GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

College of Health Professions

Department of Allied Health Sciences

Health Information Management Program

2019-2020

Student Handbook

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Introduction to Health Information Management

Welcome to the Health Information Management (HIM) Program at Grand Valley State University. This student handbook has been developed to assist the student in successfully completing their baccalaureate degree at Grand Valley State University. The student is responsible for reading the student handbook and discussions or questions arise the student should contact the Program Director or any HIM faculty member. Students are responsible for complying with policies that are stated in this handbook and policies specific to the course syllabi.

Non-discrimination Statement

Grand Valley State University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university.

Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if not illegal, acts are prohibited if they harass or discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, gender identity and expression, veteran status, or weight. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, lawfully required by a grant or contract between the university and the state or federal government, or addressing domestic partner benefits.

Mission Statement

The mission statement for the Health Information Management (HIM) Program offered by Grand Valley State University (GVSU) is to develop the skills and qualities needed to fulfill the complex role of a health information management practitioner and to develop the critical thinkers that will encourage continuing growth in the profession.

Vision Statement
To create a learning environment, that provides health information management professionals the skills and techniques that encourage lifelong learning.

Values Statement

- Quality
- Leadership
- Life Long Learning
- Professional and Ethical Behavior

Accreditation Statement

The baccalaureate degree in Health Information Management at Grand Valley State University is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Registered Health Information Administrator (RHIA)

RHIAs are skilled in the collection, interpretation, analysis of patient data, and using classification systems and medical terminologies. Additionally, they receive the training necessary to assume managerial positions related to these functions. RHIAs interact with all levels of an organization, often serving as a critical link between care providers, payers, and patients and manage patient health information and records, administer computer information systems, clinical, financial, legal, and administrative.

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

At the present time, there is a growing market in the workplace for HIM professionals. According to the Bureau of Labor Statistics (BLS), employment of health information management professionals is expected to increase by 22 percent, much faster than the average for all occupations through 2022.

"The demand for health services is expected to increase as the population ages. An aging population will need more medical tests, treatments, and procedures. This will mean more claims for reimbursement from insurance companies. Additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, could lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry." Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Medical Records and Health Information Technicians, on the Internet at http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm (visited June, 2019).

Certification

Earning an AHIMA RHIA credential puts the student in a special league, positioning the student as a leader and role model in the health informatics and information management community. Investing in AHIMA certification is an investment the student makes for themselves and their long-term career.

Continuing Education Credits (CEUs)

In order to recertify through AHIMA, RHIA credentialed individuals are required to comply with the following continuing education standards as set forth by the Commission on Certification for Health Informatics and Information Management (CCHIIM). Taken from www.ahima.org

Recertification Checklist RHIA 30 CEUs:

1. Obtain 30 CEUs during the recertification cycle.
2. Complete mandatory annual coding self-reviews (self-assessments), if applicable.
3. Participate in accepted and qualified CEU activities.
4. Report CEUs on time.
5. Document CEU activity for auditing.
6. Ensure recertification fee is paid.

American Health Information Management Association (AHIMA)

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

The American Health Information Management Association (AHIMA) is the premier association of health information management (HIM) professionals worldwide. Serving 52 affiliated component state associations and more than 101,000 health information professionals, it is recognized as the leading source of "HIM knowledge," a respected authority for rigorous professional education and training. Taken from www.ahima.org

Students are encouraged to join the AHIMA as student members. To gain instant access to a constant, authoritative flow of information on critical topics such as privacy & security, coding, electronic health records, reimbursement, compliance, and so much more. Taken from http://www.ahima.org/membership See **Appendix A: AHIMA Code of Ethics**

Michigan Health Information Management Association (MHIMA)

MHIMA is a component state association of the American Health Information Management Association (AHIMA) and has over 3,000 members. AHIMA's 65,000 members are dedicated to the effective management of personal health information needed to deliver quality healthcare to the public. Founded in 1929 to improve the quality of medical records, MHIMA is committed to advancing the HIM profession in an increasingly electronic and global environment through leadership in advocacy, education, certification, and lifelong learning. Members are experts in securing, analyzing and integrating the information that steers the healthcare industry. MHIMA supports quality patient care through advancing data accuracy, advocating confidentiality and championing new technology.

Any full or part-time student formally enrolled in a CAHIIM- accredited or AHIMA-approved program, including those that are pending accreditation/approval, or enrolled in another course of study acceptable to AHIMA, who meets the qualifications set forth in these bylaws is eligible for Student membership. A student may retain this type of membership until the first qualifying examination for which he or she is eligible, after which time the student shall be transferred to Active membership. Student Members shall have the same rights and privileges as Active Members, except that, Student Members shall not have any voting privileges or be eligible to serve as an Officer or Director of AHIMA or MHIMA, or to serve in the House of Delegates. Taken from www.mhima.org

Secondary Admission Requirements

The Health Information Management Program requires a secondary application in order to be accepted. Applications are due by February 27th and are reviewed by the HIM Program Director and faculty. Students are required to have an overall 2.5 GPA and a "C" or better in AHS 100, BMS 250, and BMS 251.

Criminal Background Check

GVSU **only** accepts background checks and drug screens completed through CertifiedBackground.com. On the Certified Background website, the drug screen and criminal background check can **only be** ordered separately. To fulfill this requirement, go to CertifiedBackground.com and click on "students". In the package code box, enter the appropriate code:

Bundled package - Criminal Background Check & Drug Screen: **GR44**

Criminal Background Check Only: **GR44bg**

Drug Screen Only: **GR44dt**

- Select a payment - CertifiedBackground.com accepts Visa, MasterCard and money orders.
- **Once the background check has been processed, the results will be sent directly to the GVSU Health Compliance Officer. Students do NOT need to upload or submit the results.**

- **A Chain of Custody form from Form Fox will be sent <u>via email</u> for the drug screen process. <u>The student must bring the Chain of Custody form and a picture ID to the lab to submit the sample.</u>**

The student will have access to their background check and drug screen results. To view the results, visit www.CertifiedBackground.com and enter the password and the last 4 digits of social security number. Results are typically available in approximately three days, though some background searches take longer. The students are able to access these results at any time during the program and after graduation.

Confidentiality Statement

Students are required to sign a Student Statement of Confidentiality in the first course of the curriculum, HIM 301. **See Appendix B: Student Statement of Confidentiality for GVSU**

Faculty

Julie Alles, DHA, RHIA Program Director of HIM/Advisor
616-331-5607
allesju@gvsu.edu

Erika Bailey, MBA, RHIA Faculty of HIM/Advisor
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Janna Pacey, DHA, RHIA Clinical Placement Coordinator for HIM/Advisor
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General Academic Policies

Academic Calendar

The academic calendar consists two 14-weeks semesters Fall and Winter and Summer consists of 13-weeks. See the following website for additional academic calendar information.   http://www.gvsu.edu/registrar/importantdates.htm

Academic Honesty and Integrity

Integrity of Scholarship and Grades:

Truth and honesty: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and

students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials, which contain questions or answers to any examination or assignment.

2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.

3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.

4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.

5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class (es) to which the student wishes to submit it.

Plagiarism: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code.

Policy on Research Integrity: The University has developed policies and procedures to comply with the federal government regulations regarding dealing with and reporting possible misconduct in science. Allegations of misconduct in science should be referred to the appropriate dean or appointing officer and the provost and vice president for Academic Affairs (excerpted from Grand Valley State University Policy and Procedures for Handling Allegations of Misconduct in Science; for the complete policy refer to the Faculty Handbook). Students involved in research, who suspect that an incident of misconduct in science has occurred, should report the incident to the dean of their academic college.

Academic Review Policy

Beginning with the fall semester 2002, the following system has been used to evaluate the academic progress of all undergraduate students. Using either the narrative or the table

below, students can check their credits earned, cumulative grade point average (GPA), and current GPA to readily determine their academic standing. The table below lists semester hours earned (including hours in transfer) and the minimum GPA for good standing, probation, jeopardy of dismissal, and dismissal.

1. Good Standing: Each student must have a cumulative GPA of a 2.000 or higher to be in good standing.

2. Academic Probation: A freshman with a cumulative GPA between 1.501 and 1.999 will be placed on probation. A sophomore with a cumulative GPA between 1.801 and 1.999 will be placed on probation.

3. Jeopardy of Dismissal: A freshman whose cumulative GPA is 1.500 or lower and a sophomore whose cumulative GPA is 1.800 or lower will be placed in jeopardy of dismissal. Juniors and seniors whose cumulative GPA is below 2.000 will be placed in jeopardy of dismissal.

4. Dismissal: Students in jeopardy of dismissal have one semester to raise their cumulative GPA above the dismissal level. If the student's cumulative GPA does not rise above the dismissal level and if the current semester GPA is less than a 2.500, the student will be dismissed.

5. Readmission Following Dismissal: A dismissed student may apply for readmission after a period of one calendar year. Evidence of maturity and improved attitude toward academics and the written support of the student's academic advisor must accompany the application for readmission. The Petition to Return form and supporting documentation must be submitted to the registrar not less than 10 days before the first day of classes for the semester of intended return. Petitions are reviewed by the Academic Review Committee on a continual basis. Approval of a petition allows the student to enroll on a conditional basis, as stipulated by the committee. The academic standing for a readmitted student will be jeopardy of dismissal. These procedures apply to students who have more recently attended Grand Valley, within five years, or students who previously attended Grand Valley, five or more years past.

6. Due Process Through Appeal: If a student believes that his or her academic status is in error, he or she may submit a written appeal including written support of his or her academic advisor to the Academic Review Committee, c/o the registrar. It is in the student's interest to appeal immediately if he or she intends to do so, but a student may do so no later than the first class day of the subsequent semester. All appeals will be considered by the Academic Review Committee. Taken from http://catalog.gvsu.edu/content.php?catoid=40&navoid=1511#academic_review

Add/Drop/Withdrawal from a Course

Adding a Course:
To register for classes on Banner click this link and review the tutorial http://www.gvsu.edu/cms4/asset/EFAB4AD2-A926-8D16-A5685AB71E0C7DC3/registering_for_classes.mp4

Dropping a Course:
If the student drops a course(s) during the drop/add period (100 percent refund) but are still enrolled in credits, the eligibility for aid will be recalculated based on the new number of credits. Student will be billed for any funds received but were not eligible for based on the new credit load. If all courses are dropped during the 100% refund period financial aid will be canceled for the student.

Withdrawal from a Course:
A student may withdraw from a course and receive a grade of W when the completed Registration and Drop/Add Form is presented to the registrar by the end of the ninth week or dropped through self-service Banner. Students who do not withdraw before the deadline must accept a grade other than W depending on the instructor's judgment of their performance in the course(s) and any mitigating circumstances. Students who request an exception of the withdrawal deadline due to extenuating circumstances must present their explanation of appeal attached to a Registration and Drop-Add Form signed by their professor and department chair along with at least one statement of support from the professor or department chair to the director of the Student Academic Success Center. Students should continue attending class until notification of a final decision about their appeal is received.

For additional information regarding late registration and dropping or withdrawing from classes throughout the academic year, please click on the Important Polices section on the Financial Aid website.

Application for Degree Completion

Grand Valley State University awards baccalaureate, master's and doctoral degrees three times each year: at the conclusion of the fall semester (December), at the conclusion of the winter semester (April), and at the conclusion of the spring/summer session (August).

Degree candidates must notify the registrar of their intention to graduate by completing the application for degree form and submitting it to the Student Assistance Center prior to the semester of graduation.

Degree candidates will be allowed 30 days after the last day of the semester or session to complete all requirements and provide evidence of satisfactory completion to the registrar. No degree will be awarded until all temporary grades are removed. After the 30-day deadline, all remaining candidates will be dropped from candidacy status, and those students must reapply for some subsequent degree date. The candidacy deadline for each semester is listed in the schedule of classes on the Web. Exceptions to this policy will be based solely on extenuating circumstances beyond the control of the student. Any request for an exception must be made in writing to the registrar.

Class Attendance

At Grand Valley, regular class attendance is considered an essential part of the students' educational experience and a requirement for an adequate evaluation of student academic progress. It is believed that college students, as mature individuals, will recognize the need for regular class attendance and will comply with this requirement.

Attendance policies regarding each course will be outlined in the course syllabus provided by the individual instructors.

College Level Examination Program (CLEP) Test

Credit is granted for subject examinations offered by CLEP; however, no credit is granted for the CLEP general examinations. Required minimum scores are available on request from the Admissions Office or the Student Assistance Center. Native speakers of a language other than English will not be granted CLEP or AP exam credit for that language.

Degree Requirements

The following requirements apply to all undergraduate degree-seeking students:
- A minimum of 120 semester hours
- A cumulative GPA of at least 2.5
- A graduation major with at least a 2.5 average
- General education requirements
- Degree cognate for Bachelor of Arts or Bachelor of Science degree
- Practicum course
- The last 30 semester hours toward a baccalaureate degree must be earned in Grand Valley courses

Disability Support Services

The mission of Disability Support Resources (DSR) is to provide support services and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues.

Grand Valley State University (GVSU) is committed to providing access to programs and facilities for all students, faculty and staff. GVSU promotes the inclusion of individuals with disabilities as part of our commitment to creating a diverse, intercultural community. It is the policy of GVSU to comply with the Americans with Disabilities Act as amended by the ADA Amendment Act (2008), Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. GVSU will provide reasonable accommodations to qualified individuals with disabilities upon request.

For additional information follow the link to Disability Support Services:
http://www.gvsu.edu/dsr/

Disruptive Behavior Policy Statement

Intentional conduct that materially and substantially disrupts or interferes with University discipline or with University operations or activities on or off campus, including activities either outdoors or inside a classroom, office, lecture hall, library, laboratory, theater, union, residence hall, conference center or other place where University operations or activity is carried on shall not be permitted. The kind of intentional conduct referred to is conduct, which by itself, or in conjunction with the conduct of others, prevents the effective carrying on of the activity - a result, which the student knew or reasonably should have known, would occur. Illustrative of some of such prohibited types of conduct would be:

- Physically hindering the entrance to or exit from building, the normal flow of pedestrian or vehicular traffic, or normal use of a University facility.
- Shouting or other noisy interruption, which, in itself or in conjunction with the conduct of others, prevents or substantially interferes with a fair hearing of a speech, class, lecture, or living on campus.

Dress for Success

It is important and required to dress professionally when attending the following functions: professional tours, practicum and professional meetings. Jeans are considered inappropriate dress. Failure to dress appropriately for the above mentioned functions will result in the faculty having to enforce disciplinary action.

Family Education and Rights Privacy Act (FERPA) Law

It is the charge of the registrar to maintain complete and accurate academic records for Grand Valley State University and its past and current student populations. Much of the record keeping is required by either state or federal mandate. Grand Valley adheres to the compliance guidelines of the Family Educational Rights and Privacy Act of 1974, as amended. A statement of the compliance policy is available in the Student Assistance Center and is published in the Student Code.

Final Grade

Final grades are reported at the conclusion of each academic term and become part of the official record of the student. Final grade reports are available on the Web within one week of the last day of the examination period unless interrupted by university closure for holidays.

Financial Aid

If students have questions or inquiries regarding financial aid, go to the following link:

HIPAA Law

HIPAA is a federal law related to health insurance and medical privacy. Students who have access to protected health information through clinical placements must be trained in HIPAA compliance. Students who have access to certain health related information through their placements are required to receive training on HIPAA privacy practices. If a student is not sure whether they should receive training in this area, please contact the major advisor.

Incompletes

The grade of I, Incomplete, indicates that a student was doing satisfactory work, but due to nonacademic reasons beyond the student's control, the student was unable to complete the remaining requirements of the course. This is a temporary grade given for work that is lacking in quantity to meet course objectives. This grade may not be given as a substitute for a failing grade or withdrawal. A student is expected to complete course requirements according to the following schedule: fall semester incompletes, end of winter semester; winter and spring/summer incompletes, end of fall semester. Instructors are required to file a change of grade form or request an extension of the incomplete grade at the end of each semester. A student cannot graduate with an Incomplete on their record.

Registration

New undergraduate students: Course selection and tuition payments are completed during the orientation program. Complete orientation/registration information is mailed to all new students before their intended term of entry.

Advance registration is intended primarily for all currently enrolled and former students and is normally held during the preceding semester.

Late registration occurs during the first five days of each semester. Any registration or tuition payment received during the period must be accompanied by a $50 nonrefundable late registration fee. Courses beginning after the fifth class day and workshops or similar offerings without a prescribed registration process will be free of the late fee assessment on the first class day.

Schedule revision, or drop/add, is held concurrently with all registrations. A student may drop or add any course for which prerequisites have been met and capacity permits. Additional tuition charges are due when a student adds a credit. Under exceptional circumstances a student may be allowed to add a course after the deadline. The completed transaction, accompanied by support from the instructor, department chair, and collegial dean, must include a $25 late add fee and any additional tuition. Specific dates and times for all registrations are set by the registrar and listed in the schedule of courses. For more information on the new financial regulations regarding late registration and dropping or withdrawing from classes, click on the Important Policies section on the Financial Aid

website.

Registering for two sections of the same course. Students may not be simultaneously enrolled in two sections of the same course specifically designated as repeatable for credit by a department or unit.

Repeating of General Courses (excluding HIM courses)

A student may repeat any course one time. When repeating a course, the grade earned shall be the grade of record but the grades of all courses attempted will remain on a student's official transcript.

Students who repeat a course will have only the last grade counted toward their GPA, whether or not the last grade is higher. Grades of I, W, AU, CR, or NC do not replace an earlier grade.

Repeating a course more than once is allowed only with the approval of the student's academic advisor. In cases when the course is not in the student's academic advisor's unit, approval to repeat the course must be approved by the appropriate unit head of the department where the course is offered. Please note: many undergraduate secondary admission programs and postgraduate professional programs routinely recalculate students' undergraduate GPAs to include repeated coursework. The inclusion of repeated grades may lower the student's overall GPA when applying to such programs. Students should consult with prospective programs regarding their policies before applying.

For additional information regarding changes in federal regulations and impacts on financial aid for repeating courses, please click on the Important Policies section on the Financial Aid website.

Course Repeat Appeal Process

If an advisor for undergraduate students/programs declines a student's request to repeat a course more than once, the student may appeal the decision by putting the request and the rationale for the request in writing and submitting both to the unit head of the program in which the course is located. If the unit head declines the appeal, or is the original decision maker, the student may then submit the appeal to the dean of the college in which the course is located.

Student Academic Grievance Procedures

Academic grievances are generally defined as those (a) involving procedures, policies, and grades in courses, (b) those involving major, minor, or program (graduate or undergraduate) degree requirements, (c) those involving general undergraduate university graduation requirements such as general education, total credit, or residency requirements, or (d) graduate degree requirements such as total credit or residency requirements. Filing of a grievance is required by the end of the following regular semester

after notification of grade or receipt of adverse decision. Appeals of decisions must take place 30 days after receipt of notification.

a. Resolution of an academic grievance involving procedures, policies, and grades in individual courses. The resolution of academic grievances is based on two principles: first, that the resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for both faculty members and students. Resolution should be pursued as follows:

    1. An appeal to the instructor

    2. If the grievance is not resolved to the student's satisfaction, a further appeal could be made to the unit head who may request that the appeal be put in writing. Both the student and the faculty member will be notified in writing of the unit head's decision.

    3. If the disposition by the unit head is not acceptable to either party, an appeal, in writing, may be made by either party to the dean of the college. If the dean feels that there is some merit in the written grievance, he or she shall establish a committee to review the grievance and make a recommendation within 60 days to the dean. Such a committee shall include a representative of the dean's office, a faculty representative from the college of the course under appeal, and a student representative. Upon receiving the committee's recommendation in the latter procedure, the dean shall rule on the grievance. Both the student and the faculty member will be notified in writing of the dean's decision.

    4. If the disposition by the dean is not acceptable to either party, an appeal, in writing, may be made to the provost. The provost's review and judgment in the case will be final. Both the student and the faculty member will be notified in writing of the provost's decision.

In cases where the faculty member in question also serves as the unit head, the dean shall appoint a suitable faculty member from the college to function as unit head for purposes of grievance. In a similar fashion, if the faculty member in question also serves as dean, the provost shall appoint a faculty member to act as the unit head for purposes of grievance. If an appeal is sought in this latter case, it will go directly to the provost.

b. Resolution of an academic grievance involving fulfillment of program, major, or minor degree requirements should be pursued as follows: An appeal to the unit head or graduate program director. If the grievance is not resolved to the student's satisfaction at this level, an appeal to the dean of the college would be possible, in the same manner as outlined in (a). Finally, a further appeal could be made to the provost as described in (a) above.

c. Resolution of an academic grievance involving fulfillment of general undergraduate university requirements, such as general education, total credits, and residency requirements should be pursued as follows: A written appeal to the director of the Student

Academic Success Center. If at this point the grievance is still not resolved to the student's satisfaction, a further written appeal could be made to the provost. In this case, the provost shall establish a committee to review the grievance and make a recommendation within 60 days. Such a committee shall include a representative of the provost's office, a faculty representative related to the student's major, and a faculty representative from outside the student's college. Upon receiving the committee's recommendation, the provost will render a final judgment in the case.

d. Exceptions to institutional graduate degree requirements sought by individual students will be determined by the dean and the provost.
The student filing the grievance may have an observer from the Dean of Students Office or a person of his/her choice attend any meeting at which the student appears. The faculty member involved in the grievance may have an observer of his/her choice attend any meeting at which the faculty member appears.

Student Code of Conduct

Standards of conduct are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending Grand Valley State University (GVSU) automatically place themselves under the applicable rules and regulations of the institution. The conduct system, herein described, provides full due process and is consonant with constitutional guarantees. For more information regarding student conduct click here.

Student Credit Load

Most courses carry three hours of credit. To complete a bachelor's degree in four years, a student should carry a minimum of 15 hours each semester. First-semester freshmen and students on academic probation may not carry loads greater than 20 credits per semester. Students may take extended course loads, those of more than 20 credits, if such requests have been approved by the director of the Student Academic Success Center.

Supplemental Writing Skills

The university requires that all students take two Supplemental Writing Skills courses. These courses, which have Writing 150 with a grade of C (not C-) or better as a prerequisite, are designated SWS in each semester's course schedule. Please read the schedule carefully, because not all sections of a multisection course are necessarily SWS sections. Those that are not designated SWS do not result in SWS credit. The SWS courses need not add to a student's program because they may also count as courses in general education or the major.

The first SWS course is normally part of the general education requirement. The second course is normally taken in the student's major and at the 300 or 400 level. Transfer students with a MACRAO/MTA must take one SWS course (normally in the student's

major).

Courses that have received the SWS designation are not merely courses that require written assignments; they adhere to certain guidelines. Students turn in a total of at least 3,000 words of writing during the term. Part of that total may be essay exams, but a substantial amount of it is made up of finished essays or reports or research papers. The instructor works with the students on revising drafts of their papers, rather than simply grading the finished piece of writing. At least four hours of class time are devoted to writing instruction. For a three-credit course at least one-third of the final grade is based on the writing assignments.

Students must pass the writing skills courses (Writing 150 and the two SWS courses) with a grade of C or better in each course. Students with a grade of C- or lower in an SWS course may repeat the course or pass another SWS course with a grade of C or better before graduation. Transfer students with the MACRAO/MTA must pass one SWS course with a grade of C or better.
Questions regarding the SWS program should be addressed to the SWS Committee: www.gvsu.edu/sws/.

System of Grading

Grade	Quality Points	Grade	Significance
A	4.0	CR	Credit
A-	3.7	NC	No Credit
B+	3.3	I	Incomplete
B	3.0	W	Withdrawal
B-	2.7	AU	Audit
C+	2.3	X	Deferred
C	2.0	NR	No Report
C-	1.7	P	Pass
D+	1.3	PS	Pass
D	1.0	PD	Pass with Distinction
F	0.0	R	Research

Quality points are the numerical equivalent of letter grades. A grade point average (GPA) is computed by dividing the number of quality points earned by the number of semester credits attempted (only those graded A-F). The GPA is used to determine academic standing, eligibility to participate in certain curricular and cocurricular programs, academic honors, and academic standing, which may include probation, jeopardy of dismissal, or dismissal. A minimum GPA of 2.0 for undergraduate students and 3.0 for graduate students is required for graduation. Some programs require a GPA in excess of the minimum to satisfy major requirements.

Transcripts

Transcripts of students' academic records are available from the Student Assistance Center.

Requests for an official transcript bearing the signature of the registrar and the university seal will be prepared and mailed within 24 hours after the request. Unofficial transcripts will be prepared immediately for currently enrolled students. Unofficial transcripts are available at any time on the Web at no charge through myBanner. No transcripts will be released if a student has an encumbrance or indebtedness to Grand Valley State University. To comply with the federal mandate, transcripts will not be released without a signed, written request from the student.

Curriculum

CAHIIM Curriculum Domain Requirements

CAHIIM is an independent accrediting organization whose Mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs. Taken from: http://www.cahiim.org. See **Appendix C: HIM Matrix**.

Program Objectives

The Health Information Management (HIM) Program offered by Grand Valley State University (GVSU) is to develop the skills and qualities needed to fulfill the complex role of a health information management practitioner and to develop the critical thinkers that will encourage continuing growth in the profession. The HIM Program will prepare exceptional professionals who will impact the health information management profession today and tomorrow by creating a learning environment that provides the skills and techniques that encourage life-long learning.

- Educate students to become successful health information professionals within a variety of health care sectors such as: Acute care facilities, third party payers, medical group offices, long-term care, correctional facilities, public health and research institutions.
- Provide continuing education opportunities within the community for health information management professionals.
- Educate students on the electronic health record (EHR) through the Health Care Information Systems minor to provide knowledge and application of functionality of the EHR.
- Support faculty development through continuing education opportunities, enrollment in a terminal degree program, active in scholarship and mentoring.

Health Information Management Curriculum

Student should contact their advisor for questions regarding the curriculum. See **Appendix D: HIM Curriculum.**

Professional Course Descriptions (AHS and HIM)

For the course descriptions See **Appendix E: Course Descriptions**

GVSU Standardized Grading Scale

A	100-94	C+	79 – 77
A-	93 – 90	C	76 - 73
B+	89 – 87	C-	72 - 70
B	86 – 83	D+	69 – 67
B-	82 – 80	D	66 - 63

A = Student has demonstrated mastery of the course materials, are well qualified for subsequent courses in this subject area, and may be expected to perform well in such courses.

B = Student has demonstrated a clear understanding of the course materials, are prepared to take subsequent courses in this subject, and may be expected to perform adequately in such courses.

C = Student has demonstrated a basic comprehension of the course materials and are qualified to take subsequent courses in this subject area but may be expected to perform only at a minimally adequate level in such courses.

D = Student has demonstrated only an elementary familiarity with the course materials and are technically qualified to take the next course in this subject but may not be expected to perform well in such.

No Credits Earned = Student has not demonstrated knowledge or understanding of any meaningful portion of the course materials. Student will not be qualified to take subsequent courses in this subject area.

Grade Expectations

Students are expected to maintain a "C" or above in all professional courses. If the students earn below a "C" they will be required to retake the course. Students are only allowed two attempts at each professional course. Two unsuccessful attempts of the same course (less than a "C" or 73%) will result in dismissal from the Health Information Management Program.

HIM Advisors

Julie Alles, DHA, RHIA	Janna Pacey, DHA, RHIA
500 Lafayette Ave NE, Suite 420 Office 420K Grand Rapids, MI 49503 616-331-5607 allesju@gvsu.edu	500 Lafayette Ave NE, Suite 420 Office 420L Grand Rapids, MI 49503 616-331-5574 paceyj@gvsu.edu
Erika Bailey, MBA, RHIA 500 Lafayette Ave NE, Suite 420 Office 420H Grand Rapids, MI 49503 616-331-5625 baileyer@gvsu.edu	

Textbooks

The course syllabus will list the textbook(s) and course pack that is required for the course. It is highly recommended that students keep their textbooks from all HIM courses, as they will assist in preparation for the Registered Health Information Administrator (RHIA) certification exam.

Blackboard

Blackboard is the learning management system used by Grand Valley State University to offer hybrid and online courses. For more information regarding the use of Blackboard click this link: https://www.gvsu.edu/elearn/help/student-help-for-blackboard-2.htm

Course Evaluations

At the end of each semester, students will be asked to complete an evaluation on each course. Giving input is extremely valuable for program evaluation and modification; comments will not affect academic status.

Professional Tour

Professional tours are a learning experience that supplements classroom learning. Please remember while on a professional tour, students are representing GVSU. Please dress professionally.

Structure Learning Assistance (SLA)

Structured Learning Assistance (SLA) is an academic support program that is available to all interested students. SLA features weekly study and practice workshops in which student's master course content to develop and apply specific learning strategies for the course, as well as strengthen their study skills to improve performance in the current SLA course, and for future courses.

The content for an SLA course is identical to that of a non-SLA course. The difference is that if a student's grade falls below a "C"*, the SLA student is **required** to attend all workshop sessions until the grade returns to a "C" or better. *(The faculty may decide to set the mandatory "cut-off" grade higher, if he/she feels it is necessary.) If students desire, they may continue to attend the workshops voluntarily, after they have achieved the established cut-off grade, to maintain their high grades. Workshop activities frequently include study guides, collaborative learning/group activities, homework assistance, test preparation, and study skills such as discovering the students preferred learning style, efficient note-taking, time management, and test-taking strategies. Workshops meet from one to two hours per week throughout the entire semester. The workshop times are formally attached to the student's class schedule and there is **no additional charge** to the student for this support.

Students who anticipate the need for additional help in a specific course can find the SLA schedule/sections that are offered during fall and winter semesters by going on myBanner and clicking in the "Attribute Type" box, and then clicking on Structured Learning Assistance.

Writing Centers

The Fred Meijer Center for Writing has well-trained peer consultants that can help students to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. See the following link for additional information: http://www.gvsu.edu/wc/

HIM Field Practicum

Introduction to the HIM Field Practicum

The HIM practicum is a supervised professional practice experience within a healthcare setting. Students will engage in the management and supervision of the Health Information Management Department by completing various projects. An appropriate faculty member and the placement site supervisor will evaluate the student's performance (Capstone).

Career Center

From career planning to major exploration, the Career Center has students covered. We have convenient locations in both Allendale and downtown Grand Rapids. See the following link for additional information: **http://www.gvsu.edu/careers/**

Field Practicum Compliance

HIM students will complete the Health Compliance requirements set by the College of Health Profession Compliance Officer. These requirements will be completed in the HIM 345 Orientation to the Field Practicum course. Students are responsible for the fees

associated with the requirements of vaccinations, TB testing, drug screen, finger printing CPR, and background checks and any other additional requirements added by the Compliance Officer. See **Appendix F: Field Practicum Compliance**

Registration Process for the Field Practicum

Registering for the HIM 470 field practicum is a year before the course begins. At Grand Valley State University students register in March for the Spring/Summer, Fall and Winter semesters. Students will meet with their advisor in the Fall semester prior to the practicum to validate that all HIM curriculum courses have been completed with a "C" or better. See **Appendix G: Course Audit for Field Practicum**

Field Practicum Attendance

Students are required to complete a 10-week 400-hour field practicum in a health care setting. The GVSU Academic Calendar will be followed regarding holidays and recesses. Per GVSU policy no intern is allowed at the site during these specified dates. The preceptors will be advised of these dates.

Dismissal from the Field Practicum

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

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

If there is evidence that any of the above have occurred, the Clinical Coordinator will be contacted by the Preceptor. A meeting will be conducted between the student and the Clinical Coordinator to obtain the facts as to what has happened. A meeting with the Clinical Coordinator and Preceptor will follow and a decision will be made as to whether or not the student will continue at the professional practice site.

If the decision is to remove the student from the site, the Clinical Coordinator will attempt to locate another site for the student. Dismissal from the professional site will prolong the length of the field practicum.

If a student is removed from a professional practice site, the entire field practicum will be repeated at another site.

Appeal Process of the Field Practicum

HIM Students will follow the process of the Student Academic Grievance Procedures. Use

the following link for additional information:
http://catalog.gvsu.edu/content.php?catoid=40&navoid=1511#academic_review

Repeating the Field Practicum

A field practicum that results with a grade of a C- or lower must be repeated. Repeating a field practicum is considered a new field practicum and can only be repeated once. Registration for the new field practicum will take place when the field practicum is offered. The student cannot register for the new field practicum within the same semester of the initial field practicum was taken.

Corrective Action Plan for Repeating the Field Practicum

The student will work with their academic advisor to complete a corrective action plan that will be enforced on the repeated internship. See **Appendix H: Corrective Action Plan**

Completion of Degree

Graduation Audit

Student will meet with their academic advisor one semester prior to going out on the HIM 470 Field Practicum.

Graduation Requirements

Student will need to have completed all courses within the HIM Curriculum with a C or better and have maintained a GPA 2.5 or above. See **Appendix D: HIM Curriculum.**

Appendices

Appendix A: AHIMA Code of Ethics

AHIMA Code of Ethics

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information. Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected; how the information should be handled, who should have access to the information, under what conditions the information should be disclosed, how the information is retained and when it is no longer needed, and how is it disposed of in a confidential manner. All of the core health information issues are performed in compliance with state and federal regulations, and employer policies and procedures.

Ethical obligations are central to the professional's responsibility, regardless of the employment site or the method of collection, storage, and security of health information. In addition, sensitive information (e.g., genetic, adoption, drug, alcohol, sexual, health, and behavioral information) requires special attention to prevent misuse. In the world of business and interactions with consumers, expertise in the protection of the information is required.

Purpose of the American Health Information Management Association Code of Ethics

The HIM professional has an obligation to demonstrate actions that reflect values, ethical principles, and ethical guidelines. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these values and principles to guide conduct. (See also AHIMA Vision, Mission, Values) The code is relevant to all AHIMA members and CCHIIM credentialed HIM professionals [hereafter referred to as certificants], regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves seven purposes:

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

The code includes principles and guidelines that are both enforceable and aspirational. The

extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

The Code of Ethics and How to Interpret the Code of Ethics

Principles and Guidelines

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not meant to be a comprehensive list of all situations that can occur.

- *Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.* A health information management professional **shall**: 1.1. Safeguard all confidential patient information to include, but not limited to, personal, health, financial, genetic, and outcome information. 1.2. Engage in social and political action that supports the protection of privacy and confidentiality, and be aware of the impact of the political arena on the health information issues for the healthcare industry. 1.3. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, compliance, and other issues that surface as advocacy issues and facilitate informed participation by the public on these issues. 1.4. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid authorization from a patient or a person legally authorized to consent on behalf of a patient or as authorized by federal or state regulations. The minimum necessary standard is essential when releasing health information for disclosure activities. 1.5. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons. 1.6. Respond promptly and appropriately to patient requests to exercise their privacy rights (e.g., access, amendments, restriction, confidential communication, etc.). Answer truthfully all patients' questions concerning their rights to review and annotate their personal biomedical data and seek to facilitate patients' legitimate right to exercise those rights.
- *Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, peers, and to the health information management profession.* A health information management professional **shall**: 2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting. 2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly. 2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, in providing services requiring potentially

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conflicting roles (for example, finding out information about one facility that would help a competitor), or serving the Association in a volunteer capacity. The conflicting roles or responsibilities must be clarified and appropriate action taken to minimize any conflict of interest. 2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the code. 2.5. Take responsibility and credit, including authorship credit, only for work they actually perform or to which they contribute. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication. A health information management professional **shall not**: 2.6. Permit one's private conduct to interfere with the ability to fulfill one's professional responsibilities. 2.7. Take unfair advantage of any professional relationship or exploit others to further one's own personal, religious, political, or business interests.

- ***Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.*** A health information management professional **shall**: 3.1. Safeguard the privacy and security of written and electronic health information and other sensitive information. Take reasonable steps to ensure that health information is stored securely and that patients' data is not available to others who are not authorized to have access. Prevent inappropriate disclosure of individually identifiable information. 3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of termination, incapacitation, or death of a healthcare provider to other parties through the use of any media. 3.3. Inform recipients of the limitations and risks associated with providing services via electronic or social media (e.g., computer, telephone, fax, radio, and television).

- ***Refuse to participate in or conceal unethical practices or procedures and report such practices.*** A health information management professional **shall:** 4.1. Act in a professional and ethical manner at all times. 4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the [Professional Ethics Committee Policies and Procedures](#) for potential ethics complaints. 4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations. 4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one's concerns with the colleague when feasible and when such discussion is likely to be productive. 4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment. 4.6. Take action through

appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee if needed. 4.7. Cooperate with lawful authorities as appropriate. A health information management professional **shall not**: 4.8. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

> Allowing patterns of optimizing or minimizing documentation and/or coding to impact payment
> Assigning codes without physician documentation
> Coding when documentation does not justify the diagnoses or procedures that have been billed
> Coding an inappropriate level of service
> Miscoding to avoid conflict with others
> Engaging in negligent coding practices
> Hiding or ignoring review outcomes, such as performance data
> Failing to report licensure status for a physician through the appropriate channels
> Recording inaccurate data for accreditation purposes
> Allowing inappropriate access to genetic, adoption, health, or behavioral health information
> Misusing sensitive information about a competitor
> Violating the privacy of individuals

- Refer to the [AHIMA Standards for Ethical Coding](#) for additional guidance. 4.9. Engage in any relationships with a patient where there is a risk of exploitation or potential harm to the patient.
- ***Advance health information management knowledge and practice through continuing education, research, publications, and presentations***. A health information management professional **shall**: 5.1. Develop and enhance continually professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share one's knowledge related to practice, research, and ethics. 5.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics. 5.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, advocacy, presentations in the community, and participation in professional organizations. 5.4. Engage in evaluation and research that ensures the confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards. 5.5. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods. 5.6. Design or conduct evaluation or research that

is in conformance with applicable federal or state laws. 5.7. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

- ***Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional workforce.*** A health information management professional **shall**: 6.1. Provide directed practice opportunities for students. 6.2. Be a mentor for students, peers, and new health information management professionals to develop and strengthen skills. 6.3. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students, staff, peers, colleagues, and members within professional organizations. 6.4. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors. 6.5. Evaluate staff's performance in a manner that is fair and respectful when functioning in a supervisory capacity. 6.6. Serve an active role in developing HIM faculty or actively recruiting HIM professionals. A health information management professional **shall not**: 6.7. Engage in any relationships with a person (e.g. students, staff, peers, or colleagues) where there is a risk of exploitation or potential harm to that other person.

- ***Represent the profession to the public in a positive manner.*** A health information management professional **shall:** 7.1. Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

- ***Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.*** A health information management professional **shall**: 8.1. Perform responsibly all duties as assigned by the professional association operating within the bylaws and policies and procedures of the association and any pertinent laws. 8.2. Uphold the decisions made by the association. 8.3. Speak on behalf of the health information management profession and association, only while serving in the role, accurately representing the official and authorized positions of the association. 8.4. Disclose any real or perceived conflicts of interest. 8.5. Relinquish association information upon ending appointed or elected responsibilities. 8.6. Resign from an association position if unable to perform the assigned responsibilities with competence. 8.7. Avoid lending the prestige of the association to advance or appear to advance the private interests of others by endorsing any product or service in return for remuneration. Avoid endorsing products or services of a third party, for-profit entity that competes with AHIMA products and services. Care should **also** be exercised in endorsing any other products and services.

- ***State truthfully and accurately one's credentials, professional education, and experiences.*** A health information management professional **shall**: 9.1. Make clear distinctions between statements made and actions engaged in as a private

individual and as a representative of the health information management profession, a professional health information association, or one's employer. 9.2. Claim and ensure that representation to patients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, and other relevant professional experience are accurate. 9.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials. 9.4. Report only those continuing education units actually earned for the recertification cycle and correct any inaccuracies occurring regarding CEUs.

- ***Facilitate interdisciplinary collaboration in situations supporting health information practice.*** A health information management professional **shall**: 10.1. Participate in and contribute to decisions that affect the well-being of patients by drawing on the perspectives, values, and experiences of those involved in decisions related to patients. 10.2. Facilitate interdisciplinary collaboration in situations supporting health information practice**.** 10.3. Establish clearly professional and ethical obligations of the interdisciplinary team as a whole and of its individual members. 10.4. Foster trust among group members and adjust behavior in order to establish relationships with teams.
- ***Respect the inherent dignity and worth of every person.*** A health information management professional **shall**: 11.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity. 11.2. Promote the value of self-determination for each individual. 11.3. Value all kinds and classes of people equitably, deal effectively with all races, cultures, disabilities, ages and genders. 11.4. Ensure all voices are listened to and respected.

The Use of the Code

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot

resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles, and offers ethical guidelines to which a HIM professional can aspire and by which actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

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

The AHIMA Code of Ethics is to be used by AHIMA members and certificants, consumers, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must take into account the context in which it is being considered and the possibility of conflicts among the code's values, principles, and guidelines. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the AHIMA Code of Ethics does not specify which values, principles, and guidelines are the most important and ought to outweigh others in instances when they conflict.

Code of Ethics 2011 Ethical Principles

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants.

A health information management professional shall:

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

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

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

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

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

6 *Recruit and mentor students, peers and colleagues to develop and strengthen*

professional workforce.

7 *Represent the profession to the public in a positive manner.*

8 *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.*

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

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

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

Appendix B: Student Statement of Confidentiality for Grand Valley State University

The Health Information and Reimbursement Program at Grand Valley State University uses actual patient records and/or copies thereof, in the classroom for teaching purposes. Much of the patient identification information on the originals has been deidentified however the patient information is still considered confidential. Confidential patient information can be of personal, financial or medical nature. Information related to any patient care provider is also considered confidential.

As a Grand Valley State University student, I understand the above. I agree to hold confidential information as described above in strict confidence. This means I will not discuss the information I am privileged to access, except with other students in the class in the course of completing my assignments. I understand that failure to uphold the confidentiality standards set forth above could lead to disciplinary action up to and including dismissal from the Health Information Management program.

_____

Printed Name

_____

Signature

_____

Date

Appendix C: HIM Matrix

See the Health Information Management Website HIM Entry-level Curriculum Competencies.

Appendix D: HIM Curriculum

Health Information Management Curriculum	
1st Year -Fall Semester	**Credits**
BIO 120 General Biology I GEN ED. Life	4
MTH 110: Algebra or General Education Art	3-4
WRT 150: Strategies in Writing GEN ED. WRT	4
General Education Course Philosophy/Literature	**3**
Total	**14-15**
1st Year-Winter Semester	
CIS 150: Intro to Computing	3
General Education Physical Science Foundation Requirement without lab	3
General Education Social/Behavior Sciences	3
General Education Course U.S. Diversity	3
AHS 110: Intro to Health Care Professions	3
Total	**15**
2nd Year- Fall Semester	
AHS100: Medical Terminology	3
BMS 250: Anatomy & Physiology Prerequisite: BIO 120	4
CIS 160: Programming in Visual Basic Prerequisite: MTH 110 or advanced math placement	3
CIS 231: Problem Solving Using Spreadsheets Prerequisite: MTH 110 or advanced math placement	3
General Education Course History (SWS) recommended	3
Total	**16**
2nd Year- Winter Semester	
BMS 251: Anatomy & Physiology Prerequisite: BMS 250	4
CIS 233: Concepts of Database Systems Prerequisite: (CIS 150 or CS 150), (CIS 160 or CS 160), or (CIS 162 or CS 162)	3
CIS 237: Introduction to Network Management Prerequisite: CIS 150	3
STA 215: Intro. Applied Statistics	3
General Education Social/Behavior Sciences	3
Total	**16**
3rd Year- Fall Semester	
CIS 331: Data Analysis Tools and Techniques OR Prerequisite: (STA 215 and Junior Standing) CIS 335: Data Mining Prerequisite: (CIS 160 or CIS 161 or CIS 162); and STA 215)	3
CIS 358: Information Assurance (Issues) Prerequisite: Junior Status	3

HIM 301- Introduction to Health Information Management	3
HIM 304: Adv. Medical Terms of Disease Prerequisite: AHS 100 and BMS 251	3
General Education Course Global Perspectives	3
Total	**15**
3rd Year- Winter Semester	
HIM 361: Disease Classification System I Prerequisites: HIM 301 and HIM 304	3
HIM 364: Financial Reimbursement Prerequisite: AHS 100 and HIM 301	3
HIM 365: Quality Management in Health Care Prerequisite: AHS 100 and HIM 301	3
HIM 366: Health Information Data Systems and Statistics Prerequisites: AHS 100 and HIM 301	3
Total	**12**
3rd Year- Summer Semester	
HIM 302: Health Care Law Prerequisites: HIM 301	3
HIM 362: Disease Classification Systems II Prerequisites: HIM 361	3
AHS 301: Introduction to Health Care Research Prerequisite: STA 215	3
Total	**9**
4th Year- Fall Semester	
CIS 340: Health Care Information Systems Prerequisite: CIS 233, CIS 333, CIS 353, or CIS 360	3
HIM 310: Functional and Administrative Practices in Health Information Management Prerequisites: None	3
HIM 311: CPT/HCPCS Coding Prerequisites AHS 100, BMS 251, HIM 301, and HIM 304	3
HIM 320: Applications of Organizational Planning for Health Information Management Prerequisites: HIM 301	3
HIM 345: Orientation to Health Information Management Practicum Prerequisites: Senior Standing and admission to Health Information Management Program	1
Total	**13**
4th Year- Winter Semester	
HIM 402: Health Information Management Review Prerequisites: Senior Standing and admission to Health Information Management Program	1
HIM 470: Field Practicum in Health Information Management Prerequisites: Senior Standing and Satisfactory Completion of all prior HIM Core Courses	12
Total	**13**
Total	**123-124**

Appendix E: Course Descriptions

AHS 301: Introduction to Health Care Research
Introduces students majoring in the health professions to the basic steps of conducting research, literature searching, and critical reading of literature, experimental design, quantitative and qualitative data analysis, and scientific writing. Published literature relevant to the health professions will be analyzed. Students will write a variety of papers and reports. Offered fall, winter, and spring semesters. Prerequisite: STA 215

HIM 301: Introduction to Health Information Management
This course provides an overview of the health information management (HIM) profession. Topics include: analysis, licensing, certification, and accreditation documentation standards. Explores topics of patient confidentiality, form design, numbering systems, health information storage and retention systems, and computerization of health records.

HIM 302: Health Care Law
This course introduces the legal issues facing the healthcare industry. Topics include confidentiality, release of health information, subpoenas, liability issues, patient rights, fraud and abuse and ethics of health information. Students will study federal and Michigan-specific laws and regulations related to protected health information through case studies.

HIM 304: Advance Medical Terminology in Disease
This course provides an overview of the health information management (HIM) profession. Topics include: analysis, licensing, certification, and accreditation documentation standards. Explores topics of patient confidentiality, form design, numbering systems, health information storage and retention systems, and computerization of health records.

HIM 310: Functional and Administrative Practices in HIM
This course introduces the functional and administrative HIM practices including capital/operational budgeting, procurement, and regulatory issues of the HIM department. Students will analyze budgetary reports common to HIM and healthcare compliance needs. Students evaluate human resource positional analysis, recruitment, supervision/retention, and project management duties related to the HIM department.

HIM 311: CPT/HCPCS Coding
This course introduces all aspects of CPT Coding and HCPCS Level II Coding. Course work will focus on introductory outpatient coding with emphasis on Evaluation and Management (E&M) leveling and surgical procedures by interpreting chart documentation. Ethical coding principles will be presented along with 3M Encoder.

HIM 320: Applications of Organizational Planning for Health Information Management
Introduction to techniques involved in the departmental strategic and project planning processes in HIM, along with supply chain management specific to health care facilities. In addition, the techniques of benchmarking and evidence-based practice for quality improvement will be discussed.

HIM 345: Orientation to HIM Field Practicum
This course will provide students the expectations, responsibilities, and requirements of the field practicum. Students will create a cover letter and resume to obtain a field practicum within the health information management setting.

HIM 361: Disease Classification System I
This course introduces students to the International Classification of Diseases 10 Edition, Clinical Modification (ICD-10-CM) and Procedural Classification System (ICD-10-PCS). Emphasis on understanding and applying the coding rules and guidelines for the specific body systems will be demonstrated through the hands-on practice of both inpatient and outpatient coding scenarios.

HIM 362: Disease Classification System II
This course is a continuation of HIR 361: Disease Classification System I. The emphasis of understanding and applying the coding rules and guidelines for the specific chapters will continue. Students also gain knowledge of how properly code assignment impacts reimbursement and Medicare Severity Diagnostic Related Groups (MS-DRG) assignment.

HIM 364: Financial Reimbursement
This course will provide an overview of how health care services are reimbursed through U.S. public and private third party payers compared to reimbursement in international health care systems. Students will complete both paper and electronic claim forms showing how to maximize reimbursement through payer systems.

HIM 365: Quality Management in Health Care
This course will introduce students to the different techniques used to define, implement, and monitor total quality management (TQM) in health care. Students will learn the procedures that comprise the utilization review process. This course will provide students with the opportunity to collect and analyze data through a team-based approach.

HIM 366: Health Information Data Systems and Statistics
This course will provide students with an overview of health information management practices, secondary data sources, registries, and indices. Students will also receive an overview of health information exchange, medical informatics, database design, health information technologies, electronic health record, and health information statistics.

HIM 402 Health Information Management Review
A comprehensive review of health information management concepts related to information technology, data security, quality management, revenue cycle and reimbursement, coding, health law, strategic planning, and project and operations management. This course will provide test taking methods and preparation for the national Registered Health Information Administrator certification exam.

HIM 470: Field Practicum in HIM
The HIM practicum is a supervised professional practice experience within a healthcare setting. Students will engage in the management and supervision of the Health Information Management Department by completing various projects. An appropriate faculty member and the placement site supervisor will evaluate the student's performance (Capstone).

Appendix F: Field Practicum Health Compliance

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations, require students enrolled in health/health related programs comply with certain health, safety, and legal requirements. GVSU is contractually required to ensure all students achieve full compliance **prior** to participation in experiential learning and until program completion.

Health compliance requirements are to be completed by the program's identified due date. Failure to complete these items on time may impact a student's ability to participate in experiential learning.

GVSU utilizes CastleBranch, a third party vendor, for monitoring health compliance, as well as completion of background checks and drug screens, when required. Blackboard is used for training modules. The Health Compliance Officer provides students with directions for creating a CastleBranch account and submitting documents, as well as with instructions to access the training modules.

Requirements:
Students are required to submit documentation of health compliance items prior to the due date communicated by the Health Compliance Officer. A full description of each requirement can be found in the GVSU Health Compliance Policy at https://www.gvsu.edu/healthcompliance/

It is recommended that students begin submitting health compliance documents as soon as possible as some requirements may take several weeks, or months, to complete.

Requirements may include, but are not limited to:
- Physical exam (required for most programs)
- Immunizations and/or titers (bloodwork) to check for immunity
- Tuberculosis screening
- Influenza vaccine (annually)
- Cardiopulmonary Resuscitation (CPR)
- Training Modules-completed online via Blackboard

Criminal Background Checks, Drug Tests and Fingerprinting:
- Students are notified by the Health Information Management Placement Coordinator when criminal background checks, drug tests and/or fingerprinting are required.
  - Criminal Background Check and Drug Tests must be completed through CastleBranch.

- Criminal Background Check includes: Seven Year Residency History, County Criminal Records, Statewide Criminal Records, Nationwide Sex Offender Index, Nationwide Healthcare Fraud and Abuse Scan.
- Drug tests are 10-panel including: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Marijuana Metabolites, Methadone, Methaqualone, Opiates, Phencyclidine and Propoxyphene.
- Some sites require background checks and/or drug tests within a specific timeframe (i.e. 30 days prior to placement date), which may require students to undergo an additional background check and/or drug test.
- Fingerprinting must be completed through the Grand Rapids Community College (GRCC) Police Department. Students outside of west Michigan may contact the Health Compliance Officer for other approved locations.
- Results of Criminal Background Checks and Fingerprinting are reviewed in accordance with the state regulations on mandatory exclusions. Conviction of a crime on the mandatory exclusion list, or presence of a substance on the drug test, may impact a student's ability to complete experiential learning as required for program progression.

Health Compliance Costs:
Students are responsible for the cost of obtaining/maintaining health compliance. Health care costs vary widely, with estimates ranging from $250 to $550 depending upon the type of services required and location received. Some services may be covered by health insurance. Students with limited, or no insurance coverage, may find the GVSU Family Health Center or local health department cost effective options.

Health Insurance:
While encouraged, GVSU does not require students to have health insurance. Some sites may require proof of insurance as a condition of placement at the site. Lack of insurance coverage could impact a student's ability to participate in experiential learning at sites with this requirement.
Students are not covered by a site's workman's compensation coverage during their experiential learning. All health care costs if exposed to a medical condition that requires assessment, monitoring or treatment, or if injured while working with a patient/client, are the student's responsibility.
For information about optional health plans students may purchase please use this link https://www.gvsu.edu/studentinsurance/health-insurance-2.htm

Appendix G: Course Audit for Field Practicum

Required Courses Must be Complete for the HIM Field Practicum	Credits
CIS 150: Intro to Computing	3
STA 215: Intro. Applied Statistics Prerequisite: MTH 110	3
AHS 110: Intro to Health Care Professions	3
AHS100: Medical Terminology	3
CIS 160: Programming in Visual Basic Prerequisite: MTH 110 or advanced math placement	3
CIS 231: Problem Solving Using Spreadsheets Prerequisite: MTH 110 or advanced math placement	3
CIS 233: Concepts of Database Systems Prerequisite: (CIS 150 or CS 150), (CIS 160 or CS 160), or (CIS 162 or CS 162)	3
CIS 237: Introduction to Network Management Prerequisite: CIS 150	3
CIS 340: Health Care Information Systems	4
CIS 331: Data Analysis Tools and Techniques (ISSUES) OR Prerequisite: (STA 215 and Junior Standing) CIS 335: Data Mining (ISSUES)Prerequisite: (CIS 160 or CIS 161 or CIS 162); and STA 215)	3
CIS 358: Information Assurance (Issues) Prerequisite: Junior Status	3
HIM 301- Introduction to Health Information Management	3
HIM 304: Adv. Medical Terms of Disease Prerequisite: AHS 100 and BMS 251	3
HIM 361: Disease Classification System I Prerequisites: HIM 301 and HIM 304	3
HIM 365: Quality Management in Health Care Prerequisite: AHS 100 and HIM 301	3
HIM 364: Financial Reimbursement Prerequisite: AHS 100 and HIM 301	3
HIM 366: Health Information Data Systems and Statistics Prerequisites: AHS 100 and HIM 301	3
HIM 302: Health Care Law (SWS) Prerequisites: HIM 301	3
HIM 362: Disease Classification Systems II Prerequisites: HIM 361	3
AHS 301: Introduction to Health Care Research Prerequisite: STA 215	3
HIM 310: Functional and Administrative Practices in Health Information Management (ISSUES) Prerequisites: Junior standing	3
HIM 311: CPT/HCPCS Coding Prerequisites AHS 100, BMS 251, HIM 301, and HIM 304	3
HIM 320: Applications of Organizational Planning for Health Information Management Prerequisites: HIM 301	3
HIM 345: Orientation to Health Information Management Practicum Prerequisites: Senior Standing and admission to Health Information Management Program	1

Appendix H: Corrective Action Plan

Corrective Action Plan Steps	Solutions to the Problem(s)	Targeted Completion Date	Person Responsible
Step 1: Clearly State the problem(s).			
Step 2: Create measurable solutions that address the problem(s).			