Health Information Management

Associate of Applied Science
Division of Business and Information Technology
Student Handbook
2022-2023

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Introduction

Welcome

Welcome to the Health Information Management program at Mountain Empire Community College, (MECC). The course and its demands on your time and energy will be great but so too are the rewards.

The Health Information Management (HIM) Program Handbook consists of the Program's mission, philosophy, goals, policies, and procedures applying to all Health Information Management Program students, Program faculty, and staff. The Program goals, policies, and procedures will apply to you as a student as you progress toward graduation. The Health Information Management program has been accredited through CAHIIM (Commission on Accreditation for Health Informatics and Information Management) since February 2020.

Each of you enters MECC with a unique set of experiences and backgrounds. We hope you will share that diversity with us and your classmates learning to respect differences, and use this opportunity to learn more about others and the profession of Health Information Management.

Your academic success in the Health Information Management Program depends on you! We will provide you with the qualified faculty, resources and experiences which will direct your program. Each of you must take responsibility to attend classes, follow your course syllabi, complete required readings prior to class, and come to class and clinical experiences with assignments prepared.

The Health Information Management faculty members are professionals in health information management and are committed to providing quality instruction, concentrating not only on book knowledge, but also on the "real working world" aspects of the HIM profession. We believe that education is a continuing dynamic process and students must take active responsibility for their own learning.

The Faculty welcomes you and encourages you to become familiar with the contents of this program handbook. It answers many of your questions and is meant to be used in conjunction with the MECC Student Handbook, College Catalog and Health Information Management Syllabi, Assignment Schedules and Instructor Announcements. We encourage you to come to us for answers to other questions you may have, discuss your class work, goals or just to talk. Good luck to you as you start down the path toward your professional in health information management.

After reading the handbook materials, you are required to sign the Health Information Management Handbook Acknowledgement Form. Please complete and sign the form as indicated, and return the form to program faculty before the beginning of the Fall or Spring Semester. In addition to this handbook, you are expected to read and comply with the policies as published in the MECC College Catalog and Student Handbook.

We, the faculty and staff of the Health Information Management Program, are looking forward to your success and your future as a health care professional. We are here to assist you in your learning process. Congratulations on selecting an exciting and rewarding career.

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Content Disclaimer

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In addition, a student's or prospective student's reliance upon course information contained within these sources, or individual program catalogs, handbooks, printed or digital class schedules when making academic decisions does not constitute, and should not be construed as, a contract with MECC. Further, MECC reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise.

Links or references to other materials and websites provided in the above-referenced sources are also for information purposes only and do not constitute the College's endorsement of products or services referenced.

We strongly encourage current and prospective students to confer with academic advisors for the most credible information about the College's programs and services.

Non-Discrimination Statement

Mountain Empire Community College (MECC) is an open entry institution. Its mission is to provide quality higher education and workforce training programs and services that are financially and geographically accessible and meet individual, business, and community needs. The following pathways exist:

Allied Health	Engineering
Arts & Music	Environmental
Business	Health Science
College Transfer	Manufacturing
Construction	Public Safety
Education	Technology

MECC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, MECC shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

Title IX: Sexual Misconduct, Harassment, Discrimination

Under Title IX of the Education Amendment of 1972, "No person in the United States shall, on the basis of sex, be excluded form participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." In addition to protecting students, faculty and staff from discrimination and harassment based upon sex, gender identity and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy or related condition. A student cannot be treated differently based on their sex as it relates to the student's parental, family or marital status.

Program Overview

The Health Information Management Program has been a part of the college since 2013. The program is 100% online and is asynchronous, which means the course content is available 24/7 in an online format. Assignments have pre-recorded lectures and instructions for the student to use a guide to complete assignments. The HIM curriculum is continually revised to address the needs of the healthcare community in the management of health information. Upon graduation, the student is awarded an Associated of Applied Science (AAS) degree in Health Information Management. The HIM program currently offers the student the opportunity to become a Certified Professional Coder (CPC) through the American Academy of Professional Coders (AAPC) and Certified Revenue Cycle Representative (CRCR) through the Healthcare Finance Association. Once the student has completed the HIM program, they will be qualified to sit for the Registered Health Information Technician Certification through the American Health Information Management Association. These certifications are highly desirable in the Health Infomation Management business sector.

American Health Information Management Association (AHIMA) defines health information management as "the field that focuses on health care data and the management of information sources. It addresses the nature and structure of data and the translation of data into usable forms of information concerning the health and health care of individuals and populations. The Association further identifies the HIM professional as someone who collects, integrates and analyzes primary and secondary health care data, disseminates information, and manages information resources related to the research, planning, provision, payment, and evaluation of health care services agencies, and other private industry."

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

Program Accreditation

The Health Information Management program has been accredited through CAHIIM (Commission on Accreditation for Health Informatics and Information Management) since February 2020.

Health Information Management Advisory Committee

An advisory committee is appointed to assist in HIM program development and evaluation. The committee will also assist the HIM program staff in achieving learning outcomes and establishing effective professional relationships. The advisory committee consists of local individuals who are involved in health information management. Members include hospital HIM representatives, EHR software consultants, graduates, and students

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Program Information

Program Mission Statement

The Health Information Management mission and philosophy are consistent with the College's mission and philosophy. The Health Information Management Program faculty and staff also endorse the following program mission statement:

The mission of the Health Information Management (HIM) Program at Mountain Empire Community College is to provide students with a unique blend of health information technology and management balanced with health informatics and clinical documentation expertise to prepare them for industry certification. The program will provide graduates with comprehensive skills to meet the employment needs of healthcare providers with in the MECC service region The Commonwealth and the nation.

The HIM program at MECC intends to:
- Deliver a high-quality education in the practice of Health Information Management.
- Meet the standards for educational programs established SACSS and CAHIIM.
- Ensure the HIM Program meets CAHIIM curriculum competencies for Associates degree education.

Program Philosophy

The Mountain Empire Community College Health Information Management Program is centered on the ethical principles of The American Health Information Management Association Code of Ethics. This philosophy is the driving force behind the Program's primary goal, which is to prepare graduates to practice as competent advanced level health information management professionals who will demonstrate **excellence** in privacy and security, medical coding, health information technology and leadership attitudes expected of an advanced level health information management professional.

The faculty believes that the focus of health information management education should be comprised of a sound, integrated curriculum based on technology, allied health science and revenue cycle coupled with development of interpersonal relationships, critical thinking, effective communication, and problem-solving skills incorporated throughout. The subject-centered curriculum is designed from simple to complex and sequenced to address the content necessary to achieve both the Program and educational outcomes.

The faculty believes their role is to be facilitators for student learning. Teaching is an interactive process that enhances learning for the student/learner. The instructor provides the learner with resources, **integrity**, and guidance to facilitate learning. Teaching is most effective when it adapts to the learner's needs. The learner is an active participant in the teaching-learning process and is **accountable** for his or her own learning. Learning is a life-long process.

Program Goals

The goals of the MECC Health Information Management Program are the following:
- Prepare graduates with the demonstrated competency in the following attributes:
    o Intellect (the ability to collect, interpret and integrate information and make decisions);
    o Behavioral and Social Attributes (exercise good judgment, possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments and learn to function in the face of uncertainties inherent in clinical settings)
    o Communication (Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students and all members of the healthcare team.

The Health Information Management Program at MECC intends to:
- Prepare graduates with the entry-level skills to function as an essential part of the   healthcare team within a variety of health care settings.
- Prepare graduates to adopt and practice the ethical principles that govern the profession of HIM and the foundation of AHIMA's body of knowledge. Demonstrated learning to demonstrate the competencies of Registered Health Information Technician and certified professional coder are (but not limited to), data content and structure, information access, disposal and security, informatics, analytics and data use, revenue management, compliance and leadership
- Prepare graduates who demonstrate a commitment to professional growth by engaging in continuous learning and self-development.

What is Health Information?

Health information is the data related to a person's medical history, including symptoms, diagnoses, procedures, and outcomes. Health information records include patient histories, lab results, x-rays, clinical information, and notes. A patient's health information can be viewed individually, to see how a patient's health has changed; it can also be viewed as a part of a larger data set to understand how a population's health has changed, and how medical interventions can change health outcomes.

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records (EHRs). They ensure a patient's health information and records are complete, accurate, and protected.

Health information management (HIM) professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. HIM professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. Health information professionals care for patients by caring for their medical data.

HIM professionals are responsible for the quality, integrity, and protection of patient's health information, which can include any or all of the following:
- A history and physical exam
- Lab results—blood tests, urine tests, etc.

- Clinical information (nursing notes, physical therapy notes, and many others)
- X-rays and other radiology procedures
- And so much more

Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security. As technology advances, the role of the HIM professional expands. The HIM professional's duty is to adapt to new methods of capturing healthcare information, storing that information, and easily accessing it electronically. Their role is important in order to maintain organized and accurate electronic data that allows daily healthcare routines to carry on smoothly with the new technological advancements.

Health information technology (HIT) refers to the framework used to manage health information, and the exchange of health information in a digital format. Professionals who work in HIT are focused on the technical side of managing health information, working with software and hardware used to manage and store patient data. HIT professionals are usually from information technology backgrounds, and provide support for EHRs and other systems HIM professionals use to secure health information. As technology advances, HIT professionals are necessary to ensure the electronic data HIM professionals manage is maintained and exchanged accurately and efficiently. (Retrieved from http://www.ahima.org/careers/healthinfo?tabid=what)

What Do Health Information Technicians Do?

Health information technicians organize and manage health information data by ensuring its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.

Duties for Health Information Technician:
- Health information technicians typically do the following:
- Review patient records for timeliness, completeness, accuracy, and appropriateness of data
- Organize and maintain data for clinical databases and registries
- Track patient outcomes for quality assessment
- Use classification software to assign clinical codes for reimbursement and data analysis
- Electronically record data for collection, storage, analysis, retrieval, and reporting
- Protect patients' health information for confidentiality, authorized access for treatment, and data security

All health information technicians document patients' health information, including their medical history, symptoms, examination and test results, treatments, and other information about healthcare services that are provided to patients. Their duties vary with the size of the facility in which they work.

Although health information technicians do not provide direct patient care, they work regularly with registered nurses and other healthcare professionals. They meet with these workers to clarify diagnoses or to get additional information to make sure that records are complete and accurate.

The increasing use of electronic health records (EHRs) will continue to change the job responsibilities of health information technicians. Federal legislation provides incentives for physicians' offices and hospitals to implement EHR systems into their practice. This will lead to continued adoption of this software in these facilities. Technicians will need to be familiar with, or be able to learn, EHR computer software, follow EHR security and privacy practices, and analyze electronic data to improve healthcare information as more healthcare providers and hospitals adopt EHR systems.

Health information technicians can specialize in many aspects of health information. Some work as medical coders, sometimes called coding specialists, or as cancer registrars.

Medical coders typically do the following:
- Review patient information for preexisting conditions such as diabetes
- Assign appropriate diagnoses and procedure codes for patient care, population health statistics, and billing purposes
- Work as a liaison between the health clinician and billing offices Cancer registrars typically do the following:
- Review patient records and pathology reports for completeness and accuracy
- Assign classification codes to represent the diagnosis and treatment of cancers and benign tumors
- Conduct annual follow-ups to track treatment, survival, and recovery
- Analyze and compile cancer patient information for research purposes
- Maintain facility, regional, and national databases of cancer patients.

Work Environment

Health information technicians held about 206,300 jobs in 2016. Most health information technicians work in hospitals or physicians' offices. Others work in nursing care facilities or for government entities. Technicians typically work at desks or in offices and may spend many hours in front of computer monitors. Some technicians may work from home.

The industries that employed the most health information technicians in 2017 were as follows:
- Hospitals; state, local, and private 36%
- Offices of physicians 19%
- Nursing care facilities (skilled nursing facilities) 8%
- Administrative and support services 7%
- Professional, scientific, and technical services 6%

(https://collegegrad.com/careers/medical-records-and-health-information-technicians)

Work Schedules

Most health information technicians work full time. In physician offices, technicians typically work during the day, Monday through Friday, with most holidays off. In healthcare facilities that are always open, such as hospitals, technicians may work day, evening, weekend, overnight, or holiday shifts.

Many health information technicians work from home, such as medical coders or MPI analyst. Employers look for coders who hold the RHIT credential to hire in remote coding positions because they not only know how to code medical records, but they understand the technology involved in the safety and security of medical records. Telecommuting is a growing trend, not just for coders, but for all HIT professionals, as most of their job is done from a computer.

Why Choose a Career in Health Information Management?

Versatile Education

By studying health information, students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills. Health information professionals use their knowledge of information technology and records management to form the link between clinicians, administrators, technology designers, and information technology professionals.

Dynamic Career Opportunities

Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, health information provides the patient data needed to successfully navigate the changes. As a result, health information professionals can expect to be in high demand as the health sector continues to expand. Demand is on the rise at all levels of education and credentialing. There are approximately 12,000 to 50,000 new jobs anticipated by 2017, and the Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the US.

On top of strong job prospects, competitive salaries also await graduates. More than half of new health information graduates with bachelor's degrees start with salaries in the $30,000 to $50,000 range. With only five years' experience, one can earn upwards of $50,000 to $60,000 annually. Most new health information graduates with associate's degrees earn $20,000 to $30,000 annually, immediately upon graduation. These figures are just averages—many professionals report higher salaries.

Industries with an increased demand for health information professionals include academic institutions, consulting agencies, government agencies, and healthcare software companies. As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. According to the US Department of Labor, HIT will grow to encompass new support positions, including mobile support adoption positions, public health informatics, implementation support specialists, and information management redesign specialists.

A career in HIM is right for you if you:
- See yourself in a career that offers diverse opportunities.
- Would like to work in health care, but not directly with patients.
- Have an aptitude for science, but also like management, law, and computers.
- Enjoy working with professionals: Physicians, nurses, lawyers, administrators and executives.
- Want a career where you can choose to work on your own, with others, or some of both.

HIM programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, HIM graduates can choose from a variety of work settings across an array of healthcare environments.

(Retrieved from: http://www.ahima.org/careers/healthinfo?tabid=what)

Job Outlook for Registered Health Information Technician

Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations.

An aging population will require more medical services, and health information technicians will be needed to organize and manage the older generations' health information data. 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, will lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

Cancer registrars are expected to continue to be in high demand. As the population ages, there will likely be more types of special purpose registries because many illnesses are detected and treated later in life.

Job Prospects:

Prospects will be best for those with a certification in health information, such as the Registered Health Information Technician (RHIT) or the Certified Tumor Registrar (CTR). As EHR systems and Health Information Exchange continue to develop and gain wide acceptance, health information technicians with computer skills will be needed to use them.

(https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-6)

Health Information Technicians play a critical role in healthcare organizations by collecting, analyzing, transmitting, and maintaining health information in a variety of healthcare settings, which include:
- Hospitals
- Surgical Clinics
- Nursing Homes
- Rehabilitation Centers
- Public Health Offices
- Insurance Companies
- Law Firms
- Pharmaceutical Companies
- Government Agencies like the CDC and NIH

Careers in the Health Information Technology field include jobs such as:
- Medical Coder
- Remote Medical Coder (work from home)
- Medical Coding Auditor
- Medical Records Technician
- Quality Improvement Specialist
- Charge Master Auditor
- Clinical Documentation Improvement Specialist
- Cancer or Trauma Registrar
- Release of Information Specialist
- HIPAA Compliance Officer
- Healthcare Data Analyst
- Data Quality Manager
- Department Supervisor or Manager
- Healthcare Consultant
- Instructor/Trainer

How Do I Become a Registered Health Information Technician?

Health information technicians typically need a postsecondary certificate to enter the occupation, although they may have an associate's degree. Many employers also require professional certification such as the Registered Health Information Technician Certification awarded by the American Health Information Management Association.

Postsecondary certificate and Associate's degree programs in health information technology typically include courses in medical terminology, anatomy and physiology, health data requirements and standards, classification and coding systems, healthcare reimbursement methods, healthcare statistics, and computer systems. Applicants to health information management programs increase their chances of passing the English and MTE placement tests before entering the Health Information Management Program.

Important Qualities

- **Analytical skills.** Health information technicians must be able to understand and follow medical records and diagnoses, and then decide how best to code them in a patient's medical records.
- **Detail oriented.** Health information technicians must be accurate when recording and coding patient information.
- **Integrity.** Health information technicians work with patient data that are required, by law, to be kept confidential. They must exercise caution when working with this information in order to protect patient confidentiality.
- I**nterpersonal skills.** Health information technicians need to be able to discuss patient information, discrepancies, and data requirements with other professionals such as physicians and finance personnel.
- **Technical skills.** Health information technicians must be able to use coding and classification software and the EHR system that their healthcare organization or physician practice has adopted.

Licenses, Certifications, and Registrations

Most employers prefer to hire health information technicians who have professional certification. A health information technician can earn certification from several organizations. Some organizations base certification on passing an exam. Others require graduation from an accredited program. Once certified, technicians must renew their certification regularly and take continuing education courses. Certifications include Registered Health Information Technician (RHIT) and Certified Coding Professional (CPC) and Certified Coding Associate. The Certified Coding Specialist (CCS and CCS-P) require coding experience in a hospital. Certified Tumor Registrar and Certified Trauma Registrar (CTR), among others registrars require professional experience coding in hospital as well.

Advancement

Health information technicians may advance to other health information positions by receiving additional education and certifications. Technicians can advance to a medical or health services manager after completing a bachelor's or master's degree program and taking the required certification courses. Requirements vary by facility.
(Retrieved from https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm)

The Associate in Applied Science (A.A.S) degree, Health Information Management Program at Mountain Empire Community College is an accredited HIM program with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program applied for candidacy in December of 2017 and was awarded accreditation in February 2019 . HIM Graduates are eligible to sit for the Registered Health Information Technician (RHIT) certification offered by the American Health Information Management Association (AHIMA).

Admissions Process

Mountain Empire Community College has a specific admissions process into its health information management program. What this means is that students must complete the following steps to be admitted into the program.

Student Records

Students who are seeking admission and/or are enrolled in the Health Information Management Program at Mountain Empire Community College are required to submit an application, academic information and Health Information Management work related information to the Health Information Management Program's office. All information submitted to the Program office becomes the property of that office and is held confidential. Students and graduates of the Program are encouraged to obtain and maintain copies of their health, medical, or related information submitted for future reference (i.e. Flu Shot, Immunization records, CPR records, etc.). NO HEALTH, MEDICAL, OR RELATED INFORMATION THAT MAY BE IN THE PROGRAM'S OFFICE FILE WILL BE RELEASED TO PERSONS OR AGENCIES FOR EMPLOYMENT OR PERSONAL REASONS. All student records, including class related records, will be kept on file within the Health Information Management Program offices for a minimum of five years.

It is the responsibility of the student to maintain an accurate address with the College even after leaving the Program. Program graduates should check College records within four weeks following graduation to be assured the records show completion of all graduation requirements, and the degree has been conferred.

The admission criteria is as follows:

A. General Admission Requirements

    a. MECC Admissions Application within the last 12 months
    b. Financial Aid Requirements
    c. Official High School or High School Equivalency Transcript
    d. College Transcript(s) (From All Institutions Attended)
    e. Placement Testing or Alternatives to Placement Testing

B. General Admission Requirements for Health Information Management Program

Applications for the Health Information Management Program are accepted throughout the academic year. Application submission does not guarantee acceptance in the Health Information Management Program. Admission requirements are the following:

    a. Minimum cumulative GPA of 2.0 or greater and last semester GPA of 2.0 or greater
    b. Grade Point Average for Electives: A grade lower than a "C" for ENG 111 or ENG 112, Humanities, Social Science or General Elective requirements will not be accepted. The student will be required to retake the course to improve the grade to a "C" or higher.
    c. Grade point average for core HIM courses: A letter grade lower than a "C" will not be accepted and the student will risk being dropped from the HIM program.
    d. MECC HIM Program Application completed and submitted.
    e. A 300-400 word Letter of Intent (double spaced) completed and submitted. Letter should include:
        1). Insight on your understanding of the health information management field
        2). Why you wish to enter this field of study
        3). Explain your education and career goals as they pertain to the HIM industry
        4). Explain your plans for future growth in the HIM field
    f. Verification letter of good standing for students previously withdrawn and/or dismissed from any college-level health science/allied health program with explanation of withdraw or failing grades by Department Chair. Remediation plan required.

A student who has completed the above referenced requirements and has maintained an overall 2.0 GPA is

eligible to apply for admission to the MECC Health Information Management Program. To apply for admission,, the student must complete and return to the HIM Program Director a "Health Information Management Application" form.

C. Admissions Review
    a. Meet with the HIM Advisor to review admission status, develop an academic plan, review progress, address issues, and to confirm all minimum requirements are met.
    b. Review financial requirements: In addition to the usual tuition, the student will be required to purchase student membership to AHIMA, RHIT and coding certification exams, background and drug tests for background checks. If the student receives financial aid, these items may be covered by financial aid but is not always guaranteed. The purchase of laptops and tablets are the financial responsibility of the student.

D. Application Checklist
    a. MECC application submitted and accepted with conditions and student account (email and MECC Online) activated.
    b. Financial Aid/FASFA submitted and approved or other payment sources Confirmed.
    c. 2.0 or higher grade point average –
    d. Letter of Intent (weighted for each segment).
    e. Successful completion on ENG 111 and MTH 155 (or equivelent), or submission of Advanced Placement for these courses.
    f. Completed the HIM Program Application.
    g. Met with the HIM Director and or HIM advisor to review schedule options:
    h. Received Acceptance Letter via email and Invitation to complete course schedule:
    i. AHIMA student membership is strongly recommended for the HIM program.

E. Approved Substitution Courses
    a. Approved Substitutes for NAS 171: BIO 141 or BIO 142; BIO 145; HIM 101 and BIO 101 or HIM 163.
    b. Approved Substitutes for HIM 113: HIM 111 and HIM 112
    c. Approved Substitutes for HIM 260: Nursing Pharmacology e.g. NUR 136 Pharmacology I, NUR 137 Pharmacology II, NUR 236 Pharmacology. Student must have a C or higher in all 3 consecutive Nursing Pharmacology courses.
    d. Approved Substitutes for HIM 253 or HIM 254: Current AAPC CPC certification or AHIMA CCS or CCS-P certification.

F. Work Experience in Health Field and Competency Testing
    a. Work Experience in the Health Field will be consider for SDV 106.
    b. If the student can provide sufficient documentation to illustrate competence in HIM 251 – Such as Epic EHR Inpatient or Ambulatory Training Certification, Allscripts Enterprise or ProEHR software training. Document must be submitted at least 6 weeks before class starts. The Program Director will verify clinical experience, credit will be given with sufficient evidence.
    c. Students can test out of the following classes: NAS 171, HIM 113, HIM 114, HIM 220, HIM 260, ITE 119.
    d. The HIM Advisor will assist the student to complete the required forms for exception and testing.

G. Clinical Experience
G. Clinical Experience – HIM 251 - EHR, or HIM 233 – Electronic Health Records Management. Professional EHR system training with proof of training certification or CEU documentation will be considered as proof of experience. Document must be submitted at least 6 weeks before class starts. The Program Director will verify clinical experience, credit will be given with sufficient evidence.

H. Computer Skills

Students beginning the Health Information Technology program will need the necessary computer skills to be effective in an online learning environment. As such, students will need to be familiar with Microsoft Word, Excel, and PowerPoint. Prior to beginning the program, a student should be able to:

- Send and receive email
- Attach a file to an email
- Download files from an email
- Create folders and folder data structures
- Move/copy files from one folder to another
- Zip/unzip files
- Navigate web browsers and perform online research
- Scan documents into a file

Students who are not familiar with the above-mentioned Microsoft products, or are unable to perform the above mentioned computer skills should discuss this with their academic advisors. Basic computer classes are available at MECC.

Health Information Management – Program Expenses

Tuition

The MECC Catalog and Schedule of Classes lists the cost of tuition for both in-state and out-of-state students. Tuition/fees are due at the time of registration. If a portion of the registration expenses is to be paid by some type of financial aid or by a sponsoring agency, then it is the responsibility of the student to provide written evidence of such arrangements to the Office of Enrollment Services at or before registration. In the event of non-payment of financial obligations, the student's transcript will not be released and/or the student will not be allowed to register again until financial obligations are satisfied. Students should base tuition expense for 67 credit hours to complete the HIM program.

Criminal Background Check / Drug Screens

Background checks for criminal history and sex offender crimes against minors are required for entrance into clinical agencies. Students with convictions of barrier crimes may be prohibited from clinical practice and therefore, may not be able to complete the Program. Clinical agencies may require drug testing prior to placement of students for clinical rotations. Students with positive drug test results may be prohibited from clinical practice and may not complete the program. Cost for criminal background checks and drug screens are the responsibility of the student. Cost of background checks are $64.50 plus a $5.00 MECC processing fee. Should a criminal background check be required, the cost is $65.50 plus a $5.00 processing fee.

Books and Printed Materials

Textbook costs will vary each semester according to the number of courses taken and the materials required. An estimate of textbooks and printed material costs for each semester is estimated below. Supplemental course materials may also be required and can be purchased through the bookstore for a minimal cost. The HIM program utilizes digital learning platforms such as Cengage Learning. Cengage can be purchased through the MECC bookstore for 1 semester, 2 semesters or for 1 full year. The program perfers to use 1 semester subscription for Cengage Digital Learning content. With the purchase of 1 subscription, students can add up to 4 additional textbook titles for no additional cost.

An outline of the HIM program costs as of Spring Semester 2023:

First Year Fall Semester		
Course Number	**Course Name**	**Book Cost**
NAS 171	Human Anatomy and Physiology I	$75.00 Digital Book - Cengage 1 semester
ENG 111	College Composition I	$68.15 – 98.85
HIT 130	Into to Computer Systems for Health Information Technology*	$65.00
HIM 113	Medical Terminology and Disease Process I	$75.00 Digital Book - Cengage 1 semester
HIM 260	Pharmacology for Health Information Management	$75.00 Digital Book - Cengage 1 semester
SDV 100	College Success Skills	$0 (Web Sourced)
Cost per Semester		Approximately $140.00
First Year Spring Semester		
Course Number	**Course Name**	**Book Cost**
HIM 114	Medical Terminology and Disease Process I	$75.00 Digital Book - Cengage 1 semester
HIM 150	Health Records Management (offered in Spring and Fall)	$ 94.50 – 126.00
HIM 265	Facility Based Coding (Can be taken in 2nd Year Spring Semester)	$165.00 - $220.00
HIM 253	Health Records Coding	$308.90
ITE 119	Information Literacy	$150.00 -$300.00
Cost per Semester		$718.40 – 954.90
Second Year Fall Semester		
Course Number	**Course Name**	**Book Cost**
HIM 149	Intro to Medical Practice Management	$39.25 - $78.50
HIM 151	Reimbursement Issues in Medical Practice Management	$81.72 – 108.95
HIM 249	Supervision and Management in HIM	$78.75 -105.00
HIM 254	Advanced Coding and Reimbursement ** AAPC CPC	$284.60 - $363.85
HIM 251	Clinical Practice I – EHR	$0.00 Neehr Perfect Code is 0 cost to the student
Humanities Elective	HIS, HUM, REL, MUS, ART, PHL	$150.00 -$300.00
Cost per Semester		$634.32 - $956.30
Second Year Spring Semester		
Course Number	**Course Name**	**Book Cost**
HIM 226	Legal Aspects of Health Records Documentation	$53.73 – $96.95
HIM 229	Performance Improvement in Healthcare	$74.95 – 99.95
HIM 233	Electronic Health Records Management	$71.20 – 94.95
HIM 290	HIM Coordinated Internship *** Additional Certifications options – AHIMA CCA or CCS	$68.00 (Background Check) $125.00 (Drug and Background Check) $125.00 (Textbook) (May be additional cost for immunizations and health insurance if required). RHIT certification cost: AHIMA membership, $79.00, Exam cost - $229.00
HIM 257	Health Data Classifications Systems	
Social Science Elective	PSY, SOC, HIS, GEO	$150.00-$300.00
MTH 155	Statistical Reasoning	
Cost per Semester		$507.25 - $749.25
Total Book Cost	*Cost of books reflect MECC Bookstore price for used or new – the cost does not reflect rental	$2048.12 - $2879.30
Total Tuition Cost	*Based on in-state tuition $ 154.00 x 67 credit hours to complete the program	$10.318.00
Total Program Cost		$12,366.12 – $13,197.30

Coding Certifications are not a requirement of the HIM program but are strongly recommended.
*Student Membership to AHIMA (American Health Information Management Association) is highly recommended but not required. Cost is $45.00
** Cost of AAPC CPC – American Academy of Professional Coders – Certified Professional Coder Certification Exam – Total Cost $300.00 plus $70.00 for Student Membership. Total Cost $370.00.
*** Students who wish to take the AHIMA CCA – Certified Coding Associate may take the exam in Second Year Spring Semester. The AHIMA CCS –Certified Coding Specialist, is also a certification option of the requirements have been met. Please refer to AHIMA CCS - http://www.ahima.org/certification/CCS

Travel Costs

Students are responsible for travel to the various internship sites during internship and for AAPC/AHIMA chapter meetings. The expense of travel will vary from individual to individual because of mileage from your home to the intended destination.

Program Activities

All students are highly encouraged to attend seminars and meetings, conferences and other HIM activities as assigned by the faculty. This includes any regional, state or national AHIMA and AAPC conferences and meetings. Student fees are minimal, and transportation costs are the responsibility of the student. If a student desires to attend other Program-related meetings, then permission may be granted at the discretion of each course instructor.

GRADUATION INFORMATION

Requirements to Graduate

Students must meet the following requirements to graduate from the Respiratory Therapy Program:
1. Completion of all required academic and Health Information Management curriculum courses
2. Achieve a letter grade of C or better in all Health Information Management courses
3. Achieve a letter grade of C or better in all academic courses
4. Completion of Professional Practicum Experience or Internship
5. At least 25 percent of the credit hours (25 credits) in the Health Information Management Program curriculum are earned here at MECC.

See the MECC College Catalog for further college specific graduation requirements.

Graduation Ceremony

Refer to the College catalog for information pertaining to the graduation ceremony. Graduation commencement exercises are held at the end of the spring semester.

Becoming a Registered Health Information Management Technician

To be eligible to become a Registered Health Information Technician, the candidate must graduate from a minimum Associate Degree Health Information Management Program accredited by the Commission on Accreditation for Health Informatics and Information Management and must take the American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT) Certification. If a candidate achieves a score of 75% or higher, then he or she will earn the RHIT credential.

Program Details

The Health Information Technology program will be challenging. The coursework involves extensive reading, research, writing papers, homework assignments, and tests. Students who are successful in this program will be able to manage their time effectively to allow enough time each week to read the required chapters, write the assigned papers, and complete other assignments such a quizzes, homework, and research. Some students who have previously worked in a healthcare setting will find some of the content familiar, but those students who have never worked in healthcare will be exposed to a completely new "language" of medical terminology as well as medical policies and procedures.

Students will study the following areas:
- Anatomy and Physiology
- Medical Terminology
- Principles of Disease and Pharmacology
- ICD-PCS, ICD-CM, CPT, and HCPCS Coding
- Health Law and Ethics
- Electronic Medical Records Systems
- Leadership and Management Principles
- Healthcare Reimbursement
- Healthcare Statistics
- General Education Classes such as English, Math, Humanities, and Social Sciences

There may be times when students feel overwhelmed in this program, but there are many different resources available to assist students such as:
- Student Success Center
- Free tutoring-Academic Assistance Center and GAIN program
- Librarian assistance with research
- The program director and faculty are always available for support and guidance as well.

Consistent with the mission and goals of the College, the Health Information Management Program is specifically designed to offer the new student and the Registered Health Information Technician the opportunity to attain the role, responsibilities, and accountability of graduates of the Associate in Applied Science degree. Graduates of the Program are eligible to take the American Health Information Management Association Registered Health Information Technician examination; the American Academy of Professional Coders Certified Professional Coder Certification Exam, The American Health Information Management Association Certified Coding Associate or the Certified Coding Specialist Certification Examination.

The goals of the MECC Health Information Management Program are the following:

1. Prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of Health Information Management as practiced by Registered Health Information Technicians and Certified Medical Coding Professionals

2. Prepare graduates with the entry-level skills to function as an essential part of the health information management team within a variety of health care settings.

3. Prepare graduates with the knowledge needed to demonstrate the competencies of Registered Health Information Technicians, such as master patient index analysis, clinical vocabularies, taxonomies and guidelines, legal aspects of health record documentation, storage and retrieval and use of various electronic health information management technologies and software.

MECC's goal is for every student who starts this program to successfully complete the program and pass their coding and RHIT certification exam. Every effort will be made to assist students in this goal.

Credit by Examination

Students with prior proficiency in a course due to previous educational or work experience may apply for credit by examination this option is available for the following courses:
- NAS 171 Anatomy and Physiology I
- HIM 113 Medical Terminology and Disease Process I
- HIM 114 Medical Terminology and Disease Process II
- HIM 220 Health Statistics
- HIM 260 Pharmacology for Health Professionals

The following rules for the student apply:
- Obtain Permission from the HIM Program Director
- Take the Proficiency Exam during the 1st week of the class semester
- Earn a grade of 85% or better on the exam
- Proficiency testing may be taken only one time for each course
- Credit for proficiency demonstration may not be granted for course being audited by student
- Instructor will complete the proficiency exam grade.
-

Credit by Experience

- Students who hold a current credential from AAPC (CPC, CPC-A, CPC-P) or an AHIMA CCS and CCS-P credential can apply for credit by experience for HIM 253 or HIM 254.
- Credit by experience may not be granted for cooperative work experience courses.
- The Program Director or lead instructor will guide the student in determining the appropriate documentation necessary to evaluate the request. Documentation required will vary depending upon the field of study.
- Experiences may require a demonstration of one's ability and must be approved the students lead instructor or program director.
- Experiences must be officially documented per the college's request.
- Credit granted for experience will not be calculated in the grade point average.

General Education, Math, Humanities and Social Science Options

The following options are available for required General Electives, Humanities and Social Science Electives.
General Electives:
- BIO 101/102 - Biology
- CHM 111 Chemistry
- ENG 112 English Composition II
- ENG 242/243 Survey of English Literature I or II
- ENG 253 Survey of African American Literature
- GEO 210 People and the Land
- HIS 101/102 History of Western Civilizations
- HIS 121/122 US History I or II
- MTH 141 Business Math
- MTH 157 Elementary Statistics
- MTH 163/164 Pre-Calculus I or II

Humanities:
- ART 101/102 Art History and Appreciation I or II
- HUM 163 Appalachian Studies
- ENG 211 Creative Writing

- 241/242 Survey of American Literature 1 or II (can be out of sequence)
- ENG 251/252 Survey of World Literature I or II (can be out of sequence)
- ENG 256 Literature of Science Fiction
- ENG 278 Appalachian Literature
- HUM Survey of Humanities
- HUM 111/112 Great Books I or II (can be out of sequence)
- HUM 201/202 Survey of Western Culture I or II
- HUM 218 Survey of Horror
- HUM 260 Survey of Twentieth Century Culture
- PHI 211/212 History of Western Philosophy (can be out of sequence)
- MUS 121 Music Appreciation
- REL 100 Introduction to the Study of Religion
- REL 200 Survey of Old Testament
- REL 210 Survey of Old Testament
- REL 231/232 Religions of the World (can be out of sequence)
- REL 240 Religions of American

Social Science:
- PSY 230 Developmental Psychology
- ECO 201/202 Principles of Economics (can be out of sequence)
- GEO 210 People and the Land
- HIS 101/102 History of Western Civilization
- HIS 121/122 US History I or II
- HIS 225 Topics in European History
- HIS 121/122 US History I or II
- HIS 262 United States History in Film
- HIS 267 The Second Civil War
- HIS 276 United States History Since WWII
- PLS 211/212 US Government (can be out of sequence)
- PSY 200 Principles of Psychology
- PSY 215 Abnormal Psychology
- PSY 231/232 Life Span Human Development (can be out of sequence)
- PSY 235 Child Psychology
- SOC 200 Principles of Sociology
- SOC 215 Sociology of the Family
- SOC 268 Social Problems

Health Statistics
- MTH 157 Elementary Statistics

Internship Professional Practice Experience

Internship/Professional Practice Experience (PPE)

Also known as a Practicum, one of the most important elements of this program will be the opportunity for each student to practice what he or she has learned and gain experience in a real medical environment. In last semester, each student will be required to complete a Professional Practice Experience (PPE). Each student will be required to find a site to complete his or her PPE, which can be any professional environment in which medical information is being managed electronically. If a student currently works in a medical facility, they can complete their PPE where they currently work, however, they cannot be paid for the hours that they are completing the PPE, and it must be separate from their current job duties. During the first week of HIM 252 each student will meet with the instructor to discuss the details of the PPE. A total of 40 clinical hours of unpaid PPE experience must be completed for the student to pass the course and graduate. Students who currently work full time will need to make arrangements to complete his or her PPE outside of their normal working hours, such as using vacation time, taking an unpaid leave of absence, or using an alternate work schedule to complete their PPE. A portion of the PPE will be completed online, but each student will be required to complete at least 40 hours of hands-on experience.

What is the HIM Internship?

The Internship, or Professional Practicum Experience, (PPE) is a CAHIIM curriculum requirement for all accredited HIM programs. An internship is an opportunity for students to reinforce skills and competencies learned in the classroom through real world application. The internship is designed to provide students with practical work experience in the HIM competencies and domains that focus on skill building and practical application of theory. There may be several ways in which to gain this experience. However, at least a portion of the internship must be a field-based practicum. The nature, location, and time in the field is outlined by the academic program and in accordance with CAHIIM standards. For all intents and purposes, the traditional internship concept where students spend a significant number of hours (as defined by the academic institution) completing supervised work (whether online or on-site) is considered an internship, although it is referred to as a PPE.

The on-site PPE:

- Exposes students to the evolution of roles and technology that have not yet reached program curriculum, giving them clearer insight to necessary competencies in the changing environment; • Gives students a context for pursuing lifelong learning and professional growth;
- Gives HIM staff at the affiliation site the opportunity to engage with students and perhaps consider their own professional growth through education and certification;
- Provides the site mentor with an opportunity to evaluate, and provide feedback to, the educational program on program effectiveness based on student strengths and weaknesses.

Preparing for the Internship

Healthcare delivery has changed dramatically and continues to change rapidly. With the increased complexity of healthcare environments, there is a need to provide professional experiences that assist students and graduates to make the transition to the work setting with more realistic expectations and maximal preparation. The practice of HIM is found in hospitals, long-term care and rehabilitation facilities, hospice and ambulatory care sites, provider organizations (for example physician, chiropractor, and dental practices), government agencies, consulting firms, insurance companies, software vendors, and in some cases virtually. This list of projects is not all-inclusive, but does offer suggestions to spur ideas. Additionally, the project should be a "real-world" assignment that benefits the site by fulfilling and supporting site-specific health information management needs. Some projects lend themselves to telecommuting or virtual modes of work, based on program-specific criteria, site-specific agreements and/or approval.

Students are required to produce the following deliverables for evidence of a meaningful Internship.
- Daily log or activity journal
- Presentation of the internship experience (to site/faculty/students)
- Measurable Learning Objectives *(Appendix A)*

Internship Expectations
The HIM Program expects students to:
1. Take responsibility for your own learning.
2. Come prepared and ready to use the HIM knowledge and skills you have obtained thus far in the program
3. Develop 2 Measureablel Learning Objectives *(Appendix A)*
4. Be respectful and courteous to your HIM supervisor, peers and other hospital employees.
5. Arrive on time at the internship site.
6. Follow the policies of the HIM department or medical office you are interning in.
7. Evaluate both positive and negative experiences and observations.
8. Utilize your time to maximize learning experiences.
9. Maintain an enthusiastic and positive attitude!
10. Complete the Student Internship Evaluation Form *(Appendix B)*

As a student you can expect:
1. To be treated with respect by your supervisor.
2. To be given specific assignments.
3. To be evaluated.
4. To be observed by your supervisor and staff.
5. To be questioned by your supervisor and staff.
6. To become proficient in HIM business practice, ethical code of conduct and HIM management strategies.
7. To be evaluated by your instructor on your performance and engagement during the internship.

<div style="border:1px solid">

You are the only one who can take advantage of the internship opportunity.
**WHAT YOU GET OUT OF YOUR CLINICAL ROTATION IS IN DIRECT
PROPORTION TO THE ENERGY YOU PUT INTO IT.**

</div>

Internship Supervisor
HIM site supervisors and internship site hosts are responsible for exposing students to health information management practice. The HIM supervisor evaluates the student's HIM competencies while they are interning through their site.

It is the site supervisor's job to evaluate the following three areas while the students are rotating through the hospital: psychomotor skills, cognitive skills, and the behavioral skills (Affective) necessary to successfully carry out HIM functions within a healthcare organization. All three of these areas are equally important.

Attendance and Tardiness Policy
Students must consider the HIM supervisor or internship host's time in planning appropriate activities for learning for the student. Therefore, the internship requires 100% attendance. If a student finds it unavoidable to be tardy or absent from any assigned internship experience, then the student must contact the HIM Director or Site Supervisor and the HIM Program Director with an explanation at least one (1) hour prior to the start the planned internship activity.

Failure to notify the Internship Supervisor and the HIM Program Director of an absence or tardiness is considered unprofessional conduct. Students may be dismissed from the program for no call / no show in the internship setting.

The only absences that will be excused are the following:
- The student or immediate family member is ill, and the student has notified the HIM Internship Site Supervisor and the HIM Program Director at least one (1) hour prior to the start of clinical assignment.
- The student is hospitalized or very sick (acutely ill and under a doctor's care). A routine (non-emergency) office visit is not a valid excuse. Please make all routine doctors' appointments on days before or after your scheduled internship.
- The student is in court or jail.
- The death of an immediate family member occurs.

Confidentiality/HIPAA
The right to privacy of students, faculty, staff, patient, families, and other health professionals should be judiciously protected by those associated with the Health Information Management Program. All such confidential information is now covered under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

It is the responsibility of all those who have access to confidential information to see such information is accessible only to those directly concerned with the individual's health care delivery and management. All information learned by the student about a patient in the course of research and study is considered confidential.

Definition of Proper Health Information Management Conduct
In addition to the Student Conduct Policy in the MECC catalog and the AHIMA Code of Ethics, it is important that students maintain an attitude of professionalism while in the HIM setting. The list includes, but is not limited to, behaviors that are necessary and desirable in the role as a Health Information Management Professional.

- Health Information Management Professionals are reliable. Students should report to the internship site on time. Excessive tardiness or absences are not acceptable.
- Health Information Management Professionals keep patient information confidential. Students will have access to a great deal of patient information, and by law (HIPAA) this information must be kept confidential and must only be discussed as necessary for the completion of work.
- Patient information is not to be discussed outside of the internship site under any circumstances. This includes the hospital cafeteria, elevators, hallways, and anywhere outside the hospital or medical office building.
- Health Information Management Professionals are honest. Stealing, falsifying medical records, or falsifying clinical notebooks are grounds for immediate dismissal from the Program. Reported instances may be grounds for dismissal. Suspected instances will be reported to the appropriate dean and investigated.
- Health Information Management Professionals do not use alcohol or any other intoxicating substances while on duty. Use of such substances while at internship is grounds for immediate dismissal from the internship site. Reported instances may be grounds for dismissal from the Program. Suspected instances will be reported to the appropriate dean and investigated.
- Health Information Management Professionals appearance must be professional. The hospital and school dress code must be strictly adhered to. Perfumes and colognes are not allowed. Good grooming is essential.
- Health Information Management Professionals conduct themselves in a professional manner. Loud, raucous behavior is inappropriate in the hospital. When relating to physicians, nurses, other hospital staff, patients, and visitors, Respiratory Therapists always are amiable and courteous. There is no place for rudeness or short tempers in the hospital. If the HIM student has a personality conflict with an internship supervisor, then please discuss it with that individual.
- Usage of electronic devices is prohibited during assigned internship. Personal items should always be kept in a secure location during internship hours. Disciplinary action will be initiated if warranted.

- Behavior that violates state laws or Virginia Board of Medicine regulations that govern the practice of Health Information Management are not acceptable.

Health and Safety Policy: Health Information Management

Health and Safety Precautions

Students entering a health care field should be aware of the possibility of being exposed to various contagious diseases during the clinical education and career. Precautions and protective procedures are discussed in HIM 290, HIM Coordinated Internship. Additional information may be provided by each clinical facility. Students are required to make use of any protective devices available and to use universal precautions.

There is an increasing prevalence of HIV and Hepatitis B and C that increases the risk for health care workers who may be exposed to blood and body fluids from infected patients. With this in mind, it is necessary to consider ALL patients as potentially infected with blood borne pathogens.

The following functional skills requirements are crucial to prevent injury in the healthcare office environment and apply to all faculty and students of the Mountain Empire Community College Health Information Management Program.

Functional Skills Requirement

Students entering the Health Information Management program must possess the following functional skills:
- Sufficient eyesight to use clinical software and office equipment, visually read patient records, graphs and test results, including color vision.
- Sufficient hearing to communicate with members of the health care delivery team, to engage with customers of health information management of hear necessary sounds during operation of equipment.
- Satisfactory speaking, reading and writing skills to effectively communicate in English in a timely manner
- Sufficient gross and fine motor coordination to exhibit excellent eye-hand coordination and dexterity so as to manage multiple patient documents, scanning of physical records and coordination for viewing patient records, document management screens and typing simultaneously.
- Satisfactory physical strength and endurance to be sit in one place for an extended period and to move heavy office equipment and supplies. Sitting, walking, bending, and reaching motions are also requirements for health information management professionals.
- Satisfactory intellectual, emotional, and psychological health and functioning to ensure personal safety and to exercise independent judgment and discretion in performing assigned tasks. Time management of multiple priorities, multiple stimuli, and fast paced environments are also required.
- Analysis and Critical Thinking skills are necessary to be a competent, safe health information management professional.

Criminal Background Check / Drug Screens

Background checks for criminal history and sex offender crimes against minors are required for entrance into clinical agencies. Students with convictions of barrier crimes may be prohibited from clinical practice and therefore, may not be able to complete the Program. Clinical agencies may require drug testing prior to placement of students for clinical rotations. Students with positive drug test results may be prohibited from clinical practice and may not complete the program. Cost for criminal background checks and drug screens are the responsibility of the student (students may be eligible to use financial aid).

Incidents in the Clinical/Health Information Management Setting

An incident that negatively impacts the student's well-being or the patient's prescribed plan of care will be reported to the internship site shift supervisor and the MECC HIM Program Director immediately. A hospital/clinic incident report will then be completed following the policy of that institution, if applicable. A MECC

HIM Program Incident Occurrence Report will be completed and submitted to the Director of HIM Director or Clinical Educator of the facility and placed in the student's file. *(Appendix D)*

Student Actions

1. Report the incident/occurrence to the internship supervisor as soon as possible. Provide all the pertinent information needed to document the incident/occurrence.
2. Complete/provide information for the hospital incident report, if applicable.
3. Within 24 hours of the incident/occurrence, complete the MECC HIM Program Incident Occurrence Report.
4. This form will be available to all students in one or more of the following locations and formats:
   - On the MECC HIM Career Pathways page, the HIM Student Handbook is located at the bottom of the page.
   - On the HIM 290 HIM Coordinated Internship Requirement and Instructions Canvas tab.
   - Other location/format as directed by the Program faculty

Approved Sites for Internship

- MEOC PACE – Mountain Empire Older Citizens – Program of All-inclusive Care for the Elderly
  - o 1501 3rd Ave E. Big Stone Gap, Va. 276 523 0599. Contact: Genia Garrett. Director
- Ballad Health Services – Local Hospitals
  - o Norton Community Hospital – 100 15th Street NW Norton VA. Phone: 276 439 1000 – contact – Melissa Charles, Medical Records. (Space is limited)
  - o Mountain View Regional Hospital – 310 3rd St NE Norton, VA. Phone: 276 679 9100 (Medical Records is not on site but there are opportunities in HR and ancillary departments) Contact – Valeri Colyer (Norton Community)
  - o Wellmont Holston Valley Hospital – 130 Ravine Rd. Kingsport Tn 37660. Phone: 423 224 4000. Note: Coding and MPI are not options at Ballad Health. All coders and MPI analysts are home based. Suggestions for internship at Wellmont HVH are Cancer Registry and Compliance
  - o Johnston Memorial Hospital 16000 Johnston Memorial Dr. Abingdon, VA 24211 Phone: 276 258 1000 – contact Melissa Johnson (try her at Holston Valley first).
- Lee Health and Rehabilitation Center – 208 Health Care Dr. Pennington Gap, VA 24277. Phone 276 546 4566. Contact Sue Reynolds. HR.
- Powell Valley Animal Hospital – 4501 Aerial Way, Big Stone Gap Va. Phone 276 524 1214 (Yes! They have fully functioning EHR). Ask for Diane or Dr. Shuler.
- Dr. Brandon Tester, DC, Tester Chiropractic Services. 724b Norton Rd. Wise, VA 24293. Phone 276 328 7052. Ask for Karen Shuler (or contact Karen Shuler – kshuler@mecc.edu)
- Heritage Hall Rehabilitation Center – Wise. 9434 Coeburn Mountain Rd. Wise, VA 24293 Phone 276 328 2721.
- Clinch River Health Services 17633 Veteran's Memorial Hwy # 101, Dungannon Virginia. 276 467 2201. Ask to speak for the office manager.

Note; there are many physician offices owned by Ballad Health in the SWVA Regional. You must use the Ballad Health Policies and Acknowledgements for clinic internships.

AHIMA Code of Ethics

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

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.**

http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_024277.hcsp?dDocNa

Student Services

Counseling

As a service to students, the College maintains a staff of academic counselors and advisors to assist students in making decisions regarding career and educational plans. The College does not provide mental health service, but works closely with local community services and makes referrals for students with issues beyond those which can be addressed in an educational setting. Currently enrolled students may access counselors by making an appointment in the Office of Student Services, Holton Hall.

Career Services

The mission of the Mountain Empire Community College Career Center is to provide career exploration and planning services. The Career Center is located in the Office of Student Services, Holton Hall.

The Career Center offers computerized career assessments and career planning to help students determine career goals and thus a college major. Students can receive assistance with employment preparation including workshops and seminars on resume development, resume critiques, interview and business etiquette, mock interviews, tips on job search strategies and job market projections (demand, earnings) and labor market trends. Employment assistance is made available to students through an annual job fair, local and regional job listings posted on campus, student email, and online. To schedule an appointment, visit the Career Center or contact the Career Services Counselor at 276.523.2400, ext. 324.

Disability Services

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the VCCS guarantees that no qualified individual shall by reason of disability be denied access to, participation in, or the benefits of college. Each qualified person shall receive appropriate, reasonable accommodations upon request to insure full and equal access to educational opportunities, programs, and activities.

In order to provide appropriate, reasonable accommodations to students with disabilities who seek them, colleges should require documentation from a qualified professional that includes a full clinical description and current functional limitations. This documentation should also include information about the methodology used to make a diagnosis, specific results of the assessments used, summary data, and specific assessment scores based on adult norms where having such additional information will assist colleges in engaging in a deliberative and collaborative decision-making process that considers each student's unique situation and experience, but not where requesting such information becomes overly burdensome to a student. To schedule an appointment please contact the Disability Service Coordinator at 276.523.2400, ext. 343 or visit the Office of Student Services.

Testing

The MECC Testing Center coordinates testing services for new and continuing students. The center administers placement testing, ability-to-benefit testing, TEAS testing for nursing, and assists with testing for Distance Education and video courses. Evening and weekend testing (offered in the library) must be arranged with the Testing Coordinator.

The College requires a placement test for all entering students if they have not met the requirements outlined under VCCS Policy 6.4.0.2.1 Multiple Measures for Placement. Exceptions are made if the student has achieved certain scores on the SAT or ACT. Some transfer students may be exempt from taking the placement test. Students may take the placement test without an appointment during operating hours; however, it is recommended that students arrive prior to 10 a.m. to allow ample time to complete the test. Alternate testing hours may also be available upon request. Prospective students should contact the Office of Student Services for testing center hours and for more information about the placement test.

Program Metrics

Each course in the Health Information Management Program will have a syllabus that describes in detail what is expected of the student in the course. It is important that student ready the syllabus before starting each course to ensure that they understand what to expect and how to contact the instructor for additional information.

Within this program, each course will be different with regard to the types of assignments and activities, such as:

- Some courses will have virtual labs that must be completed
- Some assignments will require students to contact health information professionals
- Some assignments will require students to verbally present information
- Some assignments will require students to work together in groups
- Assignments will be in different formats such as Microsoft Word, Excel, and PowerPoint
- Projects will have different grading rubrics
- Assignments will have different due dates

The syllabus also addresses issues such as attendance, plagiarism, and other MECC policies.

Technical Standards

To be successful in the HIM program, students will need to demonstrate the following abilities:

ABILITY	STANDARD	EXPECTED OUTCOME (NOT LIMITED TO)
OBSERVATION	Ability to participate actively in all demonstrations, laboratory exercises and clinical experiences in the professional program component. Such observation usually requires functional use of visual, auditory and somatic sensations.	**Visual:** • Able to visually discriminate alphanumeric, numbers for entering into database. • Able to visually discriminate different numbers • Able to not transpose numbers incorrectly • Recognize and interpret diagnosis codes • Recognize and differentiate between ICD and CPT codes **Auditory:** • Recognize and respond to voices • Distinguish between direct orders and instructions **Tactile:** • Turn pages using thumbs fingers on both hands
COMMUNICATION	Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students and all members of the healthcare community.	• Able to elicit information • Assess nonverbal communications • Transmit information to fellow students, faculty and staff and members of the healthcare community • Receive, write and interpret written commination in both academic and clinical settings.
MOTOR	Sufficient motor ability to execute the movement and skills required for safe and effective emergence exiting from building, corridors, file areas and tight spaces. Sufficient motor ability to perform basic filing, shifting and moving records from various locations.	• Demonstrate adequate coordination, balance and speed when entering data into computer • Move, adjust and position oneself to bending, stooping, sitting and squatting for long periods. • Lift up to 30 pounds
INTELLECTUAL	Ability to collect, interpret and integrate information and make decisions.	• Read and comprehend relevant information in textbooks, medical records and professional literature • Measure, calculate, reason, analyze and synthesize data • Utilize intellectual abilities, exercise good judgement and complete tasks within required time limits • Retain information • Apply knowledge to new situations and to problem solving scenarios.

| BEHAVIORAL AND SOCIAL ATTRIBUTES | Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic responsibilities and the development of mature sensitive and effective relationships it members of the healthcare community

Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in clinical settings.

Possess compassion, integrity, concern for others and high degree of motivation.

Possess the ability to demonstration professional behaviors and a strong work ethic | • Manage heavy academic schedules and deadlines
• Perform in fast paced simulated clinical settings
• Display flexibility
• Sustain professional activities for prolonged periods under conditions of physical and emotional stress.
• Demonstrate emotional health required for full utilization of intellectual abilities and exercise of good judgement.
• Demonstrate integrity, concern for others, interpersonal skills, interest and motivation.
• Accept responsibility and accountability for one's own work and actions
• Develop mature, sensitive and effective relationships with the healthcare community
• Comply with professional and ethical standards of the American Health Information Management Association (AHIMA) |
| --- | --- | --- |

Student Learning Outcomes

In accordance with CAHIIM accreditation standards, students successfully completing the Health Information Management program will be able to:

Program Outcome	Student Learning Outcomes	Supporting Courses
Domain I. Data Content, Structure & Standards 1. Explain the various classification systems needed for accurate application of diagnostic and procedural codes to medical records 2. Determine the content required for documentation in a health record 3. Identify the resources necessary for data governance 4. Utilize available tools to manage data 5. Demonstrate the ability to employ secondary data sources	1. Apply diagnosis/procedure codes according to current guidelines 2. Evaluate the accuracy of diagnostic and procedural coding 3. Apply diagnostic/procedural groupings 4. Evaluate the accuracy of diagnostic/procedural groupings 5. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status 6. Verify the documentation in the health record is timely, complete, and accurate 7. Identify a complete health record according to organizational policies, external regulations, and standards 8. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements throughout the continuum of healthcare 9. Apply policies and procedures to ensure the accuracy and integrity of health data 10. Collect and maintain health data 11. Apply graphical tools for data presentations 12. Identify and use secondary	HIM 253 HIM 251 HIM 254 HIM 151 HIM 226 HIM 150 HIT 130
DOMAIN II. INFORMATION PROTECTION: ACCESS, DISCLOSURE, ARCHIVAL, PRIVACY & SECURITY 1. Demonstrate understanding of health law as it applies to HIT 2. Apply data privacy, confidentiality, and security concepts in a healthcare setting 3. Identify appropriate criteria for release of information with regard to HIPAA	1. Apply healthcare legal terminology 2. Identify the use of legal documents 3. Apply legal concepts and principles to the practice of HIM 4. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information 5. Apply retention and destruction policies for health information 6. Apply system security policies according to departmental and organizational data/information standards 7. Apply policies and procedures surrounding issues of access and disclosure of protected health information	HIM 226 HIM 251 HIM 150 HIT 130

DOMAIN III. INFORMATICS, ANALYTICS AND DATA USAGE 1. Show competency using health information technology software to perform analytics, decision support, and strategic planning 2. Demonstrate ability to extract and analyze statistically significant data from health records 3. Describe common healthcare research methods 4. Explain the role of consumer informatics in healthcare settings 5. Recognize the importance of health information exchange between covered entities 6. Identify the role of information integrity and data quality in healthcare organizations	1. Utilize software in the completion of HIM processes 2. Explain policies and procedures of networks, including intranet and Internet to facilitate clinical and administrative applications 3. Explain the process used in the selection and implementation of health information management systems 4. Utilize health information to support enterprise wide decision support for strategic planning 5. Explain analytics and decision support 6. Apply report generation technologies to facilitate decision-making 7. Utilize basic descriptive, institutional, and healthcare statistics 8. Analyze data to identify trends 9. Explain common research methodologies and why they are used in healthcare 10. Explain usability and accessibility of health information by patients, including current trends and future challenges 11. Explain current trends and future challenges in health information exchange 12. Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system	HIM 233 HIM 251 HIM 249 HIM 150 HIM 220 HIT 130 HIM 229
DOMAIN IV. REVENUE MANGEMENT 1. Summarize the complete revenue cycle in healthcare organizations	1. Apply policies and procedures for the use of data required in healthcare reimbursement 2. Evaluate the revenue cycle management process	HIM 151
DOMAIN V. COMPLIANCE 1. List the regulatory agencies and the processes and standards it controls in various healthcare settings 2. Summarize the process by which coding software complies with insurance claim submission requirements 3. Identify the governing agencies that mandate insurance fraud surveillance 4. Propose a clinical documentation improvement policy for a given healthcare scenario	1. Analyze policies and procedures to ensure organizational compliance with regulations and standards 2. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification 3. Adhere to the legal and regulatory requirements related to health information management 4. Analyze current regulations and established guidelines in clinical classification systems 5. Determine accuracy of computer assisted coding assignment and recommend corrective action 6. Identify potential abuse or fraudulent trends through data analysis 7. Identify discrepancies between supporting documentation and coded data 8. Develop appropriate physician queries to resolve data and coding discrepancies	HIM 229 HIM 150 HIM 226 HIM 253 HIM 254

DOMAIN VI. LEADERSHIP		HIM 249
1. Identify the various leadership roles and business partnerships within a healthcare organization	1. Summarize health information related leadership roles 2. Apply the fundamentals of team leadership 3. Organize and facilitate meetings	HIM 150
2. Describe the purpose of change management in a professional environment	4. Recognize the impact of change management on processes, people and systems	HIM 229
	5. Utilize tools and techniques to monitor, report, and improve processes	HIM 251
3. Demonstrate the ability to apply work design and process improvement principles to a healthcare scenario	6. Identify cost-saving and efficient means of achieving work processes and goals	HIM 233
4. Create human resources management policies and procedures to best support healthcare employees as well as the strategic mission of the organization	7. Utilize data for facility-wide outcomes reporting for quality management and performance	HIM 151
	8. Report staffing levels and productivity standards for health information functions	HIT 130
5. Describe appropriate training and development methods for new and existing employees	9. Interpret compliance with local, state, and federal labor regulations 10. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions 11. Explain the methodology of training and development	
6. List the various strategic and organizational management principles required in a healthcare environment	12. Explain return on investment for employee training/ development 13. Summarize a collection methodology for data to guide strategic and organizational management	
7. Utilize financial management procedures within a healthcare organization	14. Understand the importance of healthcare policy-making as it relates to the healthcare delivery system 15. Describe the differing types of organizations, services, and personnel and their interrelationships across the health care delivery system	
8. Propose a code of ethics for healthcare professionals	16. Apply information and data strategies in support of information governance initiatives	
9. Explain the concepts of project management	17. Utilize enterprise-wide information assets in support of organizational strategies and objectives	
10. Summarize the processes involved with vendor and contract management	18. Plan budgets 19. Explain accounting methodologies 20. Explain budget variances	
11. Categorize the various components of enterprise information management	21. Comply with ethical standards of practice 22. Evaluate the consequences of a breach of healthcare ethics 23. Assess how cultural issues affect health, healthcare quality, cost, and HIM 24. Create programs and policies that support a culture of diversity 25. Summarize project management methodologies 26. Explain Vendor/Contract Management 27. Apply knowledge of database architecture and design	

Core Course Description and Learning Objectives

NAS 171 – Human Anatomy and Physiology – 4 credits
Course Objective:
This course is designed to present the basic human organ systems and their functions they relate to allied health sciences.
Learning Objectives:
- On completion of this course, you will be able to:
- Identify and discuss the different branches of anatomy
- Identify the terms referring to location, direction, planes, and sections of the body
- Identify the body cavities and the organs they contain
- Identify and discuss body processes
- Identify the units of measure used in health care

HIT 130 – Intro to Computers in Healthcare – 3 credits
Course Objective:
Introduces students to computer technology in healthcare. Provides an overview of definitions, standards, data storage, data structure, computer architecture, electronic data management, common enterprise software applications in healthcare and public health. In this course students will learn how to implement, manage, and secure computer- based records systems. National health information initiatives and HIE privacy and security standards. Role of HIM professionals and the future of computers.
Learning Objectives:
This course provides the brief history and impact of computers in healthcare. Students will apply specific standards and policies to the privacy and security of healthcare data and will analyze how data elements and standards are used and maintained under the rules and regulations of healthcare regulatory agencies.

HIM 113 – Medical Terminology and Disease Process – 3 Credits
Course Objective:
This course is designed to introduce students to the language used in the health record by providing an overview of basic human organ system nomenclature and related pathophsyiologies. Includes the study of prefixes, suffixes, stem words, and technical terms: puts emphasis on the causes and treatment of selected disease processes
Learning Objectives:
Medical terminology includes the study of common prefixes, suffixes, and combining forms (root words + combining vowels). Students will learn how to build and breakdown medical terms utilizing these word parts while also being able to spell and pronounce each term correctly. Common medical abbreviations will also be discussed. In addition to learning this medical language, students will learn about the body systems by reviewing the anatomy and physiology of each body system and the disease processes that may occur. Upon completion of the course, students will be able to communicate effectively with other members of the healthcare team using medical terms and abbreviations that reflect clear, concise observations.
- Students will be able to:
- Define common prefixes, suffixes, and combining forms accurately.
- Interpret common medical abbreviations, acronyms, and symbols correctly.
- Build, breakdown, and decipher medical terms correctly.
- Spell and pronounce medical word parts and terms accurately.
- Recognize and describe specific body systems and their respective disease processes while utilizing the language of medical terminology

HIM 260 – Pharmacology for HIM – 3 credits

Course Objective:

This course provides a framework to understand medications and their administration, and is appropriate for a variety of health care practitioners, including nurses, medical assistants, pharmacy technicians, and health professionals seeking continuing education. Students will be introduced to an extensive body of knowledge within a limited time frame through a concise yet adaptable format. They will examine drug classifications through their indications, side effects, precautions, and interactions, and become familiar with the steps in calculating dosages and administering medications through various routes. The increasing need for all health care professionals to provide clear and accurate patient education will be addressed through highlighted sections and case studies. 6 lab hours are required for this course.

Learning Objectives:

- Summarize major drug standards and legislation, and discuss the legal responsibilities of the health care practitioner when dispensing medications.
- Describe the major drug classification systems, and differentiate among the various types of drug names with examples.
- Classify the sources of drugs, examine their pharmacokinetic processes, and analyze the variables that affect drug actions and effects.
- Compare and contrast various drug forms, routes of delivery, and the supplies and techniques necessary for safe and appropriate administration.
- Interpret medication orders correctly, and state the proper procedures for documenting drug administration and for reporting medication errors.
- Apply the principles that support the moral, ethical, and legal responsibilities of the health care practitioner in administrating medications safely and accurately.
- Identify the primary routes of poisoning and explain the procedures, therapies, and preventive measures involved in patient care and education.
- Define basic terminology used in the study of human disease in each body system.
- Discuss the pathogenesis of disease for each of the body systems
- Discuss the basic anatomy and physiology of each of the body systems
- Identify the signs and symptoms associated with diseases and disorders of the each of the body systems
- Describe the common diagnostics used to determine the types and causes of disorders of each of the body systems
- Describe the typical course and management of diseases and disorders of each of the body systems
- Describe the effects of aging on the body systems and common disorders associated with aging of the system.
- Describe the standard precaution guidelines for disease prevention for each of the body systems.
- Describe the process of cell and tissue injury, adaptation and death

Spring Semester – First Year

HIM 114 – Medical Terminology and Disease Process II – 3 credits

Course Objective:

This course is designed to introduce students to the language used in the health record by providing an overview of basic human organ system nomenclature and related pathophsyiologies. Includes the study of prefixes, suffixes, stem words, and technical terms: puts emphasis on the causes and treatment of selected disease processes

Learning Objectives:

Medical terminology includes the study of common prefixes, suffixes, and combining forms (root words + combining vowels). Students will learn how to build and breakdown medical terms utilizing these word parts while also being able to spell and pronounce each term correctly. Common medical abbreviations will also be discussed. In addition to learning this medical language, students will learn about the body systems by reviewing the anatomy and physiology of each body system and the disease processes that may occur.

Upon completion of the course, students will be able to communicate effectively with other members of the healthcare team using medical terms and abbreviations that reflect clear, concise observations.
Students will be able to:
- Define common prefixes, suffixes, and combining forms accurately.
- Interpret common medical abbreviations, acronyms, and symbols correctly.
- Build, breakdown, and decipher medical terms correctly.
- Spell and pronounce medical word parts and terms accurately.
- Recognize and describe specific body systems and their respective disease processes while utilizing the language of medical terminology

HIM 150 – Health Records Management – 3 credits
Course Objective:
Health Records Management: Health Information Management Technology, An Applied Approach course presents documentation format and content of the medical record relevant to the health information management technology. Course introduces application of standard techniques for filing, maintenance, and acquisition of health information. HIM 150 examines the processes of collecting, computing, analyzing, interpreting, and presenting data related to health care services and Includes legal and regulatory guidelines for the control and use of health information data.
Learning Objectives:
- Foundational Concepts – roles and responsibilities of Health Information Management professionals, the delivery systems and how health information is managed
- Data Content Structure and Standards – Explores content related to diagnostic and procedural classification terminologies and health documentation requirements.
- Information Protection – Access, Disclosure and archival privacy and security.
- Informatics, analytics and data use, management of technology solutions, information management planning and data visualization and trend analysis techniques
- Revenue Management and Compliance – healthcare reimbursement, revenue cycle regulation and activities related to revenue management and compliance
- Leadership – discovery of leadership models and skills, change management, workflow design and analysis and human resource management.

HIM 253 – Health Records Coding – 4 credits
Course Objective:
Examines the development of coding classification systems. Introduces ICD-10-CM coding classification system, its format and conventions. Stresses basic coding steps and guidelines according to body systems. Provides actual coding exercises in relation to each system covered. Introduces ICD-10-PCS coding conventions, coding linkage and compliance.
Learning Objectives:
- A study of the purpose and use of the International Classification of Diseases, 9th Revision, Clinical Modification (ICD-10-CM) classification system. Topics include:
- Coding conventions
- Coding principles
- CMS official coding guidelines (inpatient and outpatient)
- Students will be required to assign ICD-10-CM codes to diagnosis/procedure statements, case abstracts, and patient records. Use of the ICD-10-CM coding manual and a computerized encoder is incorporated; inpatient, outpatient, and physician office reimbursement systems are discussed.

HIM 265 – Facility Based Coding – 3 credits
Course Objective:
This course concentrates on inpatient procedure coding and is designed to provide thorough training in

building codes in ICD-10-PCS. A comprehensive review of the structure and conventions of the system is included, as well as an in-depth discussion of the anatomy and code structure by for each of the body systems in the Medical and Surgical section as well as Medical and Surgical-Related and Ancillary sections of ICD-10-PCS

Learning Objectives:
- Foundational Concepts – roles and responsibilities of Health Information Management professionals, the delivery systems and how health information is managed
- Data Content Structure and Standards – Explores content related to diagnostic and procedural classification terminologies and health documentation requirements.
- Information Protection – Access, Disclosure and archival privacy and security.
- Informatics, analytics and data use, management of technology solutions, information management planning and data visualization and trend analysis techniques
- Revenue Management and Compliance – healthcare reimbursement, revenue cycle regulation and activities related to revenue management and compliance
- Leadership – discovery of leadership models and skills, change management, workflow design and analysis and human resource management.

Fall Semester – Second Year
HIM 149 – Intro to Medical Practice Management – 2 credits
Course Objective:
Introduces principles of administrative practice management. Examines patient scheduling, records management, financial systems and other systems/procedures. Focuses on the development of organizations and decision making skills utilized by the practice manager.
Learning Objective:
This course covers the areas of medical personnel, human resources, revenue cycle, medical records, audits, compliance with regulatory agencies, and advertising and marketing.

HIM 151 – Reimbursement Issues in Medical Practice Management – 2 credits
Course Objective:
Introduces major reimbursement systems in the United States. Focuses on prospective payment systems, managed care, and documentation necessary for appropriate reimbursement. Emphasizes management of practice to avoid fraud.
Learning Objective:
This is an introduction to students on various reimbursement systems used in a medical practice setting. It provides students reasoning skills to examine and avoid fraudulent billing.

HIM 249 - Supervision and Management for HIM – 3 credits
Course Objective:
Introduces supervision and management principles with emphasis on the application of these principles in the health information setting.
Learning Objective:
This course will reflect on areas of health information management that has been covered in other classes and will focus on applying supervision and management principles to these areas.

HIM 251 – Clinical Practice – EHR – 3 credits
Course Objectives:
This course is designed to introduce the student to the basics of electronic medical records management in both inpatient and outpatient settings. This course provides the student with the opportunity to put administrative skills learned in previous coursework into practice in a simulated medical setting using electronic health care records (EHR) and allows the student to learn about EHR management practices.

Learning Objectives:
- The course provides experience with actual office practice duties including:
- Registration for a new patient
- Scheduling
- Checking in a patient
- Adding orders
- Creating a claim
- Posting payments
- Inpatient and outpatient coding
- Chart deficiencies
- Release of information
- Record Management

Students will use an electronic health system Neehr Perfect EHR. We will discuss the HIPAA Security Rule and the HIPAA Transaction and Code Sets Rule as they relate to insurance claims. Types of electronic management systems will be explored along with Vendor Contract Management and students will experience patient registration, scheduling, coding, and compliance auditing and chart deficiencies.

HIM 254 – Advanced Coding and Reimbursement - 4 credits
Course Objectives:
- Stresses advanced coding skills through practical exercises using actual medical records. Introduces CPT-4 coding system and guidelines for out-patient/ambulatory surgery coding. Introduces prospective payment system and its integration with ICD-10-CM coding.
- This course presents some of the more challenging aspects of medical coding. It is an advanced study of the classification systems of ICD10, CPT and HCPCS, with an emphasis on coding in the outpatient setting. Concepts of health insurance, managed health care, reimbursement methodologies, coding for medical necessity, and common health care plans will be addressed. Students will have an opportunity to test and reinforce their knowledge through advanced case studies and practice exercises.

Learning Objectives:
- Demonstrate knowledge of basic concepts and coding principles of ICD-10-CM, HCPCS, and CPT, utilize knowledge of disease processes, treatments, and medical record documentation to accurately assign and/or verify the correct codes to specific diagnoses and procedures.
- Understanding of reimbursement design concepts in examination and evaluation of third-party billing and/or payment.
- Have an awareness of and ability to refer to various references in coding.
- Follow and update coding policies and procedures and control procedures to assure accuracy and completeness of coded information utilizing ICD-10-CM and CPT/HCPCS.
- Validate coding and grouping assignment utilizing automated or manual systems.
- Understanding of reimbursement design concepts in examination and evaluation of third-party billing and/or payment.
- Understanding of coding accuracy in relation to compliance with federal/regulatory requirements (i.e., Correct Coding Initiative, ICD-10-CM Cooperating parties coding guidelines, etc.)

Spring Semester – Second Year
MTH 155 Statistical Reasoning – 3 Credits
Course Objective:
This course will discuss indices, databases, and registries; vital statistics, healthcare statistics, descriptive statistics (such as means, frequencies, ranges, percentile, standard deviations); statistical applications with health care data; data selection, interpretation and presentation, and knowledge-based research techniques (such as library, MEDLINE, web-based). General principles of healthcare statistics with emphasis in hospital

statistics. Students are required to utilize formulas and perform calculations. This course utilizes Excel and Tableau analytical software

Learning Objectives:
- Identify how statistics are used in healthcare and their sources of data.
- Calculate common healthcare facility statistics.
- Demonstrate computer literacy skills by using software to display healthcare data creating tables, charts, and graphs as appropriate.
- Using statistical data presentation techniques design administrative reports.
- Analyze data for departmental operations including budgetary activities such as determining staffing levels and productivity and budget variances.
- Differentiate among the various types of research methods.
- Identify the basic concepts of data analytics.

HIM 226 – Legal Aspects of Health Record Documents – 2 Credits
Course Objectives:
This is an introduction to students on the legal health record. It provides students with the skills and concepts required to assess legal and ethical situations Health Information professionals may encounter in the field.
Learning Objectives:
- Interpret legislative and regulatory processes
- Interpret legal terminology
- Evaluate health information laws and regulations, selecting ones that apply to the task at hand including record retention, patient rights & advocacy, advanced directives, and privacy
- Support confidentiality, privacy, and security policies, procedures, and monitoring
- Support release of information policies and procedures
- Detect professional and practice-related ethical issues

HIM 229 – Performance Improvement in Healthcare – 2 credits
Course Objectives:
Focuses on concepts of facility wide performance improvement, resource management, and risk management. Applies tools for data collection and analysis
Learning Objectives:
This course introduces the tasks and challenges fundamental to improve quality, efficiency, and effectiveness in healthcare facilities. Key process management tools and concepts will be covered.

HIM 223 – Electronic Health Records Management – 3 Credits
Course Objectives:
Electronic Health Records Management (3 CR.) Studies new trends in management and processing of health information with emphasis on the electronic health record (EHR). Covers the definition, benefits, standards, functionality, confidentiality and security, and impact of the EHR in the healthcare environment. Explores implementation of the EHR including infrastructure required, project management techniques, information technology systems, workflow processes and redesign in various health care settings. Discusses legal issues created by implementation of the EHR.
Learning Objectives:
This course, Electronic Records Management, outlines the changes the HIM record manager will encounter when transitioning to the electronic record, such as managing the EHR lifecycle, translating the paper world to electronic and identifying when an electronic record is "complete." This course will also prepare the HIM professional to understand the changes in the role of the HIM manager, to evaluate the HIM department readiness for the EHR, the skills necessary to analyze the impact of the electronic record health record on the HIM functions, and the skills necessary for successful EHR implementation.

HIM 290 – HIM Coordinated Internship and RHIT Test Prep – 3 credits
Course Objectives:
The student will demonstrate critical thinking and application knowledge of the following domains:
- Domain 1: Data Content, Structure and Standards including Information Governance
- Domain II: Information Protection, Access, Disclosure, Archival, Privacy and Security
- Domain III: Informatics, Analytics and Data Use
- Domain IV: Revenue Management
- Domain V: Compliance
- Domain VI: Leadership
- Pass the RHIT Mock Exam with a minimum of 85% accuracy

This course will provide opportunities to review each domain and subdomain with interval testing to evaluate HIM knowledge and skill at the Associate degree level competency established by CAHIIM.

The HIM Coordinated Internship is designed as a minimum of 40 hour, supervised internship in Health Information Management with selected Health Information Management related functions coordinated by the student, Program Director and the internship host. The 40 hour internship meets the CAHIIM requirement for Professional Practice Experience for Internship. The purpose of the internship is to provide a real world HIM experience for the student not currently working in the HIM field. Should the student work in HIM, the internship cannot be completed in your current job role. Accommodations must be provided in another job function(s). For example, if you are currently working in Patient Registration, your internship must be an area such as cancer registry or release of information or a combination of roles and/or functions.

Learning Objectives:
- Develop a real-world, hands on understanding of the HIM environment, regulations and requirements of Health Inform
- Examine and analyze the Domain and Subdomains of Health Information Management Curricular Requirements
- Experience hands on practice in a health information management setting or specific health information management project

EDUCATION GOALS AND STUDENT LEARNING OUTCOMES

MECC and VCCS degree graduates will demonstrate competency in the following general education areas:

1. **Communication:** A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to:
   a   Understand and interpret complex materials;
   b. Assimilate, organize, develop, and present an idea formally and informally;
   c. Use standard English;
   d. Use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
   e. Use listening skills;
   f. Recognize the role of culture in communication.

2. **Critical Thinking:** A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to:
   a. Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
   b. Recognize parallels, assumptions, or presuppositions in any given source of information;
   c. Evaluate the strengths and relevance of arguments on a particular question or issue;
   d. Weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
   e. Determine whether certain conclusions or consequences are supported by the information provided,
   f. Use problem solving skills.

3. **Cultural and Social Understanding:** A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to:
   • Assess the impact that social institutions have on individuals and culture-past, present, and future;
   • Describe their own as well as others' personal ethical systems and values within social institutions;
   • Recognize the impact that arts and humanities have upon individuals and cultures;
   • Recognize the role of language in social and cultural contexts;
   • Recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

4. **Information Literacy:** A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition) Degree graduates will demonstrate the ability to:
   • Determine the nature and extent of the information needed;
   • Access needed information effectively and efficiently;
   • Evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
   • Use information effectively, individually or as a member of a group, to accomplish a specific purpose
   • Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. **Personal Development:** An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to:
   • Develop and/or refine personal wellness goals;
   • Develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

6. **Quantitative Reasoning:** A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. Degree graduates will demonstrate the ability to:

- Use logical and mathematical reasoning within the context of various disciplines;
- Interpret and use mathematical formulas;
- Interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
- Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
- Estimate and consider answers to mathematical problems in order to determine reasonableness;
- Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

What Can I Do While Waiting to Begin?

While you are waiting to begin this program, there are several things you can do to prepare you to be successful in this course, such as:

1. Buy a used medical terminology and Anatomy and Physiology textbook and start studying. Medical terminology textbooks can be found used on Amazon.com for less than a dollar. Any book will do because terminology does not change. The more terminology a student knows before starting this program, the easier it will be when taking Medical Terminology, Anatomy and Physiology and Pharmacology and Pathophysiology classes as well as the three levels of coding classes.

2. Study APA formatting. All of the papers that are written in this course will be required to be submitted in APA format. There is a lot of information available online regarding APA formatting, and many videos on YouTube, or other sites. The more a student knows about APA formatting before they begin the program, the easier it will be to write their papers. Any local library will have books on APA formatting.

3. Start attending local SWVHIMA meetings. Visit http://swvhima.com/index.html to find out where meetings will be held locally*. Meetings are held several times a year and will give students a chance to gain industry knowledge as well as begin networking with HIM professionals, which will benefit students after they graduate and are looking for a job. *This is for Virginia, if you live in another state, visit: htttp://www.ahimafoundation.org/partners/csa.aspx to find the regional meetings in other states. (Students do not have to be a member of AHIMA to attend meetings).

4. Follow AHIMA on Facebook. Many of the resources on AHIMA's website are only for members, but anyone can follow them on Facebook, and learn about upcoming events and read industry related articles. The more students learn about the healthcare industry, the better they will do in this program. ("Like" the page and be sure to change the notification settings so that all posts and local events can be seen)

5. Start taking general education classes online. Talk to an admissions counselor about taking one of the general education classes that are required for this program while waiting for enrollment. If a student has never taken an online class before. This is a great way to get used to being an online student. It will also improve your profile for the admissions process into the HIM program

Program Guide Acknowledgment Form

It is the student's responsibility to read, understand, and abide by all of the policies and requirements listed in this program guide for the Health Information Management program at Mountain Empire Community College.

I have read and understand the policies in the attached program guide and understand that it is my responsibility to know and follow these policies. I understand that my failure to abide by these policies will result in disciplinary action by the college, and could result in my dismissal from the program.

_____   _____

Student Signature   Date

_____   _____

Student Printed Name   Student ID Number

_____   _____

Program Director Signature   Date

Please print, sign, and email this form to the program director upon admission to the HIT program.

 A copy of this agreement will be returned to you and the original kept in your file held by the program director.

Appendix A

MEASURABLE LEARNING OBJECTIVES (MLO)
(Description)
The HIM Internship Student is required to develop at least 2 Measureable Learning Objectives

What are Measurable Learning Objectives (MLO)?
Measurable Learning Objectives refers to a set of statements which clearly and precisely describe what a student intends to accomplish during the internship experience.

Why have Measurable Learning Objectives?
The HIM Clinical Experience II and Internship is an academic program. Credit is granted for the learning that occurs as a result of the internship. Measurable Learning Objectives are the most effective method to assess the extent and value of this type of learning.

How to develop and write Measurable Learning Objectives?
Begin by reviewing the job duties and responsibilities with the supervisor at the internship site. Note areas where you can gain or develop new skills, increase your knowledge, or improve your work ethic. It is important that you avoid broad general statements and confine your objectives to those that can be accomplished during a single semester/term.

> **EXAMPLE:**
> By the end of the semester/internship, I will better understand the process of clinical coding, turnaround time and demonstrate know how to use the terminal filing system.
>   OR
> I will understand what the informed consent is and will be able to demonstrate how to scan it into the chart and demonstrate how to update the patient encounter.
>   OR
> By the end of the internship, I will be able to demonstrate knowledge and skill in Release of Information Best Practices.
>   OR
> By the end of the internship, I will be able to audit a discharge summary for correct clinical documentation, completeness and legibility.

An important element in the development of an MLO is the ACTION VERB.

Some important things to remember when preparing MLOs:

- Avoid broad, general objectives; make them specific, measurable and attainable by the end of the semester/term.
- Be sure you have the knowledge, skill, time and freedom to accomplish your objectives.
- Indicate the level of achievement which you expect to obtain, expressed whenever possible in numerical terms (e.g. increase speed by 15%).

Examples with Poor Objectives (Not acceptable)

- I will become a better health information management employee.
- I will learn how to use computers in a work environment.
- I will help scan documents into a chart.

HEALTH INFORMATION MANAGEMENT INTERNSHIP
MEASURABLE LEARNING OBJECTIVES WORKSHEET

The Measurable Learning Objectives (MLOs) must clearly describe what you intend to accomplish during your internship. The MLOs must be reviewed by your supervisor (who can suggest modifications) during the first two weeks of the internship and approved by your faculty coordinator. At the end of the internship, your supervisor will evaluate how well you accomplished each of the objectives. The suggested number of MLOs to complete is 2.

Object: Develop 2 Measurable Learning Objectives to be accomplished during the onsite internship.

MLO 1:_____
_____
_____
_____

MLO 2:_____
_____
_____
_____

_____
Student Signature   Date

_____
Employer Signature   Date

_____
Project Director Signature   Date

<div align="center">

Appendix B

Mountain Empire Community College

Health Information Management Program

Student Intern Evaluation by Internship Supervisor/Leader

</div>

Student Name: _____ **Student ID#_____**

HIM Internship Site: _____ **Date:** _____

Instructions: The following is the clinical preceptor's opinion of the student's performance during the clinical rotation.

Rating: **1**=Poor   **2**=Fair   **3**=Good   **4**=Very Good   **5**=Outstanding

1. Demonstrates the relationship between theory and HIM practice making suggestions about how the HIM process could be modified.	1 2 3 4 5
2. Applies demonstrated knowledge and practices the AHIMA Code of Ethics in the HIM work environment.	1 2 3 4 5
3. Follows directions, exhibits sound HIM practice and judgment, and seeks help when required.	1 2 3 4 5
4. Interacts well with HIM team and supervisors and is: pleasant, sincere, patient, compassionate, and respectful.	1 2 3 4 5
5. Displays initiative, self-direction, responsibility, and accountability in seeking out new learning experiences and continuing practice of previous tasks.	1 2 3 4 5
6. Professional conduct is demonstrated: appearance, punctuality, cooperation, maintaining confidentiality and adhering to all policies.	1 2 3 4 5
7. Does the student have the knowledge, skills and abilities to perform a broad range of HIM functions effectively and efficiently?	1 2 3 4 5
8. Does the graduate utilized critical thinking skills and are they self-directed in the scope of their work?	1 2 3 4 5
9. Does the student accept supervision and feedback and work well with the management team in the healthcare/HIM environment?	1 2 3 4 5
10. Does the student contribute to a positive work environment?	1 2 3 4 5

Comments:

Supervisor Signature: _____ Date:_____

Mountain Empire Community College

Health Information Management Program

Student Evaluation of Internship

Student Name and Student ID: _____

Date: _____

Internship Site: _____

Internship Supervisor: _____

Instructions: Please rate the Internship Experience from 1 to 5 according to the following rating criteria.

Rating: **1**=Poor   **2**=Fair   **3**=Good   **4**=Very Good   **5**=Outstanding

1. Internship Supervisor displayed a respectful attitude toward students.	1 2 3 4 5
2. Internship Supervisor's attitude toward teaching pertinent skills/topics	1 2 3 4 5
3. Internship experience encouraged understanding of concepts and their application.	1 2 3 4 5
4. Internship Supervisor explained topics clearly.	1 2 3 4 5
5. Internship Supervisor provided a hands on experience with HIM practices	1 2 3 4 5
6. Internship Supervisor encourage student's critical thinking.	1 2 3 4 5
7. Internship Supervisor was patient with students' critical thinking.	1 2 3 4 5
8. Internship experience provided opportunities for learning, despite access to coding patient charts and interaction with customers of HIM	1 2 3 4 5
9. Internship Supervisor displayed professional behavior in the HIM setting.	1 2 3 4 5

Additional Comments:

Appendix D

Mountain Empire Community College

Health Information Management Program – Incident Occurrence Report

Date of Occurrence:	Time of Occurrence:
Student Name:	EMPLID:
Course Number & Name:	
Internship Site Location:	
Exact Location of Occurrence (HIM Department Location/Medical Office Location):	

Type of Occurrence:			
Fall		Unsafe Practice	
Equipment Failure		Academic Integrity Violation	
Misconduct			
HIPAA Violation			
Student Injury/Accident			
Other			

Description of Occurrence:	
Name of Witnesses/Others Involved:	
Actions Taken Following Occurrence and By Whom:	
Medical Attention Given, If Needed:	
Additional Comments:	

| Name of Person Making Report: |
| Signature of Person Making Report: |
| Date Submitted: |

Note: Copy to Student and Student File