions for improving this agreement. Specified additional instructional programs may be added to or deleted from this document by addendum.

5. In the event of an OSHA defined occupational blood borne pathogen exposure incident experienced by a **WSU** student, (in the course of his/her clinical experience or other **WSU** involvement with the agency) the contracting agency will ensure that initial follow-up services (medical and counseling) are made available to the student as quickly as possible, as recommended by the U.S. Center for Disease Control and Prevention (CDC). The agency also agrees to notify the **WSU** Environmental Health and Safety Office (801) 626-7233 in the event of an exposure. **WSU** Environmental Health and Safety will reimburse the Agency for reasonable costs accrued for follow-up testing.

6. HIPAA Compliance – The parties acknowledge that in the performance of this agreement, each may have access to patient medical records and other protected health information, the confidentiality of which is protected by law. Neither party nor its employees shall disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the other party in writing, any patient or medical record

information. Both parties shall comply with all federal and state laws and regulations, and all rules, regulations and policies regarding the confidentiality of such patient information. The parties further acknowledge that each may be a “covered entity” and/or “business associate” under the Health Insurance Portability and Accountability Act (HIPAA). Each party represents and warrants to the other that it is or will be in compliance with the privacy provisions of HIPAA as found under 45 CFR, parts 160 and 164: Standards for privacy of Individually Identifiable Health Information, commonly known as the “Final Privacy Rule” and each party shall cooperate with the other in implementing such business associate agreements or other agreements as HIPAA may require.

7. This agreement is in effect until terminated by **WSU** or the Agency. Notice of termination shall be in writing and shall be accomplished either by personal service or by certified or registered mail upon Dean of the WSU Dr. Ezekiel R. Dumke College of Health Professions and/or the Agency Administrator. Termination under this paragraph shall be effective upon receipt of notice by the receiving party, provided that students then enrolled in ongoing programs under this agreement shall be permitted to complete their programs.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this agreement on the date (s) set forth below.

HEALTH CARE FACILITY:

WEBER STATE UNIVERSITY:

Health Care Facility Administrator

Yasmen Simonian, PhD
 MT(ASCP),CLS(NCA)
 Dean and Professor
 Dumke College of Health Professions

Date

Print/Type Name

Patricia Shaw, M.Ed., RHIA
 Department Chair

Date

WEBER STATE UNIVERSITY
DUMKE COLLEGE OF HEALTH PROFESSIONS
Health Administrative Services Department
Recommended Course Sequencing

HEALTH INFORMATION TECHNOLOGY PROGRAM CAMPUS

Pre-requisite Courses	HTHS 1110 Biomedical Core I (4) HTHS 1101 Medical Terminology (2)	
1 st Year	Fall Semester	Spring Semester
	HIM 2000 Intro to Health Info Systems (3) HAS 3000 Healthcare System (3) HTHS 1111 Biomedical Core II (4) TBE 1700 Microcomputer Applications (3) General Education	HIM 2250 Healthcare Privacy & Security (3) HIM 3000 Computer Applications in HC (3) HTHS 2230 Pathophysiology (3) HTHS 2240 Intro to Pharmacology (3) General Education
2 nd Year	Fall Semester	Spring Semester
	HIM 2300 Diagnosis Coding (3) HIM 2500 Healthcare Database Mgmt & Security (3) HIM 2861 Prof Prac Experience I (2) HIM 3300 Intro to QI in HC (3) General Education	HIM 2320 Ambulatory & Phy Coding (3) HIM 2330 Classification Topics & Reim. (2) HIM 2410 ICD-10-PCS Proc Coding (2) HIM 2862 Prof Prac Experience II (2) HIM 2863 Prof Prac Experience in Coding (1) General Education

HEALTH INFORMATION TECHNOLOGY PROGRAM ONLINE

Pre-requisite Courses	HTHS 1110 Biomedical Core I (4) HTHS 1101 Medical Terminology (2)	
1 st Year	Fall Semester	Spring Semester
	HIM 2000 Intro to Health Info Systems (3) HAS 3000 Healthcare System (3) HTHS 1111 Biomedical Core II (4) TBE 1701 Intro to Word Processing (1) TBE 1702 Intro to Windows/Databases (1) TBE 1703 Intro to Spreadsheets (1) General Education	HIM 2300 Diagnosis Coding (3) HTHS 2230 Pathophysiology (3) HTHS 2240 Intro to Pharmacology (3) General Education
2 nd Year	Fall Semester	Spring Semester
	HIM 2250 Healthcare Privacy & Security (3) HIM 2320 Ambulatory & Phy Coding (3) HIM 2861 Prof Prac Experience I (2) HIM 3000 Computer Applications in HC (3) General Education	HIM 2500 Healthcare Database Mgmt & Security (3) HIM 2330 Classification Topics & Reim. (2) HIM 2410 ICD-10-PCS Proc Coding (2) HIM 2862 Prof Prac Experience II (2) HIM 2863 Prof Prac Experience in Coding (1) HIM 3300 Intro to QI in HC (3) General Education

Revised 04/06/11

AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION
919 North Michigan Avenue, Suite 1400
Chicago, Illinois 60611

CODE OF ETHICS

Preamble

This Code of Ethics sets forth ethical principles for the health information management profession. Members of this profession are responsible for maintaining and promoting ethical practices. This Code of Ethics, adopted by the American Health Information Management Association, shall be binding on health information management professionals who are members of the Association and all individuals who hold an AHIMA credential.

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all health information management professionals.

Health information management 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.

Revised & adopted by AHIMA House of Delegates – July 1, 2004

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Health Information Management

INTRODUCTION:

The Utah State Board of Regents approved the development of a Health Information Management (HIM) program for the College of Health Professions in 1993 based upon evidence of a demonstrated need and strong support for the program by the Utah Hospital Association and the Utah Health Information Management Association.

The goals of the Health Information Management Program are:

Maintain a health information management and technology curriculum that represents a standard of excellence for the discipline yet remains sensitive to the needs of its students and its communities of interest.

Maintain a faculty with requisite academic and professional credentials who enhance learning excellence, stimulate scholarly effort, and encourage service to and involvement in the program's communities of interest.

Maintain curriculum content and student development at a level which achieves results above the national average on credentialing examinations.

Develop program graduates who are technically and managerially prepared to contribute in a wide diversity of information management roles to the healthcare industry and the health information management profession.

HIM PROGRAM:

The Health Information Management program's mission, practice definition, content and outcomes are consistent with the 1996 Baccalaureate curriculum model of the Assembly on Education of the American Health Information Management Association, as below.

Mission of Health Information Management Education

"Health information management education is responsible for preparing confident, innovative, and contributing professionals who can identify and use a variety of information resources and technologies to accomplish the objectives of diverse practice environments. It provides students with the knowledge and skills necessary to become self-directed learners who possess critical-thinking and problem-solving abilities as well as communication and interpersonal skills. It instills a commitment to life-long learning and important ethical values. The educational process fosters the acquisition of leadership abilities and systems thinking necessary for adapting careers within a changing healthcare environment. As practitioners, graduates of programs will serve society and the profession through collaborative practice, innovative teaching, and the generation and application of new knowledge about health information management.

Health Information Management Practice Definition

"Health information management represents a continuum of practice concerned with health-related information and the management of systems to collect, store, process, retrieve, analyze, disseminate and communicate information related to the research, planning, provision, financing and evaluation of healthcare services.

Occupational Title

"Graduates of baccalaureate degree educational programs are known as health information administrators. Entry-level health information administrators may be employed in a variety of settings and they may assume a variety of job titles depending upon their education, work experience and place of employment. Common job titles held by health information administrators in today's job market are related to line, staff and/or technical positions such as: director, assistant director, manager, claims analyst, clinical information analyst, etc. It is anticipated that job titles will change (e.g., information engineer, clinical information coordinator, data administrator, information security officer, etc.) as healthcare enterprises expand their reliance on information systems and technology. Health information administrators have, and will continue to assume, roles that directly contribute to the development of computer-based patient record systems and a national health information infrastructure. Presently, opportunities for practice are found in numerous settings such as acute care general hospitals, managed care organizations, consulting firms, claims and reimbursement organizations, accounting firms, home healthcare agencies, long-term care facilities, corrections facilities, drug companies, behavioral healthcare organizations, insurance companies, state and federal healthcare agencies, healthcare computing industries, etc. Practice opportunities are unlimited.

Task Responsibilities

"The tasks or functions performed by health information administrators are numerous and are continually changing within the work environment. While the job title and work setting will dictate the actual tasks performed by the health information administrator, in general this individual performs tasks related to the management of health information and the systems used to collect, store, process, retrieve, analyze, disseminate and communicate that information regardless of the physical medium in which information is maintained. In addition, health information administrators assess the uses of information and identify what information is available and where there are inconsistencies, gaps and duplications in health data sources. They are capable of planning and designing systems and serving as pivotal team members in the development of computer-based patient record systems and other enterprise-wide information systems. Their task responsibilities also include serving as brokers of information services. Among the information systems development, data administration, data quality management, data security management, decision support design and data analyses, and management of information-intensive areas such as clinical quality/performance assessment and utilization and case management.

Uniqueness of the Baccalaureate Degree Curriculum

"The uniqueness of baccalaureate degree education for health information administrators is found in the environment in which the curriculum is taught, the employment setting of its graduates and the blending of course work which comprises health information management. The baccalaureate degree curriculum represents a synthesis of curricular content drawn from general education, organizational behavior, principles of management, and information systems and technologies coupled with a unique understanding of the biomedical sciences and the healthcare environment and health information content and uses. The curriculum is supported by instructional strategies that are focused upon the development of professional attributes necessary to exercise leadership in the accomplishment of organizational objectives through the appropriate uses of information. It is important to note

that while the associate and baccalaureate curricula share common curricular foundations, they seek to accomplish significantly different outcomes, particularly with respect to the background in information technologies, statistics, and strategic organizational information resources management. The expertise of the associate degree graduate lies in the application of information technologies to support healthcare information operations. The expertise of the baccalaureate degree graduate lies in the interpretation, analysis, and design of information systems, and management of healthcare information resources and services.

PROFESSIONAL CREDENTIAL:

Successful completion of the Health Information Management program leads to a Bachelor of Science degree in Health Administrative Services: Health Information Management emphasis. The HIM program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education, allowing graduates to sit for the national registration exam. Students passing this national examination may use the professional designation of Registered Health Information Administrator (RHIA).

EMPLOYMENT:

With aging of the population and the subsequent increase in the number and need for health care facilities, the demand for trained health information management professionals has increased. Employment opportunities are abundant and are expected to increase.

ADMISSION PROCESS:

Campus-Based

Students interested in the HIM Program who have already successfully completed the RHIT credential must fulfill all pre-requisite coursework in the Health Information Technology program and then develop an educational contract with the Advisor, Health Information Management Programs in the Health Administrative Services Department.

All students interested in the HIM Program who have not completed the RHIT credential must take the two program pre-requisites HTHS 1101 Medical Terminology and HTHS 1110 Biomedical Core before registering for HIM 2000, Intro to the Health Information Systems.

During that course, faculty will provide an overview of the profession and details about job duties, work environments, and professional responsibilities and opportunities. Various assignments and exercises are assigned which help to give faculty a clearer picture of each student's individual abilities. Each student completes a program application and pays the \$25.00 College of Health Professions application fee during the course.

At the end of HIM 2000, faculty will sum each student's points earned in the following areas: a) GPA in required courses taken outside the department x2; b) grade points earned in HIM 2000 2 x2; c) index points assigned by faculty on the basis of the student's performance in HIM 2000, i.e. professionalism, communications, work experience, and diversity. The students applying for admission that year are then ranked according to their total points, and approximately the top 20 are admitted to the program for that year.

Distance Education

Students must complete the pre-requisites before applying to the program. Applications can be filled out electronically at:

<http://departments.weber.edu/ce/dl/hccct/> under the "Getting Started" link.

The program does not discriminate in its admission with reference to physical handicap or diseases such as AIDS, tuberculosis, hepatitis, etc.

DEGREE EARNED:

**Bachelor in Health Administrative Services
with an emphasis in Health Information Management**

**HEALTH
INFORMATION
MANAGEMENT:**

Students are advised to review catalog descriptions of courses and to complete all prerequisites prior to enrolling for a course.

The HIM program receives an annual review by the Program Coordinator and faculty with course content updated where needed to meet current market trends and competency demands. A comprehensive review with the involvement of self-study (interdepartmental and interdisciplinary) committee occurs during accreditation renewals and during WSU Program Review Process. Student evaluation of classes will be utilized in these reviews.

**PROFESSIONAL PRACTICE
EXPERIENCE:**

Students who are eligible for graduation will participate in a professional practice experience or internship. Assignments to sites are made in discussion with the Program Coordinator to meet the students overall professional objectives. Qualified personnel or faculty will supervise students. Students are not to substitute for paid employees of the organization to which they are assigned.

The student is responsible for transportation expenses and other related costs during the professional practice experience. The student is accountable to his/her assigned clinical instructor or faculty during the practicum and is responsible for performing duties as assigned.

Arrangement of PPE hours in relation to the student's work schedule is the student's responsibility, not the Program Coordinator's.

HIM LAB:

The HIM Laboratory is a closed laboratory. Only HIT or HIM students are allowed to be in or use any equipment or data in the lab. Similarly, we ask that no children of HIT or HIM students be brought to the classroom.

Recommended Course Sequencing

HEALTH INFORMATION MANAGEMENT **CAMPUS**

1 st Year	Fall Semester	Spring Semester
	HIM 3500 Biomed Res. Support (2) HAS 3230 Health Communication (3) IS&T 2010 Bus. Computer Skills (1) ACCT 2010 Intro to Accounting (3) General Education	HIM 3200 Epidemiology & Biostatistics (3) HAS 3240 Human Resource Development (3) HAS 3260 Healthcare Administrative & Supervisory Theory (3) IS&T 3110 Info Tech for Business (3) General Education
Summer	General Education	
2 nd Year	Fall Semester	Spring Semester
	HIM 3400 Healthcare Networks & Databases (3) HIM 4990 Baccalaureate Thesis (3) OR HAS 4860 Practicum/Internship (4)** HAS 3020 Health Care Marketing (3) General Education	HIM 3450 Healthcare Systems Analysis/Design (3) HIM 4100 HIS Management (3) HAS 3750 Healthcare Financial Mgmt (3) **HAS 4860 General Education

HEALTH INFORMATION MANAGEMENT **ONLINE**

1 st Year	Fall Semester	Spring Semester
	HIM 3500 Biomed Res. Support (2) HAS 3230 Health Communication (3) HAS 3240 Human Resource Dev (3) IS&T 2010 Business Computer Skills (1) General Education	HAS 3260 Healthcare Admin & Supervisory Theory (3) IS&T 3110 Info Technology for Business (3) ACCT 2010 Intro to Accounting (3) General Education
Summer	HIM 3200 Epidemiology & Biostats (3) General Education	
2 nd Year	Fall Semester	Spring Semester
	HIM 3400 Healthcare Networks & Databases (3) HAS 3750 Healthcare Financial Mgmt (3) HIM 4990 Baccalaureate Thesis (3) OR HAS 4860 Practicum/Internship (4)** General Education	HIM 3450 Healthcare Systems Analy/Design (30) HIM 4100 HIS Management (3) HAS 3020 Healthcare Marketing (30) **HAS 4860 General Education

Students are advised to review catalog course descriptions and to complete all prerequisites prior to enrolling for a course

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- XIII. 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.
- XIV. 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.
- XV. Refuse to participate in or conceal unethical practices or procedures.
- XVI. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
- XVII. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
- XVIII. Represent the profession accurately to the public.
- XIX. 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.
- XX. State truthfully and accurately their credentials, professional education, and experiences.
- XXI. Facilitate interdisciplinary collaboration in situations supporting health information practice.
- XXII. Respect the inherent dignity and worth of every person.

Revised & adopted by AHIMA House of Delegates – July 1, 2004

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Health Services Administration/Long-Term Care

INTRODUCTION:

The Health Administrative Services Program (HAS) provides an opportunity for health practitioners, students in the health disciplines, and others to prepare themselves for healthcare management, healthcare information, and health promotion roles in both traditional and nontraditional health care settings. In addition, many students use the program to prepare themselves for graduate studies in health administration and other related disciplines. The program is uniquely structured to help practicing health professionals build upon their two-year professional degree or credential while at the same time accommodating the more traditional four-year student. The HAS program was developed to better prepare health practitioners and others to take advantage of the challenges and opportunities facing them as members of the nation's health care team.

Study Emphases:

Health Services Administration is designed to provide health care practitioners and others with the skills and competencies to function as supervisors and managers in health care settings. In the changing health care environment, new and challenging demands are placed on health care personnel to expand their conventional roles to include increased administrative responsibilities. The HAS curriculum provides a working foundation in management and interpersonal skills, while at the same time introducing the student to the health care delivery system and its many and varied issues and challenges. Graduates are not only better prepared to assume increased management responsibilities, but to do so with a better understanding of the complex system in which they work.

Long-Term Care Administration prepares students to function as administrators in nursing homes and other long-term care facilities. The curriculum is designed to provide students with a foundation in management principles and human relations, introduce them to the long-term care field, and give them operational experience in nursing home management. To function as an administrator in long-term care, one must be licensed. For licensure, most states require the completion of a bachelor's degree in health administration or a related area, an extensive administrative internship, and the successful passing of an examination offered by the National Board of Examiners for Nursing Home Administrators.

The goals of the Health Administrative Services Program are:

To develop and maintain a curriculum that represents the cutting edge of knowledge for the field, and is also sensitive to the needs of students and the health field that they serve. This mandates the need for constant curriculum monitoring and modification as deemed appropriate.

To provide a service-learning environment for students that supports their acquisition of knowledge, stimulates individual creativity, and creates the realization that learning is a life-long process.

To prepare students to meet their goals of attending graduate school or entering the workforce as they graduate from the HAS program.

To teach students essential health management theory, provide students with opportunities for critical thinking and problem solving, and assist students in understanding key issues facing the health industry.

To provide experiences in and out of the classroom for the professional development of students.

To provide students with supervised practicum and internship experiences.

To assist students, through established relationships with the industry and graduate programs, in entering the field of health care or moving on to a graduate education.

HAS PROGRAM:

The mission of the Dumke College of Health Professions Department of Health Administrative Services is to prepare traditional and non-traditional students for management and leadership in health services, to provide technical skills in health information, and to promote healthy lifestyles.

EMPLOYMENT:

With rapid advancements in medical science and technology as well as aging of the population and the subsequent increase in the number and need for health care services, the demand for trained health administration professionals has increased. Employment opportunities are abundant and are expected to increase.

Occupations

The HAS programs are designed to provide health care practitioners and others with the skills and competencies to function as supervisors and managers in health care settings. The HAS curriculum provides a working foundation in management and interpersonal skills, while at the same time introducing students to the health care delivery system and its many and varied issues and challenges. Graduates are not only better prepared to assume increased management responsibilities, but to do so with a better understanding of the complex system in which they work. More jobs are available nationwide in long-term care and health administrative services than there are students to fill them.

PROFESSIONAL CREDENTIAL:

The State of Utah, and many other states, requires individuals to be licensed in order to manage a skilled nursing facility. A licensed long-term care administrator has a distinct advantage over other individuals when it comes to finding the best long-term care management jobs. In Utah, individuals are required to complete a 1,000-hour internship or administrator in training program (AIT) prior to take the licensing exam. The internship is coordinated through WSU's long-term care program; however, the exam is administered by the state. Students will be responsible to prepare and sit for the exam.

PROFESSIONAL PRACTICE EXPERIENCE:

Students who are eligible for graduation may participate in a professional practice experience or internship. Normally, the length will be 300 hours for HAS and 1000 hours for Long-Term Care. To be eligible for an internship, students must have completed all or nearly all of the courses required by the program with a cumulative GPA of at least 3.0. Students are responsible for securing their own internship and preceptor although program faculty will assist in that process. Students need to meet with an advisor at least three months prior to starting their internship in order to work out the details. . Students who already have substantial health care management experience may qualify for a shorter internship. Students who do not qualify for an internship or who choose not to complete an internship, must complete a

thesis in order to graduate.

DEGREE EARNED:

**Bachelor in Health Administrative Services
With an emphasis in:
Health Services Administration
OR
Long-Term Care Administration**

Recommended Course Sequencing

HEALTH ADMINISTRATIVE SERVICES PROGRAM **CAMPUS**

Pre-requisite Courses	ZOOL LS1020 Human Biology OR HTHS 1110/1111 (8) Biomedical Core I & II HTHS 1101 (2) Medical Terminology ACCT 2010 (3) Survey of Accounting MATH 1050 (4) College Algebra Computer Literacy	HAS 3000 (3) The Health Care System ECON 2010 (3) Principles of Microeconomics ENGL 2010 (3)
1 st Year	Fall Semester	Spring Semester
	HAS 3020 (3) Health Care Marketing HAS 3150 (3) Community Health Care HAS 3230 (3) Health Communication HIM 3200 (3) Epidemiology & Biostatistics	HAS 3240 (3) Human Resource Development HAS 3260 (3) Health Care Admin. & Supervisory Theory HAS 3750 (3) Health Care Finance HIM 2330 (2) Classification Systems Topics & Reimbursement HIM 3000 (3) Computer Applications in Health Care
2 nd Year	Fall Semester	Spring Semester
	HAS 4320 (3) Health Care Economics & Policy HAS 4400 (3) Legal & Ethical Aspects of Health Care HIM 3300 (3) Intro to Quality Improvement in Health Care Elective 1 (1-3) Elective 2 (1-3)	HAS 4740 (1) Issues In Health Administration HAS 4860 (6) Practicum Internship OR HIM 4990 (3) Baccalaureate Thesis & HIM 3500 Biomedical Research Support Elective (3)

HEALTH ADMINISTRATIVE SERVICES PROGRAM **ONLINE**

Pre-requisite Courses	ZOOL LS1020 Human Biology OR HTHS 1110/1111 (8) Biomedical Core I & II HTHS 1101 (2) Medical Terminology ACCT 2010 (3) Survey of Accounting MATH 1050 (4) College Algebra Computer Literacy	HAS 3000 (3) The Health Care System ECON 2010 (3) Principles of Microeconomics ENGL 2010 (3)
1 st Year	Fall Semester	Spring Semester
	HAS 3230 (3) Health Communication HAS 3240 (3) Human Resource Development HAS 3260 (3) Health Care Admin. & Supervisory Theory HIM 3000 (3) Computer Applications in Health Care	HAS 3020 (3) Health Care Marketing HAS 3150 (3) Community Health Care HIM 2330 (2) Classification Systems Topics & Reimbursement
Summer	HIM 3200 (3) Epidemiology & Biostatistics HIM 3300 (3) Intro to Quality Improvement in Health Care	
2 nd Year	Fall Semester	Spring Semester
	HAS 3750 (3) Healthcare Financial Administration Elective (3) Elective (3) HIM 3500 Biomedical Research Support	HAS 4320 (3) Health Care Economics & Policy HAS 4400 (3) Legal & Ethical Aspects of Health Care HAS 4740 (1) Issues In Health Administration HAS 4860 (6) Practicum Internship OR HIM 4990 (3) Baccalaureate Thesis

Recommended Course Sequencing
 HAS; LONG-TERM CARE EMPHASIS **CAMPUS**

Pre-requisite Courses	ZOOL LS1020 Human Biology OR HTHS 1101 (2) Medical Terminology ACCT 2010 (3) Survey of Accounting MATH 1050 (4) College Algebra Computer Literacy	HTHS 1110/1111 (8) Biomedical Core I & II HAS 3000 (3) The Health Care System ECON 2010 (3) Principles of Microeconomics ENGL 2010 (3)
1 st Year	Fall Semester	Spring Semester
	HAS 3020 (3) Health Care Marketing HAS 3150 (3) Community Health Care HAS 3230 (3) Health Communication HIM 3200 (3) Epidemiology & Biostatistics	HAS 3240 (3) Human Resource Development HAS 3260 (3) Health Care Admin. & Supervisory Theory HAS 3750 (3) Health Care Finance HIM 2330 (2) Classification Systems Topics & Reimbursement HIM 3000 (3) Intro to Health Care Management
2 nd Year	Fall Semester	Spring Semester
	HAS 4320 (3) Health Care Economics & Policy HAS 4400 (3) Legal & Ethical Aspects of Health Care HIM 3300 (3) Intro to Quality Improvement in Health Care Elective 1 (1-3) Elective 2 (1-3)	HAS 4520 (2) Intro to Long-term Care HAS 4525 (1) Health Facility Operation HAS 4740 (1) Issues in Health Administration HAS 4860 (6) Practicum Internship

HAS; LONG-TERM CARE EMPHASIS **ONLINE**

Pre-requisite Courses	ZOOL LS1020 Human Biology OR HTHS 1101 (2) Medical Terminology ACCT 2010 (3) Survey of Accounting MATH 1050 (4) College Algebra Computer Literacy	HTHS 1110/1111 (8) Biomedical Core I & II HAS 3000 (3) The Health Care System ECON 2010 (3) Principles of Microeconomics ENGL 2010 (3)
1 st Year	Fall Semester	Spring Semester
	HAS 3230 (3) Health Communication HAS 3240 (3) Human Resource Development HAS 3260 (3) Health Care Admin. & Supervisory Theory HIM 3000 (3) Intro to Health Care Management	HAS 3020 (3) Health Care Marketing HAS 3150 (3) Community Health Care HIM 2330 (2) Classification Systems Topics & Reimbursement Elective 1 (1-3) see catalog or contract for options
Summer	HIM 3200 (3) Epidemiology & Biostatistics HIM 3300 (3) Intro to Quality Improvement in Health Care	
2 nd Year	Fall Semester	Spring Semester
	HAS 3750 (3) Health Care Finance * HAS 4520 (2) Intro to Long-term Care * HAS 4525 (1) Health Facility Operation HAS 4740 (1) Issues in Health Administration Elective 2 (1-3) see catalog or contract for options	HAS 4320 (3) Health Care Economics & Policy HAS 4400 (3) Legal & Ethical Aspects of Health Care HAS 4860 (6) Practicum Internship
Summer	HAS 4860 Practicum Internship (continued)	

Health Promotion

INTRODUCTION

The major purpose of professional preparation programs in health promotion is to prepare students for employment in programs that promote health and prevent disease. The academic programs are eclectic; that is, they represent an interdisciplinary approach which combines both the health sciences and the behavioral sciences into an applied discipline. The focus of all programs is to meet the competencies of the entry-level health educator as delineated by the National Commission for Health Education Credentialing. These skills include needs assessment, program planning, implementation, evaluation, and management of comprehensive programs.

PROGRAM

The mission of the Dumke College of Health Professions Department of Health Administrative Services is to prepare traditional and non-traditional students for management and leadership in health services, to provide technical skills in health information, and to promote healthy lifestyles.

EMPLOYMENT

Students who complete a professional preparation program in health promotion can find employment in health agencies, public health departments, community action projects, hospitals, clinics, student health clinics, long-term care, rehabilitation, businesses, industries, consultancies, and as teachers and professors. Many employers hire only certified health education specialists (CHES), who earn a certificate by passing a written exam after completing a health promotion program and maintain certification by earning continuing education units (CEUs). You may elect to take the national test and become a certified health education specialist (CHES) six months prior to graduation with a BS degree or after.

INTERNSHIP

Health 4860 is the required internship for Health Promotion. Students need to meet with an advisor the semester prior to starting their internship in order to work out the details.

DEGREE EARNED

**Bachelor in Health Administrative Services
with an emphasis in Health Promotion**

Prerequisites (to be completed before applying to the program)	
Course	Title
HLTH SS1030	Healthy Lifestyles
ZOOL LS1020 OR HTHS 1110/1111	Human Biology Or Biomedical Core I & II
Required Courses (32 Hours)	
HLTH 3000	Foundations of Health Promotion
HLTH 3200*	Methods Health Education*
HLTH SI4013	Health Promotion Research & Evaluation
HLTH 4150	Needs Assessment & Planning Health Promotion Programs
HLTH 4860	Field Experience
HLTH 4990	Senior Seminar
HAS 3000	The Health Care System
HAS/HLTH 3150	Community Health
HAS DV 3190	Cultural Diversity in Patient Education
OR	OR
HLTH DV3420	Multicultural Health & Nutrition
HAS 3230	Health Communication
HIM SI3200	Epidemiology & Biostatistics
Professional Block (minimum of 9 hours approved by advisor)	
HLTH 2400	Art of Emotional Wellness
HLTH 2700	Consumer Health
HLTH 3100	Technological Applications in Health Promotions
HLTH 3160	Health Behavior & Special Populations
HAS 3020	Health Care Marketing
HAS 3260	Health Care Administration & Supervisory Theory
HAS 4320	Health Care Economics and Politics
Elective Courses (select 15 hours)	
AT 3600	Ergonomics for Health and Safety
HLTH 1110	Stress Management
HLTH 1300	First Aid: Responding to emergencies
HLTH 2300	Emergency Response
HLTH 3050	School Health Program
HLTH 3320	Health & Nutrition in the Older Adult
HLTH 3400	Substance Abuse Prevention
HLTH 3500	Human Sexuality
HLTH 4220	Women's Health Issues
HLTH 4250	Contemporary Health: Issues of Adolescents
HLTH 4420	Health/Nutrition Older Adult
HLTH 4800	Individual Projects
HLTH 4860	Field Experience
HLTH 4920	Workshops
HLTH/NUTR LS1020	Foundations in Nutrition
HAS 3240	Human Resource Development
HAS 4400	Legal Aspects of Health Care
HAS 4410*	Clinical Instructional Skills*
HAS 4420	Clinical Instructional Skills
NUTR 2320	Food Values, Diet Design & Health
NUTR 3020	Nutrition & Fitness
PE 2300	Health/Fitness Evaluation & Exercise Prescription
HTHS 1101	Medical Terminology
GERT 3000	Death and Dying

*HAS 4410 may be substituted for Health 3200