

# **Student Handbook**

Health Administrative Services  
Health Information Management

**Institutional Certificate**  
Health Care Coding

**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:**

Health Administrative Services  
Weber State University  
College of Health Professions  
3911 University Circle  
Marriott Allied Health Sciences Building  
Room 218  
Ogden, Utah 84408-3911  
(801) 626-7242

Revised January, 2009

## 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 .....	7
Drug Screen Information Forms.....	8-9
Education Goals.....	10
Due Process Policy.....	11
Important Campus Contacts .....	11
Health Care Coding .....	12
Health Information Technology .....	13-25
Introduction .....	113
Program .....	13-16
Employment .....	16
Admission Process.....	16-17
Graduation Requirements .....	17
Professional Practice Experience .....	18
HIM Lab.....	18
Affiliation and Mentoring Agreement .....	19-23
Recommended Course Sequence .....	24
AHIMA Code of Ethics .....	25
Health Information Management.....	26-31
Introduction .....	26
Program .....	26-28
Employment .....	28
Admission Process.....	28
Professional Practice Experience .....	29
HIM Lab.....	29
Recommended Course Sequence .....	30
AHIMA Code of Ethics .....	31
Health Services Administration/Long-Term Care.....	32-34
Introduction .....	32-33
Program .....	33
Employment .....	33
Professional Practice Experience .....	33
Recommended Course Sequence .....	34
Health Promotion .....	35-36
Introduction .....	35
Program .....	35
Employment .....	35
Health Promotion Courses .....	36

## 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 nine (9) 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 Program must develop an educational contract with an Advisor, and pay the \$20.00 College of Health Professions application fee.

**Distance Education**

Students must complete the Weber State University Application for Admission (\$30) as well as the College of Health Professions application (\$20). 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](http://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 recommend 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.

**WORKING STUDENTS:**

Students who work 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.

**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 Medical 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 Medical Coding (a grade of "C-" is not acceptable), in addition to a minimum cumulative GPA of 2.50 (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 will not be allowed to remain in the program and will 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.

This policy is effective Spring Semester 2004. Students who have failed any course prior to that date will be on one-year probation as outlined above and must successfully repeat that course prior to Spring semester 2005.

Cheating and other coercion 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 a verbal 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. Reduction by one full letter grade of the student's grade for the course (for example, A- to B-, B to C, etc.) will be implemented if the student has previously committed no verifiable acts of cheating.
3. Failure of course. 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-
87 - 89%	=	B+
83 - 86%	=	B
80 - 82%	=	B-
77 - 79%	=	C+
73 - 76%	=	C
70 - 72%	=	C-
67 - 69%	=	D+
63 - 66%	=	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/ALCOHOLPOLICY**

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 will result in immediate removal from any of the HAS, HIM, HIT or Health Care Coding programs.

**CRIMINAL BACKGROUND**

If you have a record of convicted criminal actions, it may affect your ability to

**CHECKS, DRUG SCREENINGS, AND PROOF OF IMMUNIZATIONS**

complete the Health Information Technology, Health Information Management, Health Administrative Services, and Long-Term Care Programs. Additionally, all applicants may be required to complete a mandatory drug screening prior to placement in professional practice experience or internship sites. If a background check reveals a history of convicted criminal actions of 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.

Please see the form on page 7 for Background Check information, and pages 8-9 for drug screening information.

**FULL BACKGROUND CHECK INFORMATION  
FOR HAS/HIM STUDENTS**

- 1) Call our office to obtain (2) FBI applicant fingerprint cards **or** request two (2) FBI applicant cards from BCI. Call (801) 965-4569 to request these cards.
- 2) Take the FBI applicant fingerprint cards to your local police department and have them fingerprint you (be sure to call ahead for the cost of the services and the days and times the police department provides fingerprinting services). FYI - BCI provides fingerprinting services Monday thru Friday from 8 am to 5 pm excluding holidays. An official at the police department must assure that the appropriate information is filled out on the fingerprint cards. Purpose of the request should be noted as "Personal Request."
- 3) Then submit the following to the FBI:
  - a) Brief written explanation for purpose of request – "Personal Use Request" - must include your current mailing address.
  - b) FBI applicant fingerprint card with your complete fingerprints (keep the 2<sup>nd</sup> card in case the card is rejected by the FBI and they need a new card).
  - c) \$18.00 certified check or money order (No personal checks or cash) – must be made payable to the Treasury of the United States.
  - d) Please allow 8 to 10 weeks for processing.
  - e) Mail to:                   FBI  
                                  Attention: Records Request  
                                  1000 Custer Hollow Rd.  
                                  Clarksburg WV 26306
- 4) After receiving your FBI report in the mail **do not open it**. **Keep it sealed!** You must turn it into the Health Administrative Services office. **If the envelope is opened prior to submission to the HAS Department it will not be accepted and you will repeat the process.**
- 5) Please sign, date, and return this form.

**IF YOUR RECORD REVEALS A HISTORY OF CONVICTED CRIMINAL ACTIONS IT MAY AFFECT YOUR ELIGIBILITY TO BEGIN (OR REMAIN IF YOU HAVE ALREADY STARTED THE PROGRAM). IF YOUR BACKGROUND CHECK DOCUMENTS A CRIMINAL CHARGE, YOU MAY BE REQUIRED TO OBTAIN OFFICIAL VERIFICATION THAT THE CHARGE(S) HAVE BEEN DISMISSED OR OTHERWISE CLEARED. I REALIZE THAT I MAY BE EXPELLED FROM THE PROGRAM AND WILL NOT BE ENTITLED TO ANY REFUNDS OF TUITION DOLLARS OR OTHER FEES!**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

TO: WSU Health Administrative Services, Health Information Management & Health Information Technology Students.

FROM: Health Administrative Services

DATE: April 2007

SUBJECT: Mandatory Drug Screening

In response to JACHO regulations, healthcare agencies have a responsibility to ensure that all personnel, including Health Administrative Services students, do not pose a potential safety risk to patients. This process includes documentation of both a criminal background check and a urine drug screen. Effective immediately, all HAS, HIM and HIT students will be required to take a documented urine drug screen and submit to a background check before beginning an internship or professional practice experience.

The WSU Health Administrative Services (HAS/HIM/HIT) Program student policy related to the criminal background check and drug screen is as follows:

A history of criminal conviction or a positive drug screen, which is the presence of a non-prescribed controlled substance, may result in dismissal from the WSU Health Administrative Services/HIT/HIM Program and forfeiture of paid tuition and fees.

Attached you will find an instructional guide directing you through the process required to complete the required drug screen. Please be advised that the cost of the testing will be at the student's expense. This process must be completed and the results submitted to the Program before beginning your internship or PPE. Please note that a positive drug screen may result in immediate expulsion from the Program and forfeiture of paid tuition and fees. A student's failure to complete and submit this requirement will result in an involuntary program leave-of-absence.

To reassure you, a leave-of-absence does not mean a student is dismissed or "kicked out" of the program. It means that a student will not be able to continue with his or her program of study until the drug screen requirement is completed and the student cleared. At that time, the student would be able to resume his or her program progression at the next available program cycle.

Please feel free to seek additional information and clarification from your advisor. The program faculty and staff are eager to support you in fulfillment of this requirement.

**“URINE DRUG TEST” NOW REQUIRED  
OF ALL HEALTH ADMINISTRATIVE SERVICES  
(HAS/HIM/HIT) STUDENTS AT WEBER STATE UNIVERSITY**

**Drug Test must be completed before starting PPE.**

Information on clinic locations where tests can  
be completed are on the back side of this form.

***On the day that you go to test please bring the following three items with you:***

**1]**This is the “permission to test” document. This document identifies you as a Weber State University Health Administrative Services, Health Information Management or Health Information Technology student. If you do not have this “permission to test” document with you then you will not be allowed to take the drug test.

**2]**The \$30.00 fee for the urine drug screen.

**3]**A Photo I.D. (Drivers License).

**•Please note:** Drug Test times are from 8 a.m. until 4:00 p.m.  
Monday through Friday ONLY. No Saturday or Sunday Testing  
An appointment is not necessary. Please do not arrive right at closing time.

•Results of the urine drug test will be sent directly to WSU Health Administrative Services.

**IF YOUR DRUG TEST REVEALS THE PRESENCE OF A NON-PRESCRIBED  
CONTROLLED SUBSTANCE IT MAY AFFECT YOUR ELIGIBILITY TO ENTER AS,  
AND/OR REMAIN A STUDENT IN THE WSU HAS/HIM/HIT PROGRAM.**

---

Weber State University  
Health Administrative Services  
“Urine Drug Test”

**–Permission to Test–**

Drug Screen Facility:

This document gives you permission to carry out a “Urine Drug Test” for the WSU Health Administrative Services (HAS/HIM/HIT) student who presents this to you.

WSU Health Administrative Services Faculty/Staff

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

## ***Institutional Certificate in Health Care Coding***

---

**PROGRAM** This 24-credit-hour certificate program consists of 8 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 must develop an educational contract with an Advisor, and pay the \$20.00 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**

#### **First Semester**

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

#### **Second Semester**

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

#### **Third Semester**

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

#### **Fourth Semester**

HIM 2320	<u>Ambulatory &amp; Physician Office Coding</u>	<b>3</b>
HIM 2330	<u>Classification Systems Topics &amp; Reimbursement</u>	<b>2</b>

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; transcribing medical reports; 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.

The Health Information Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs in cooperation with the American Health Information Management Association

### **Mission of Health Information Technology 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 (AHIMA, HIT Curriculum Model, 1995).

### **Occupational Title**

Graduates of associate degree educational programs are known as health information technicians. Entry-level health information technicians 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 technicians in today's job market include coder, medical record technician, abstractor, supervisor, transcriptionist, etc. It is anticipated that job titles will change as healthcare enterprises expand their reliance on information systems and technology. Health information technicians have, and will continue to hold, positions that support efforts toward 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, physician office practices, long term care facilities, home healthcare agencies, corrections facilities, behavioral healthcare organizations, insurance companies, ambulatory settings, state and federal healthcare agencies, etc. Practice opportunities are unlimited (AHIMA, HIT Curriculum Model, 1995).

### **Task Responsibilities**

The tasks or functions performed by health information technicians are numerous and continually changing within the work environment. The job title and work setting will dictate the actual tasks performed by the health information technician. However, in general, these individuals perform tasks related to the use, analysis, validation, presentation, abstracting, coding, storage, security, retrieval, quality measurement and control of health care data regardless of the physical medium in which the information is maintained. Their task responsibilities may also include supervising personnel. (AHIMA, HIT Curriculum Model, 1995)

### **Uniqueness of the Associate Degree Curriculum**

The uniqueness of associate degree education for health information technicians 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 technology. The associate degree curriculum represents a synthesis of curricular content drawn from general education, principles of supervision and information technology,

coupled with a unique understanding of the biomedical sciences, health data content and uses, and health data classification and reimbursement systems. It is important to note that while the associate and baccalaureate curricula share common curricular foundation, they seek to accomplish significantly different outcomes, particularly with respect to the background 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. (AHIMA, HIT Curriculum Model, 1995)

### **Trans-curricular Content and Outcomes**

Over the last ten years significant attention has been paid to the integration of liberal arts and professional education studies as a way of educating a workforce that is prepared to meet the needs of a changing, high performance work environment. The work of the University of Michigan's Professional Preparation Network Project suggests that professional education programs should be educating students who can demonstrate the following competencies upon graduation:

Conceptual Competence: Understanding the theoretical foundations of the profession.

Technical Competence: Ability to perform skills required of the profession.

Integrative Competence: Ability to meld theory and skills in the practice setting.

Career Marketability: Becoming marketable due to acquired education and training.

In addition, the Network Project identified eight educational outcomes that are common with liberal arts education (see Appendix A). Based on these outcomes and the dynamic changes taking place within the profession, the Curriculum Workgroup identified specific educational outcomes that were felt to exemplify the well-education health information technician of today and tomorrow. Faculty are encouraged to design curricula to produce graduates who are:

- Confident in professional knowledge and skills, and project that confidence in professional interactions.
- Adaptable to change and capable of reflecting on the relevant aspects of practice and the opportunities and constraints found in a variety of environments.
- Service-oriented and responsible for collaborating with other healthcare professionals to accomplish the goals or objectives of the organization.
- Capable of critical thinking and able to integrate information and knowledge to solve problems.
- Communicative and able to relate to patients, providers, customers, and other healthcare professionals.

- Self-directed in learning and committed to learning throughout life, recognizing that life-long learning is mandatory for the maintenance of professional expertise.
- Ethical and able to understand ethical implications and choose an appropriate course of action.
- Open to sharing knowledge with other healthcare professionals to influence the development of solutions to health information practice issues (AHIMA, HIT Curriculum Model, 1995).

**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 interested in the HIT/HIM Programs must register 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 \$20.00 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 17-21 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), 2200 (3), 2300 (3), 2320 (3), 2330 (2), 2861 (2), 2862 (2), 3000 (3), and HIM 3300 (3).

Support courses: HTHSCI 1101 (2), 2230 (3), and 2240 (3); HAS 3000 (3), 3260 (3), 4400 (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 (JCAHO). 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 17-21 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 are 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.

**WEBER STATE UNIVERSITY  
DEPARTMENT OF HEALTH ADMINISTRATIVE SERVICES  
3911 University Circle  
Ogden, UT 84408-3911**

**AFFILIATION AND MENTORING AGREEMENT**

Note: 2 original copies of this agreement must be completed.

**HEALTH CARE FACILITY:** \_\_\_\_\_;  
hereinafter known as Health Care Facility.

**Address:** \_\_\_\_\_;

**I. General Statement:**

This agreement is made between Weber State University, the Health Care Facility:

\_\_\_\_\_ and the Student \_\_\_\_\_.

And will be for the purpose of establishing terms and conditions under which the student(s) may obtain clinical experience within the Health Care Facility. The student will be scheduled by the Health Information Services Department of the Health Care Facility to obtain professional practice experience.

This agreement may be amended at any time upon written mutual agreement between any of the parties.

---

**II. Responsibilities of the Student:**

- A. The student must be currently enrolled in a professional practice experience course in the Department of Health Administrative Services, Weber State University.
- B. The student is responsible for acquiring his or her own health insurance. The Health Care Facility is not responsible or liable for injury, illness or disease sustained by the student(s) while assigned to the Health Care Facility.
- C. The student will undergo a physical examination performed by a licensed physician on an annual basis, if required by the Health Care Facility.
- D. The student will support and comply with the policies and procedures of the Health Care Facility. Noncompliance may result in withdrawal of clinical education/preceptorship privileges for the student.

- E. The student will review the specific policy and procedure prior to observing or performing a new or unfamiliar task and will perform such procedures only under the direct supervision of the mentor.
  - F. The student will maintain the confidentiality of patients' records and will abide by the applicable professional Code of Ethics.
  - G. The student acknowledges that time spent in professional practice experience is a nonwage experience; however, if the Health Care Facility finds the student's services beneficial and substantial, an offer may be extended for a paid employee experience.
  - H. The student will complete an orientation procedure normally offered to new employees.
  - I. The student agrees to pursue the prescribed course of study and take advantage of every opportunity to improve his or her skills, knowledge, efficiency and professional attributes necessary to achieve the standards of practice and performance expected of a professional health care worker.
  - J. The student will be punctual and be prepared to perform on the dates scheduled for clinical education/preceptorship. If unable to be present on the scheduled dates, the student will promptly notify the designated Health Care Facility supervisor.
  - K. The student will be courteous, honest, maintain a cooperative attitude and demonstrate the integrity of a health care professional, especially during interactions with patients and in concern for the patient's security and welfare.
- 

**III. Responsibilities of the Mentor and Health Care Facility:**

- A. The mentor's health care facility will make available for use by the student(s), for educational purposes, such patient records, supplies and equipment as are commonly necessary to health information practice.
- B. The mentor's health care facility shall assume the responsibility for negligent acts or omissions of its staff, agents, and employees, as provided by law.
- C. The mentor shall recognize that the student has the status of learner and shall not replace staff or employees, unless a paid employee status is agreed upon between the student and the facility.

- D. The mentor in the health care facility will provide instruction for the student(s), when appropriate and needed, and information on procedures, equipment operation and responsibilities within the department. The mentor will provide the student(s) with the needed opportunities to fulfill the professional practice experience requirements, both observational and supervised hands-on experience.
- E. The mentor will evaluate and/or assign other qualified professionals to assist in the evaluation of the student's competency level in performing assigned tasks and/or procedures.
- F. The mentor will serve as a proctor for various written examinations, if necessary.
- G. The mentor will provide 3-5 hours/week to the student for mentoring purposes, for which hours the student will not receive payment. The mentor recognizes that this appointment does not make him/her an employee of Weber State University and that he/she will have no entitlement to employment benefits from WSU.
- H. The Health Care Facility will make available the same accommodations available to employees, such as, the use of the cafeteria, parking spaces, secure place for personal belongings, restrooms, etc.
- I. The Health Care Facility reserves the right to discontinue the affiliation of any student should a breach in patient rights or confidentiality occur, or should the facility believe that the student's actions present a risk to the health and safety of the facility's patients. The University has the right to appeal this decision to the CEO of the Health Care Facility.

---

**IV. Responsibilities of the University:**

- A. The University, as a governmental entity, is subject to the terms and limits of the Governmental Immunity Act, Section 63-30-(d), et. sq., Utah Code Ann. (1953, as amended). Nothing contained in this Agreement is intended to waive any defense or limit of liability as set forth in said Act. Furthermore, nothing herein is intended to expand the scope of liability as set forth in said Act.
- B. The University assumes full responsibility for the administration of the educational program and is responsible for issuing academic grades, based on the evaluation and information provided by the clinical coordinator/ preceptor for the clinical experience grade.

- C. The University shall maintain student records and correspondence.
- D. The University shall assure that the student assigned to the Health Care Facility meets the Health Care Facility standards of health and has the ability to perform and profit from the experience.
- E. The University shall provide the student and the Health Care Facility a copy of the professional practice experience evaluation system and program policies.

---

**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 or 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.



## Recommended Course Sequencing

### HEALTH INFORMATION TECHNOLOGY PROGRAM **CAMPUS**

Pre-requisite Courses	HTHS 1110 Biomedical Core I (4) HTHS 1101 Medical Terminology (2)	
1 <sup>st</sup> Year	Fall Semester	Spring Semester
	HIM 2000 Intro to Health Info Systems (4) HAS 3000 Healthcare System (3) HTHS 1111 Biomedical Core II (4) TBE 1700 Microcomputer Applications (3) General Education	HIM 2200 Healthcare Statistics & Privacy (3) HIM 3000 Computer Applications in HC (3) HTHS 2230 Pathophysiology (3) HTHS 2240 Intro to Pharmacology (3) General Education
2 <sup>nd</sup> 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 & Physician Coding (3) HIM 2330 Classification Topics & Reimburse. (2) HIM 2862 Prof Prac Experience II (2) General Education

### HEALTH INFORMATION TECHNOLOGY PROGRAM **ONLINE**

Pre-requisite Courses	HTHS 1110 Biomedical Core I (4) HTHS 1101 Medical Terminology (2)	
1 <sup>st</sup> Year	Fall Semester	Spring Semester
	HIM 2000 Intro to Health Info Systems (4) 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 <sup>nd</sup> Year	Fall Semester	Spring Semester
	HIM 2200 Healthcare Statistics & Privacy (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 2862 Prof Prac Experience II (2) HIM 3300 Intro to QI in HC (3) General Education

**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

**Copyright © 2004 American Health Information Management Association. All rights reserved. All contents, including images and graphics, are copyrighted by AHIMA unless otherwise noted. You must obtain permission to reproduce any information, graphics, or images from AHIMA.**

## ***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 Allied Health Science. The HIM program is currently accredited by the Commission on Accreditation of Allied Health Education Programs in conjunction with the American Health Information Management Association, 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 develop an educational contract with the Advisor, 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 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 \$20.00 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. 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 <sup>st</sup> 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 <sup>nd</sup> 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 <sup>st</sup> 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 <sup>nd</sup> 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

**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:

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

Copyright © 2004 American Health Information Management Association. All rights reserved. All contents, including images and graphics, are copyrighted by AHIMA unless otherwise noted. You must obtain permission to reproduce any information, graphics, or images from AHIMA.

## **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 aging of the population and the subsequent increase in the number and need for health care facilities, 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 will participate in a professional practice experience or internship. 300 hours for HAS and 1000 hours for Long-Term Care. 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 Services Administration  
OR  
Long-Term Care Administration**

## Recommended Course Sequence

<b>HAS Emphasis</b>			<b>Long Term Care Emphasis</b>		
<b>Prereqs:</b> Done prior to enrollment in program			<b>Prereqs:</b> Done prior to enrollment in program		
<b>Semester</b>	Course	Hours	<b>Semester</b>	Course	Hours
<b>1st Fall</b>	HAS 3020	3	<b>1st Fall</b>	HAS 3020	3
	HAS 3150	3		HAS 3150	3
	HAS 3230	3		HAS 3230	3
	HIM 3200	3		HIM 3200	3
	Total	12		Total	12
<b>1st Spr</b>	HAS 3240	3	<b>1st Spr</b>	HAS 3240	3
	HAS 3260	3		HAS 3260	3
	HAS 3750	3		HAS 3750	3
	HIM 2330	2		HIM 2330	2
	HIM 3010	2		HIM 3000	3
Total	13	Total	14		
<b>2nd Fall</b>	Elective 1	1-3	<b>2nd Fall</b>	Elective 1	1-3
	Elective 2	1-3		Elective 2	1-3
	HAS 4320	3		HAS 4320	3
	HAS 4400	3		HAS 4400	3
	HIM 3300	2		HIM 3300	2
Total	10-14	Total	10-14		
<b>2nd Spr</b>	HAS 4740	1	<b>2nd Spr</b>	HAS 4520	2
	HAS 4860 or HIM 4990	6		HAS 4525	1
	Elective	3		HAS 4740	1
				HAS 4860	6
Total	10	Total	10		
			<b>2nd Sum</b> HAS 4860 (cont)	--	

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

## ***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**

## HEALTH PROMOTION COURSES

### Prerequisite Courses

Health SS 1030 Healthy Lifestyles  
Hthsci LS 1110 Biomedical Core **OR**  
ZOOL LS 1020 Human Biology

### Required Courses

Health 3000	Foundations of Health Promotion
*Health 3200	Methods Health Education
Health SI 4013	Health Promotion Research & Evaluation
Health 4150	Planning & Eval Health Promotion Programs
Health 4860	Field Experience
Health 4990	Senior Seminar
HAS 3000	The Health Care System
HAS/Health 3150	Community Health
HAS DV3190	Cultural Diversity in Patient Education <b>OR</b>
Health DV3420	Multicultural Health & Nutrition
HAS 3230	Health Communication
HIM SI3200	Epidemiology & Biostatistics

### Professional Block

Health 2400	Art of Emotional Wellness
Health 2700	Consumer Health
Health 3100	Technological Applications in Health Promotions
Health 3160	Health Behavior & Special Populations
HAS 3020	Health Care Marketing
HAS 3260	Health Care Admin. & Supervisory Theory
HAS 4320	Health Policy & Economics

### Elective Courses (select 15 hours)

AT 3600	Ergonomics for Health and Safety
Health 1110	Stress Management
Health 1300	First Aid: Responding to Emergencies
Health 3050	School Health Program
Health 3400	Substance Abuse Prevention
Health 3500	Human Sexuality
Health 4220	Women's Health Issues
Health 4250	Contemporary Health Issues: Adolescents
Health 4420	Health/Nutrition Older Adult
Health 4800	Individual Projects
Health 4860	Field Experience
Health 4920	Workshops
Hlt/Nutri LS1020	Foundations in Nutrition
HAS 3240	Human Resource Development
HAS 4400	Legal Aspects Health Care
*HAS 4410	Clinical Instructional Design*
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