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REND LAKE COLLEGE MISSION & VALUES

MISSION:

Rend Lake College provides educational opportunities across cultural and economic boundaries to the diverse student population we serve. We are committed to our students' success in achieving their educational goals and to meeting our community-focused program objectives. With Rend Lake College, student journeys start here.

VALUE STATEMENT:

In serving our students and community, we strive to be student-focused, authentic, and resourceful.

Rend Lake College has adopted four essential learner outcomes, fundamental learning objectives embedded in every program of study, that all degree-completing students should be able to demonstrate. They are as follows:

Critical Thinking: Demonstrate the ability to think in a self-directed, reflective manner when understanding, evaluating and solving problems.

Problem-Solving: Demonstrate the ability to resolve computational problems.

Oral Communication: Demonstrate the ability to communicate clearly, concisely, and effectively through verbal and non-verbal language.

Written Communication: Demonstrate the ability to communicate clearly, concisely, and effectively through written language.

IMPORTANT

For information on your rights and responsibilities refer to the Rend Lake College Student Rights and Responsibilities Handbook. Located on the RLC website at <http://www.rlc.edu/phocadownload/Student-Forms/handbook.pdf>

ACADEMIC INTEGRITY

Student Rights & Responsibilities Handbook page 26

APPEAL PROCESS

Student Rights & Responsibilities Handbook page 25

NON-HARASSMENT AND DISCRIMINATION POLICY

Student Rights & Responsibilities Handbook page 20

EQUAL OPPORTUNITY

Student Rights & Responsibilities Handbook page 5

AMERICANS WITH DISABILITIES ACT

Student Rights & Responsibilities Handbook page 20

FIREARM CONCEALED CARRY POLICY

Student Rights & Responsibilities Handbook page 39

GENERAL BEHAVIOR – PROFESSIONAL ETHICS

The student is responsible for his/her behavior as both an individual and as a member of the group. Rules of behavior which are endorsed as appropriate according to high social, ethical, and moral standards are expected to be followed. As a consequence, the student is held responsible for any acts which may violate these standards. The following rules have been established to provide guidelines for proper, professional conduct:

The student is expected to conduct himself/herself in a professional manner at all times while in the College, clinical site, or while participating in program functions.

The student is expected to be courteous to patients, staff, visitors, faculty, and other students. When speaking to or about a patient, the name of the patient should be used, unless circumstances dictate otherwise.

The student is expected to be congenial to all patients. Solicitation or acceptance of tips from patients or clinical site visitors is prohibited.

Visiting with a patient during clinical hours is not permitted. Friends who are hospital patients should be visited according to hospital regulations.

The student is to consider the affairs of patients, the specific program enrolled, the College, and the clinical site confidential. Such matters are not to be discussed with other students, staff, family, faculty, or friends.

Sleeping during clinical or didactic hours is unacceptable.

Students should act as responsible adults. Cheating may result in dismissal from the program.

Personal telephone calls are not to be made or received while at the clinical site, except in the case of an emergency.

All unusual incidents concerning patients, visitors, staff, etc. must be reported to the clinical instructor and supervisor. The proper incident form must be completed and a copy given to the program director.

Cell phones may be used at clinical sites only at scheduled breaks. Cell phones should be kept in lockers or purses turned off while students are doing their scheduled rotations.

If a clinical site reports misuse of a cell phone, this will result in disciplinary action.

The following are considered examples of severe, inexcusable behavior which may result in immediate dismissal from the program:

Deliberate damage to College, clinical site or other's property

Stealing

Physical assault of another individual

Indecent or lewd conduct

Carrying a weapon on college or clinical site premises

Falsification of any information to the clinical site or college

Smoking in hazardous area or in a non-smoking area

Consumption of intoxicants while on College or clinical site property, or attempting to perform duties while under the influence of alcohol or other drugs.

Falsification or misuse of College or clinical site records

Working beyond the appropriate duties of a student

Drug dealing or attempted drug dealing

Excessive absenteeism/tardiness

Sharing confidential information/violating HIPAA

It is impossible to compile a complete summary of misconduct that requires disciplinary action. The Program Director is responsible for interpreting the rules of conduct, and any questions in this area should be addressed to the Program Director.

Failure of the student to abide by general rules and regulations will result in disciplinary action. If disciplinary action is taken, the student will be advised of this action in private consultation with program officials. The action will be documented in the student's record file and the student will be asked to sign the document to indicate their awareness of the action.

In the event a student is dismissed from the program, the student will receive a failing grade for all classes that they are enrolled in at the time of the dismissal.

STUDENT ACADEMIC COMPLAINTS

As members of the College community, students have the right to express their opinions as to the fair treatment of their academic achievement. Students who wish to dispute a grading matter, or another academic matter related to their courses shall express these concerns as follows:

As members of the College community, students have the right to express their opinions as to the fair treatment of their academic achievement. Students who wish to dispute a grading matter, or another academic matter related to their courses, shall express these concerns as follows:

- A. The student should discuss the matter with the faculty member in an informal manner within seven (7) calendar days of the occurrence giving rise to the complaint.
- B. If the complaint is not resolved after the informal discussion, the student may appeal informally, usually through a conference, to the Dean of the Division of the faculty member involved. This appeal to the Dean should be made within seven (7) calendar days of the informal discussion with the faculty member. At this point, the Dean will notify his/her respective Vice President of the situation with a written summation, including the Dean's response to the student.
- C. If the nature of the complaint is personal, involving the faculty member directly and his/her behavior or demeanor, the student may appeal informally to the faculty member's Dean as outlined in B above, thereby bypassing the informal discussion with the faculty member. The student should understand anonymity cannot and usually will not be protected.
- D. The Dean shall review the complaint and respond in writing to the student within seven (7) calendar days after receiving the student's written statement.
- E. If the results of the Dean's review are unsatisfactory to the student, the student may appeal the complaint to the Vice President of Student Services and / or the Vice President of Instruction within seven (7) calendar days of receiving the Dean's written response and should request a meeting.
- F. The Vice President of Student Services shall issue a written response to the student within seven (7) calendar days of receipt of the student's appeal.
- G. The decision of the Vice President of Student Services and / or the Vice President of Instruction shall be considered final with regard to student academic complaints.

STUDENT RECORDS

In compliance with the Family Education Rights and Privacy Act the following records are maintained in the specific program directors' offices:

1. Application records
2. Health records and immunizations
3. Background check
4. Attendance records
5. Class room and clinical evaluations
6. Clinical rotation schedule
7. Counseling records

TRANSPORTATION

Students must provide their own transportation to and from the College and the clinical affiliates.

ELECTRONIC COMMUNICATION DEVICES

In any learning setting, the use of electronic communication devices, such as pagers and telephones must be limited to emergency situations only. The devices must be set to silent mode at all times in the classroom. If it is necessary to respond to a call or page, the student should leave the classroom with minimal disruption, and may reenter the classroom at the next break. Students may not use a cellular telephone in the computer laboratory. If a cellular phone is used during any testing situation or during test review, it will be considered an act of academic dishonesty. Electronic communication devices may be used in the clinical setting for appropriate purposes only. These purposes will be determined by the clinical instructor. Tape recorders, PDAs, cameras and other recording devices are not to be used in the clinical setting for recording identifiable client data.

STUDENTS WITH A COMMUNICABLE/INFECTIOUS DISEASE

Detection and control of infectious disease is accomplished to assure a safe environment for students, employees, patients, faculty, staff, and visitors. Students are encouraged to promptly visit their physician for evaluation when suffering from potential infection (ex. fever, diarrhea, skin lesions).

The student is encouraged to discuss their infectious disease status with program faculty. Rend Lake College and the program faculty will protect the privacy of individuals who are self-disclosed. The faculty will refer the student for specific education necessary to avoid transfer of disease in the clinical areas. Clinical placement will be made with the welfare and safety of the student and potential patients in mind.

Rend Lake College does not discriminate against students with infectious diseases. Students with communicable diseases will not be excluded from the program in accordance with the American with Disabilities Act.

LATEX ALLERGY GUIDELINES

Latex allergy is a serious threat to health care workers as well as patients. Allergic reactions to latex may be mild, such as skin disturbances, to severe reactions resulting in death. Exposure to latex products may cause hypersensitivity response either locally or systemically. A systemic reaction may occur even with trivial exposure to latex and may result in cardiopulmonary arrest within minutes.

The guidelines recommended by Rend Lake College are to address potential incidences of acquired latex sensitivity by students in the clinical experiences of the program.

Procedure:

Students should become knowledgeable of latex allergy causes and potential signs and symptoms.

Students should seek medical care for EARLY diagnosis and treatment of hand dermatoses and symptoms suggestive of latex allergy.

Immediately report to the Supervisor any actual or suspected latex allergic responses.

BLOODBORNE PATHOGEN EXPOSURE

Students should immediately report to the clinical Instructor and to the Program Director as quickly as is reasonable any exposure or suspected exposure to blood borne pathogens.

Students are expected to follow the written protocol of the clinical site. The student will be responsible for physician, diagnostic, and treatment costs associated with bloodborne exposure incidents.

HEALTH EXAMINATION POLICY

A health examination by a physician/certified nurse practitioner/physician assistant is required prior to being admitted to the clinical site. The completed health exam form must be submitted to the program director by the first day of class. **The student may not participate in clinical experiences until this requirement is met. This policy requires completion of the RLC Student Health Evaluation and Immunization Record. Failure to meet the requirements of this policy could result in dismissal from the program.**

AHA BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS

All students enrolled in any of Rend Lake College's Allied Health Programs shall be required to obtain and maintain the **American Heart Association Basic Life Support (BLS) for Healthcare Providers** certification. For purposes of Rend Lake College student clinical rotations, **ONLY American Heart Association Basic Life Support (BLS) for Healthcare Providers** is acceptable per our hospital affiliates. The required certification must be taken through Rend Lake College each academic year, once you are accepted into a program. The certification also must be taken prior to the program's start date, unless special permission is given by the Division Dean.

ACCIDENT AT CLINICAL SITES

Patients and visitors are usually unfamiliar with hospital routines. Therefore, you must be constantly on guard to protect their safety. Many accidents are caused by unsafe acts or unsafe conditions. If you notice a potential accident hazard, report it to your clinical instructor or supervisor immediately. If you are in an accident or happen to see an accident occur, an incident report must be completed and submitted to the clinical instructor with a copy given to the Program Director. If you are injured, any treatment costs are your responsibility.

FIRE

Follow the clinical site's fire policy. In the event of a fire, remove all patients and others from the vicinity of the fire and smoke. Isolate the fire by closing all interior doors exposed to the area involved. Notify the switchboard operator and report the exact location of the fire, or sound the building fire alarm at the closest fire pull station. **DO NOT ENDANGER YOURSELF!**

SMOKING

It is the policy of Rend Lake College to adhere to, and enforce, the Smoke-Free Illinois Act and the Smoke-Free Campus Act. Specifically, no person shall carry, smoke, burn, inhale, or exhale any kind of lighted pipe, cigar, cigarette, e-cigarette or any other lighted smoking equipment. This policy extends to all buildings, grounds, parking lots, and vehicles which are owned and operated by the college. Smoking is also not permitted on clinical site grounds. *Student Rights & Responsibilities Handbook* page 38

YOU AND THE PATIENT

The care for those who are ill or hospitalized is provided by people, like you, who exhibit a kind interest in all persons. It is only through the efforts and cooperation of each member of the health care team that the goal of expert, scientific, and compassionate care of patients can be maintained.

Your courtesy, tact, empathy, cheerfulness, kindness, and consideration of patients, anxious relatives, and your co-workers will help immeasurably. It is our sincere desire to assist you in finding enjoyment and satisfaction as a Rend Lake College student. We are interested in your education, happiness, health, and success.

UNIVERSAL PRECAUTIONS

Guidelines have been adopted in accordance with the current consensus of the medical and scientific community that many diseases cannot be transmitted by casual body contact in the clinical setting. However, because there is a risk of contracting an infectious disease, the student should adhere to the following guidelines:

1. Sharp items (needles, scalpel blades, etc.) should be considered infectious and be handled with extraordinary care to prevent accidental injuries.
2. Disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture resistant containers located as practical as possible to the area in which they are used. To prevent needle stick injuries, needles should NOT be recapped, purposely broken, removed from disposable syringes, or otherwise manipulated by hand.
3. When the possibility of exposure to blood or any other body fluids exists, appropriate attire should be worn. The anticipated exposure may require gloves alone, or may also require a gown, mask and/or goggles when performing procedures. Hands should be washed thoroughly and immediately if they accidentally become contaminated with blood.
4. To minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be located and available for use in areas where the need for resuscitation is predictable.

HSSSC – Learning Resource Center Room. 142

TITLE III funds assisted Rend Lake College in establishing a Health Studies Student Success Center on campus. The Center will be a place in which healthcare majors can seek out a variety of services. Services will ensure students are successful in their vocational and educational goals, while keeping them up to date with healthcare's industry needs and demands.

Services provided in the Center include:

- One on One Tutoring Assistance
- Nurse Skills Lab
- Group Study Space

HSSSC HOURS OF OPERATION
Monday- Thursday 8am to 4:30pm
Friday- 8am to 4:00pm

Please view the HSSSC Tutoring Schedule for specific dates and times.

Safe/Unsafe Clinical Practices

The Allied Health Programs identify safety as a basic human need. A safety need can be identified as physical, biological, and/or emotional in nature. Safe practices are a requirement of each program.

Unsafe clinical/practicum practice shall be deemed to be behavior demonstrated by the student which threatens or violates the physical, biological, or emotional safety of the patients, caregivers, students, staff or self. Unsafe or unprofessional clinical practice may result in implementation of the Progressive Discipline Policy outlined in the Student Handbook.

The following examples serve as guides to these unsafe behaviors, but are not to be considered all-inclusive.

Physical Safety: Unsafe behaviors include but are not limited to:

- Inappropriate use of side rails, wheelchairs, other equipment
- Lack of proper protection of the patient which potentiates falls, lacerations, burns, new or further injury
- Failure to correctly identify patient(s) prior to initiating care
- Failure to perform pre-procedure safety checks of equipment, invasive devices or patient status

Biological Safety: Unsafe behaviors include but are not limited to:

- Failure to recognize violations in aseptic technique
- Improper medication administration techniques/choices
- Performing actions without appropriate supervision
- Failure to seek help when needed
- Attending clinical while ill
- Failure to properly identify patient(s) prior to treatments

Emotional Safety: Unsafe behaviors include but are not limited to:

- Threatening or making a patient, caregiver, or bystander fearful
- Providing inappropriate or incorrect information
- Performing actions without appropriate supervision
- Failure to seek help when needed, unstable emotional behaviors

Unprofessional Practice: Unprofessional behaviors include but are not limited to:

- Verbal or non-verbal language, actions, or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians, may potentially compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal/ethical standards
- Behavior which interferes with or disrupts teaching/learning experiences
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting
- Breach of confidentiality in any form
- Falsifying data in a patient health record
- Misrepresenting care given, clinical errors, or any action related to the clinical experience
- Recording, taping, taking pictures in the clinical setting without expressed consent
- Leaving the clinical area without notifications to faculty and clinical staff or supervisor

CONFIDENTIALITY STATEMENT

In general, all information regarding patients, visitors, and staff of the clinical education centers is considered confidential. As such, this information is not to be discussed by the student to anyone.

Students should refer all such requests for information from the news media to the Department of Public Relations, with the exception of inquiries regarding a patient's condition, which should be referred to the clinical site's patient information service. Any request to take photographs on clinical premises must also be referred to the Department of Public Relations.

I understand and agree that prior to attending any clinical experience, I must read and become familiar with the requirements of the Health Insurance Portability and Accountability Act ("HIPAA") regarding the confidentiality of patient information and that I must complete the final exam in the HIPAA training book. I understand and agree that I will keep patient information confidential as required by HIPAA, the policies of Rend Lake College Allied Health Department, and the policies of any clinical agency at which I take a clinical practicum. I agree that in my clinical practicum experiences, I will only seek to access patient information which is essential to perform my role as a student.

Program Name: _____

Date: _____

Signature _____



**Rend Lake College
Division of Allied Health
HEALTH AND PHYSICAL FORM**

TO BE COMPLETED BY STUDENT:	
Name:	
Street Address:	DOB:
City/State/Zip	Phone #:
Allied Health Program: Circle your program	
Nursing Phlebotomy Radiology Medical Coding Health Info Tech Personal Care Aide Medical Assistant Pharmacy Tech Biomedical Technology	

TO BE COMPLETED BY STUDENT'S HEALTH CARE PROVIDER:	
PHYSICAL EXAMINATION: Indicate ability to perform standards described below	LIMITATIONS
Mobility: Physical abilities sufficient to move from room to room and maneuver small spaces; move freely to observe and assess patients and perform emergency care such as CPR. Ability to touch floor to remove environmental hazards if necessary.	
Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective care	
Hearing: Auditory abilities sufficient to monitor and assess patient needs and to provide a safe environment	
Visual: Visual ability sufficient for observation and assessment necessary in the operation of equipment and care of patients	
Tactile: Tactile ability sufficient for patient assessment and operation of equipment	
Cognitive: Abilities to include analyzing, interpreting and carrying out provider orders, read and comprehend course materials, patient care documents and facility policies and procedures	
PERSONAL HISTORY	
Describe any conditions (including allergies to substances normally found in a clinical setting) that could potentially impact the student's attendance and/or performance. If a student should present with any physical or cognitive limitation, each case will be reviewed on an individual basis. Reasonable accommodations will be made as determined by Disability Services.	
HEALTHCARE PROVIDER SIGNATURE AND/OR STAMP	
Following the performance of a physical exam and utilizing history and immunization information provided to me by the student, I verify the above information to be true.	
Signature and/or Stamp of Healthcare Provider (MD, DO, PA, ARNP)	Date:
Provider Printed Name:	Phone:
Student Name:	

IMMUNIZATION INFORMATION	DATE	RESULTS
TUBERCULOSIS		
TST (tuberculosis skin test/PPD)- 2 step required 1st step- Date Placed: / / Date Read: / / 2 nd step- Date Placed: / / Date Read: / /		Positive Negative Positive Negative
CHEST X-RAY RESULTS/REPORT (if positive TST/PPD TB SCREEN/TB symptom sheet to be done annually if positive TST/PPD		Positive Negative
HEALTHCARE PROVIDER SIGN:		
MEASLES, MUMPS, RUBELLA		
DATE		RESULTS
Two MMR vaccines with dates or individual titers for each satisfy the requirement for Measles (Rubeola), Rubella (German Measles)		
MMR VACCINES (given after 1 st birthday)		
Vaccine #1		
Vaccine #2 (not required if born before 1957)		
TITERS		
Rubeola Titer		Positive Negative
Rubella Titer		Positive Negative
HEALTHCARE PROVIDER SIGN:		
VARICELLA (CHICKENPOX)		
DATE		RESULTS
Two Varicella vaccines with dates, or a positive titer		
Varicella #1		
Varicella #2		
Titer		Positive Negative
HEALTHCARE PROVIDER SIGN:		
Tetanus/Diphtheria or Tdap within 10 Years		
DATE		
Tetanus/Diphtheria		
Tdap		
HEALTHCARE PROVIDER SIGN:		
DATE		RESULTS
HEPATITIS B (strongly recommended for healthcare workers in patient care settings)		
Vaccine #1		
Vaccine #2		
Vaccine #3		
Titer		Positive Negative
HEALTHCARE PROVIDER SIGN:		
HEPATITIS B Declination (to be signed by student if refusing this vaccine series)		
I understand that, due to my exposure of blood or other potentially infectious materials, I may be at risk for acquiring the hepatitis B (HBV) infection. I have been informed of the recommendation that all healthcare workers be vaccinated with hepatitis B vaccine. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I could be at risk of acquiring hepatitis B, a serious disease.		
STUDENT'S PRINTED NAME:		DATE
STUDENT'S SIGNATURE:		
HEALTHCARE PROVIDER SIGNATURE:		

Rend Lake College Allied Health Emergency Medical Information

Student Information

Student's Name: _____

Gender: _____ Date of Birth: _____

Address: _____ City/State: _____

Zip Code: _____ Phone Number: _____

Health Insurance Information

Insurance Carrier: _____

Policy Holder's Name: _____ Relationship: _____

Policy I.D. #: _____ Group #: _____

Emergency Contacts

Name: _____ Phone #: _____

Name: _____ Phone #: _____

List any allergies, medications, or health conditions that may be pertinent for emergency treatment.

1. _____

2. _____

3. _____

Student's Name: _____ Date: _____

(Print)

Student's Signature: _____ Date: _____

REND LAKE COLLEGE
ALLIED HEALTH PROGRAM
STUDENT INFORMATION RELEASE FORM

1. I have received a copy of my program specific Student Handbook and Policies for 2018. I have carefully read and understand the general information and policy statements and agree to abide by these as a student in the Allied Health Program. I have had the opportunity to have my questions answered regarding the policies in the Student Handbook for 2018.
2. I hereby give permission to release any necessary information to clinical agencies regarding my immunizations, reference requests, and CPR certification.
3. I understand that I must abide by the policies and procedures of all clinical facilities that I might attend as a student. I am aware that it is absolutely mandatory that I comply with the confidentiality/Health Insurance Portability and Accountability Act (HIPAA) statement and must demonstrate knowledge of it by passing the HIPAA examination.
4. I understand that I must provide proof of medical insurance or other financial means to cover myself as to expenses which may arise as the result of illness or injury occasioned during my clinical rotation. I acknowledge that since I am not an employee of the college or the facility that I am not protected by Workers Compensation and neither the college nor the facility assumes any liability for injuries or illness in the absence of a showing of actual negligence on the part of the college or facility or any of its agents.
5. **Criminal Background Checks and Drug Screen for Clinical Experience:** My signature below indicates that I have read the Substance Abuse policy of Rend Lake College, and have been provided with a copy of the same. I understand that the results of the criminal background screening and drug testing results are to be used for the purposes of determining my eligibility for a clinical educational experience in my field. By this form I provide my irrevocable consent for the results of the drug screening and criminal background checks to be released to Rend Lake College who in turn may share said information with the clinical agency with whom I am being assigned for a clinical experience.
6. I understand that this program specific handbook has been designed to provide information about the program and is not a contract. The information in this handbook is subject to change.
7. I have read and understand the program specific handbook, College catalog and the RLC student handbook.
8. I grant Rend Lake College, The Allied Health Department, its representatives and employees the right to take photographs of me and my property in connection with the above identified subject. I authorize the Allied Health Department, its assignees and transferees to copyright, use and publish the same in print and/or electronically.
9. I agree that Rend Lake College and the Allied Health Department may use such photographs of me with or without my name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising and Web content.
I have read and understand the above:

Student's Signature

Date

HIPAA AND SOCIAL MEDIA

Sharing information on any social media network is a HIPAA violation. There is not to be any information regarding patients, clinical sites, their radiographs or hospital records of any kind being shared over a social media site (Facebook, twitter and any others). For example, if you take a radiograph at your clinical site, remove the patient's information and place it on Facebook that is a HIPAA violation. Even if there is no patient information on that image that still violates the HIPAA policy. Most hospitals have a policy against this type of violation as well. If a student violates this HIPAA policy it will result in immediate dismissal of the program.

Student's Signature _____ Date_____

Acknowledgment Form

- I agree to abide by the policies of Rend Lake College and the Allied Health program in which I am enrolled.
- I am aware of the clinical practicum placement policies and procedures
- I am aware of the drug testing and criminal background check requirements by the Illinois Department of Public Health (IDPH) and the Joint Commission on Accreditation of Health Care Organization (JCAHO) and I agree to abide by them.
- I am aware that neither Rend Lake College nor the affiliated clinical site will assume the cost of treatment or care for injury or any medical condition occurring during my student laboratory classes (if required) and during my clinical practicum.
- I am aware of the confidentiality requirements (patient and medical records) and will abide by them.
- I have had an opportunity to ask questions about this material and have had those questions answered to my satisfaction.
- I agree that while enrolled in the Allied Health Program I will treat my studies, labs and clinical practicum as an employee would treat job responsibilities, recognizing that my instructor assumes the role of my supervisor. I will attempt to learn not only the technical skills, but will also strive to develop a professional manner and attitude.
- I understand that failure to abide by the policies will be grounds for disciplinary action and possible dismissal from the program.
- I understand that I may be required to drive at least one hour one way to my clinical site due to the limited space at our clinical sites in the immediate area. Every attempt will be made to down on the student's driving time but certain circumstances are out of the program's control. I am responsible for my own travel arrangements and will be held accountable for arriving to clinical on time.

Student's Name: _____ Date: _____
(Print)

Student's Signature: _____ Date: _____

Clinical Externship Faculty/Staff/Student Confidentiality Agreement

The discussions, uses, and disclosures addressed by this agreement apply to any written, verbal, or electronic communications.

I understand that I am never to discuss or review any information regarding a patient at a clinical site unless the discussion or review is part of my assignment to the site. I understand that I am obligated to know and adhere to the privacy policies and procedures of the clinical site to which I am assigned. I acknowledge that medical records, accounting information, patient information, and conversations between or among healthcare professionals about patients are confidential under law and this agreement.

I understand that, while in the clinical setting, I may not disclose any information about a patient during the clinical portion of my clinical assignment to anyone other than the medical and nursing staff of the clinical site.

I understand that I may not remove any record from the clinical site without the written authorization of the site. Additionally, I understand that, before I use or disclose patient information in a learning experience, classroom, course presentation, class assignment, or research, I must attempt to exclude as much of the following information as possible:

- Names
- Geographical subdivisions smaller than a state
- Dates of birth, admission, discharge, and death
- Telephone numbers
- Fax numbers
- E-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers
- Device identifiers
- Web locators
- Internet protocol addresses
- Biometric identifiers
- Full face photographs
- Any other unique identifying number, characteristic or code
- All ages over 89 years
-

Additionally, I acknowledge that any patient information, whether or not it excludes some or all of those identifiers, may only be used or disclosed for health care training and educational purposes and must otherwise remain confidential.

I understand that I must promptly report any violation of the clinical site's privacy policies and procedures, applicable law, or this confidentiality agreement, by me, or a student or faculty member to the college administrator.

Finally, I understand that, if I violate the privacy policies and procedures of the clinical site, applicable law, or this agreement, I will be subject to disciplinary action.

By signing this agreement, I certify that I have read and understand its terms, and will comply with them.

Signature: _____

Date: _____

Printed Name: _____

INFLUENZA VACCINE WAIVER FORM

I understand that due to my occupational/educational exposure to the Influenza virus that I may encounter while doing class work and clinical rotations for the Allied Health Program, I may be at risk for acquiring the Influenza virus. I have been informed of the risks of infection and of the advantages of protection through the Influenza vaccination. I have been required by the Rend Lake College Allied Health program to become immunized and show written proof, or to sign a declination waiver form for Influenza vaccination due to religious beliefs or a known allergy to the vaccination. The cost of the Influenza vaccination is my responsibility.

If I choose not to obtain the Influenza vaccination due to my religious beliefs or a known allergy to the vaccination I understand that I must abide by the clinical facilities requirements to wear protective apparel that they specify. I also understand that a clinical site has the right deny me access to my clinical experience there. I understand that by not obtaining this vaccine, I continue to be at risk of acquiring the Influenza virus.

Student's Signature: _____

Date: _____

Alcohol and Drug Policy **POLICY**

Rend Lake College is committed to a drug and alcohol free educational environment. Therefore, the Board prohibits the use, illegal possession, sale, distribution or transfer of alcohol or illegal drugs on College premises or property owned or supervised by Rend Lake College. The Board also prohibits the use and possession of alcohol, illegal drugs and the abuse of legal drugs in any manner which impairs a student's ability to safely and effectively attend class or participate in school activities.

Recognizing that certain educational programs and/or activities expose students, participants, faculty, staff and observers to a greater risk of injury due to the nature of the activity, the Board authorizes the Administration and its designees the right to randomly test students/participants enrolled in such programs for the illegal use of any controlled substance or the use of legal substances impairing the ability of the student/participant to perform an activity or participate in any College sponsored event. In addition, the Board authorizes the Administration and its designees the right to remove any individual who appears to be under the influence of any controlled substance (drugs and/or alcohol) or who appears to be unduly under the influence of any legal drug impairing the immediate safety of the said individual or others participating in a College activity or while on College premises.

Certain fields of study require practical experiences which should be practiced without impaired judgement from drug or alcohol use. All students in health care and other required programs must pass a drug screening test before entering their practicum/clinical/externship as well as be subject to random testing throughout their program. Students may also be tested should there be reasonable suspicion that illegal use of any controlled substance (drugs and/or alcohol) or the abuse of legal drugs has occurred in such a manner in which an individual's ability to participate safely in an activity has been compromised or has comprised others attending or participating in the activity or on the College premises. A reasonable suspicion referral for testing will be made on the basis of documented objective facts and circumstances that are consistent with short term effects of substance abuse.

Clinical agencies and other industry partners affiliated with the college also have drug and alcohol policies and may require students to comply with their drug testing policies in a similar manner to their employees during their practicum/clinical/externship. Safety in the delivery of care to patient/client populations as well as in the general workplace is the basis for drug testing. Clinical sites and industry partners have the right to refuse any student for practicum/clinical/externship based on concerns about student's ability to deliver safe practice.

By enrolling in such educational programs deemed by the administration to require drug testing or participation in extracurricular activities, students agree to participate in the drug screening program.

PROCEDURE

A. Allied Health Students and Other Required Screen Programs:

1. Each student is subject to drug screening at the time and place designated by Rend Lake College. For students with practicum/clinical/externship, the screening shall take place prior to beginning said practicum/clinical/externship.
2. The student shall immediately submit themselves for a drug screen upon being notified by a Rend Lake College representative at the place designated by said representative.
3. Immediately shall mean the student will not leave the sight of either the Rend Lake College representative or medical personnel conducting said screen until the screen is completed.

B. Reasonable Suspicion

1. Any student who has been advised that reasonable suspicion exists for a drug screen shall immediately submit themselves for a drug screen upon being notified by a Rend Lake College representative at the place designated by said representative.

2. Immediately shall mean the student will not leave the sight of either the Rend Lake College representative or medical personnel conducting said screen until the screen is completed.
3. Reasonable suspicion includes but is not limited to actions by student which places themselves or others on campus in any dangerous situation or in danger of injuring themselves or others.

C. Random Screenings

1. Rend Lake College shall use a computer program established for the random selection of students/athletes for a drug screen.
 2. Upon selection, the student will be notified by a Rend Lake College representative and student/athlete shall immediately submit themselves for a drug screen upon being notified by a Rend Lake College representative at the place designated by said representative.
 3. Immediately shall mean the student will not leave the sight of either the Rend Lake College representative or medical personnel conducting said screen until the screen is completed.
- D. The drug screening shall be conducted by a qualified laboratory using regularly established procedures for collecting and testing samples by the healthcare field.

ACTIONS FOR RESULTS:

Negative Screen: No action taken.

Positive Screen: Student will be dismissed from the academic or athletic program.

Diluted Screen: Student will be allowed one retest at a time designated by a school official. If the second test comes back diluted or positive, the student will be dismissed from the academic or athletic program.

Adulterated Screen: Student will be dismissed from the college.

Substituted Screen: Student will be dismissed from the college.

Failure to Submit/Complete Drug Screen: Student will be dismissed from the academic or athletic program. (Example: leaving campus when contacted to present for drug testing).

Shy Bladder: If a student is unable to provide a specimen at the time of testing, the student will be given 1.5 hours and allowed up to 40 ounces of fluid to drink. After 1.5 hours if the student fails to submit a specimen, the student will be required to take a non-urine based test. The extra cost of this test must be paid by the student and cannot be charged to the student's account.

If a screening tests positive for prescription drugs, a Medical Review Officer for the lab services will contact the student for more information. The Medical Review Officer may request that the student provide valid physician prescriptions and/or copies of medical records substantiating the prescribed medication and manner of dosage.

If the Medical Review Officer finds the prescribed drugs are being taken as prescribed, it will be considered a negative screen. If the Medical Review Officer finds the prescription is not valid or the drugs are being taken in a manner different from the prescription, or if the student fails to cooperate with the Medical Review Officer's request for proper medical documentation, it will be considered a positive screen and appropriate action will be taken.

Assistance for Addiction

Rend Lake College recognizes that addiction is a disease that takes assistance to overcome. Rend Lake College encourages any student facing drug or alcohol addiction to receive professional help. There are numerous treatment centers in the state of Illinois. For assistance in locating a treatment center, students will be directed to contact RLCares or the advisement department. Rend Lake College is not responsible for any costs related to treatment.

Re-Admission after Positive Drug Screening

Any student who is dismissed for a positive drug screening may reapply for admission after six months. However, the student must present proof of attendance in a drug/alcohol rehabilitation program prior to re-applying for subsequent semesters. Signed documentation of treatment by a substance abuse professional is required as proof of treatment. The student must also have a negative drug screen prior to re-enrollment. The student must complete negative drug screenings at least once every six months until graduation. A second violation of the drug policy will result in permanent dismissal from Rend Lake College. Readmission to programs and extracurricular activities will be at the discretion of college officials after review of all pertinent information.

BACKGROUND CHECK POLICY

All students enrolled in an Allied Health program are required to submit to a background check. A background check is required every year at the college's expense. Rend Lake College will designate the company/agency selected to do the criminal background screening. Rend Lake College will not accept criminal background screening from any other company/agency. Reasonable efforts will be made to insure that results of criminal background checks are kept as confidential as possible with a limited number of persons authorized to review results.

If a student has a positive background check, and the facility refuses the student access to the clinical experience at the facility, Rend Lake College will make reasonable efforts to find an alternative site with equivalent clinical opportunities for the student to complete their clinical experience. Rend Lake College DOES NOT GUARANTEE that a student with a criminal conviction and/or criminal charges will be able to complete their clinical experience. A student who cannot be reasonably assigned to a clinical site will be dropped from the program.

PROGRAM DIRECTOR AND FACULTY WELCOME

Welcome to the Health Information Technology (HIT) program at Rend Lake College! **We are pleased to have you as a student in our program.** Our program, answers the need for competent, skilled, and qualified HIT professionals to be part of our healthcare delivery system. As a graduate you will be able to make your own contribution to the health profession.

The HIT profession evolves continually and with the adoption of electronic health records into our healthcare delivery systems, the increase of professional opportunities is on the rise. A report from the Bureau of Labor Statistics cites that the job outlook for 2016-2022 is 22%, much faster than average. This means it is a great time to be student in the HIT field, with a promising employment future upon graduation.

The HIT program at Rend Lake College has an experienced, professional, and well-trained faculty who are here to facilitate your learning experience. We are here to provide the tools and guidance to help you be successful. You need to provide the enthusiasm and the desire to learn and achieve! Together, faculty and students can make this an enjoyable and rewarding experience.

The Rend Lake College HIT Associate in Applied Science degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Additional information on accredited HIT programs can be found on the CAHIIM website at cahiim.org.

This handbook is designed to answer some of your questions about the HIT program. This is an exciting time in your life and you may be feeling some anxiety about this investment you are making for your future. Our hope is that this handbook will be helpful and useful information as you pursue your education.

Please contact either of us should you have further questions or concerns. We maintain an “open-door” policy for the HIT students and encourage you to call, email, or drop in to see us! We especially will be looking forward to seeing each of you prior to each term’s registration so we may keep you on track!

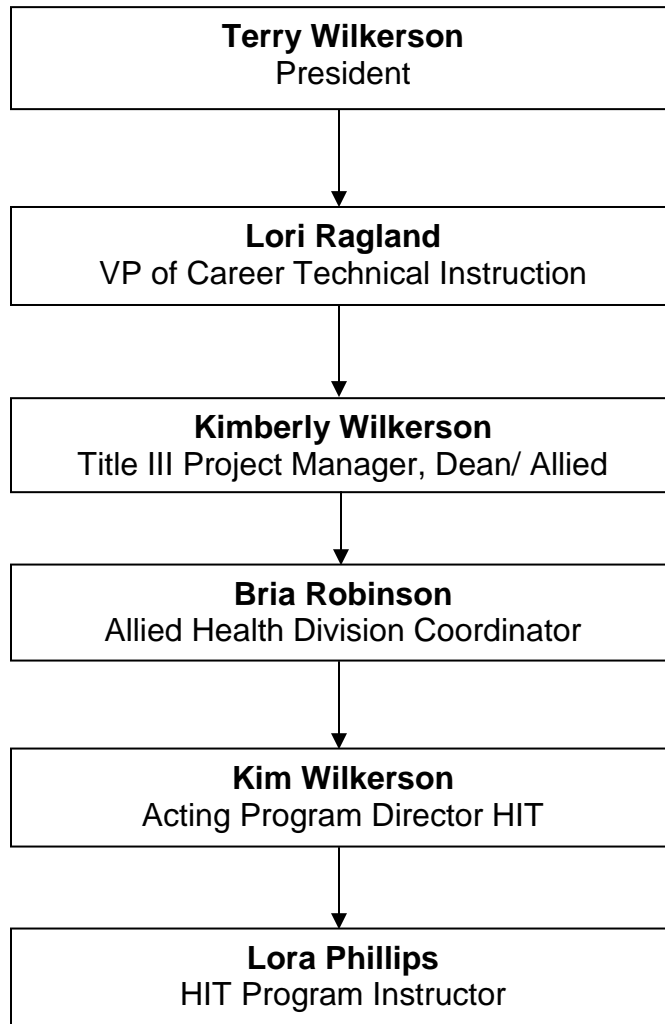
We wish you the very best in the coming academic years. Your success is our success!

PROGRAM MISSION

The Rend Lake College Health Information Technology Program mission is to provide our students with the knowledge, skills, and the ability to excel in the field of health information technology and foster lifelong learning among active healthcare professionals.

In order to ensure effective education in the Health Information Technology Program, each individual participating in the program must have a full understanding of the responsibilities and considerations involved. This handbook has been designed as a guide to provide the student with the necessary information regarding the policies, procedures, and expectations which govern the students enrolled in the program. This handbook should not be considered a complete official statement of all policies of the Rend Lake College or Allied Health Division. It is meant to be a guide and assist the student in reaching their goal of a health information technology professional. More information is provided in the Rend Lake College Catalog and Student Handbook.

Organizational Chart



ADVISORY BOARD

OBJECTIVES:

The advisory board's purpose is to evaluate and make recommendations concerning all program aspects including curriculum, staffing, clinical sites, technology, and clinical experiences.

1. Evaluate program content and objectives.
2. Assist in the establishment of proficiency standards of students.
3. Provide aid in obtaining current instructional materials and equipment.
4. Suggest general clinical/didactic criteria necessary for graduates.
5. Advise qualifications of instructors and assist by serving as guest
6. Lecturers', or as part-time instructors.
7. Assist the supply of trade journals and professional readings for student use.
8. Make recommendations concerning software and technology needs of the program.
9. Suggest development of new courses to meet program needs.
10. Identify health agency resources for utilization in the education and training process.
11. Evaluate on a perpetual basis the need for program improvements
12. Interpret employment needs for graduates.

Board Members:

Practicum Instructors from affiliate Practicum sites

Rend Lake College, Allied Health Dean

Rend Lake College, Coordinator of Allied Health

Rend Lake College Health Information Technology Program Director and HIT Faculty

Rend Lake College Administrative Staff

Current student representatives

Graduate student representatives (employed)

Area high school guidance counselor representatives

OVERVIEW OF THE HEALTH INFORMATION TECHNOLOGY PROFESSION

The Health Information Technology (HIT) professional is a key member on the health care delivery team. This is one of the few health occupations in which there is minimal direct patient contact. In an ordinary day, the HIT professional is responsible for the managing and processing of health information. This can involve collecting, assembling, analyzing, coding, transcribing, filing, retrieving, releasing it legally, querying for information, reviewing information for quality and quantitative measures, displaying and presenting information in various formats to various members of health care delivery team, all while complying with state, federal, and regulatory guidelines. The future role of the HIT professional will most definitely involve ever changing technology, as the electronic health record is mandated into our health care delivery system. The HIT professional is responsible for helping to maintain the accuracy, integrity, timeliness, completion, and many other factors related to the improvement of the quality of the information which is used to provide health care for patients.

NATURE OF WORK

Each time a health care professional treats a patient, they are required to record what they observed and how the patient was medically treated. This record, whether paper or electronic, includes information the patient provides concerning the signs and symptoms, medical history, results of examinations, reports of x-rays, laboratory tests, diagnostic testing, surgical records, pathology results, medication administration, procedural records, diagnoses, and treatment plans. Health information technicians, along with other health information departmental staff, evaluate the health records for completeness and accuracy. The Health Information Department is a central hub of activity within a health care facility, aggregating information from many other departments and units, and working with a variety of health care professionals in the process. All health information professionals and health care employees are part of a “team” dedicated to providing safe, timely, quality care to patients.

There are many roles within the healthcare delivery system of which health information technology students may choose to pursue. For example, coding specialists, clinical documentation specialists, documentation specialists, compliance auditors, managers, and specialized registries. Each role will be further defined during your studies in the HIT program. Job opportunities for credentialed health information technicians, (Registered Health Information Technicians) not only are available in the hospital setting, but also in office-based physician practices, nursing homes, home health agencies, mental health facilities, public health facilities, pharmaceutical companies, law firms, insurance companies, health product vendors (e.g. encoders, EHRs, EDMS, HIT software applications) to name a few.

The increasing use of electronic health records (EHRs) will continue to broaden and alter the job responsibilities of the health information technicians. Familiarity with EHR computer software, electronic documentation practices (including voice recognition systems), EHR security, data integrity and analytics will all demand health information technician’s skills to improve the quality of patient care. Health information technicians use EHR software to maintain data on patient safety, patterns of disease, disease treatment, physician quality profiling, and continuation of care through emerging electronic Health Information Exchanges and Networks. Health information technicians may also contribute to the development of EHR software usability and demonstration; along with information governance.

Health information technicians also use EHRs to aggregate and analyze data to improve patient care and delivery, control costs, facilitate reimbursement, for use in legal proceedings, response to surveys, and research studies.

Duties of a health information technician will vary within a facility or organization dependent largely upon the size, specializations within the organization, and opportunities available. Remote positions are increasing with the advent of the electronic health record.

TRAINING, QUALIFICATIONS, AND ADVANCEMENT

The majority of health information technicians entering the field obtain an associate degree from a two year college. In addition to general education requirements, HIT coursework includes medical terminology, anatomy and physiology, pharmacology, pathophysiology (study of the disease process), coding or classification systems, reimbursement methods in healthcare, statistics, medical legal and ethics, electronic health records management, abstracting concepts, quality improvement methods, management concepts, data analytics and data governance.

In addition, AHIMA offers other credentials available to students of health information technology. Please visit www.ahima.org or www.hicareers.com ,for more career information.

EARNINGS

National information reveals a median annual earnings of health information technicians were \$38,040 in 2016, the latest year available, or \$18.29 per hour. The highest 10 percent earned more than \$62,840. Median annual earnings were greatest in general medical/surgical hospitals, followed by outpatient care centers and physician offices. Please keep in mind, this information is based on nationally compiled data and does not necessarily reflect regional/county/city earnings or the salaries available in specific facilities.

(Compiled from the Bureau of Labor Statistics website: <http://www.bls.gov>)

PROFESSIONAL ASSOCIATIONS

The health information technology professional organization is the American Health Information Management Association (AHIMA). Its inception was in 1928 and while undergoing various name changes through the years, it continues to reflect the requirements of an ever-changing health care system. Its professional publication is the Journal of AHIMA, published monthly, both in paper and electronic format. An informative website is maintained which can provide valuable information to enhance student learning. AHIMA website is www.ahima.org. AHIMA offers seminars, webinars, annual meetings, and Communities of Practice (COP), designed for specific interest groups, such as students, coding, education, quality assessment, etc.)

To promote continued competency, AHIMA requires mandatory continuing education. Those acquiring the credentials of Registered Health Information Technicians (RHIT) are required to earn 20 continuing education hours every two years in order to retain the credentialed status. At least 10 of these 20 hours must be in core content areas defined by AHIMA; e.g., clinical data management, external forces, technology, and management. AHIMA also offers the following credentials: Registered Health Information Administrator (RHIA), Certified Coding Associate (CCA), Certified Coding Specialist, (CCS), Certified Coding Specialist-Physician Based (CCS-P), Certified Health Data Analyst (CHDA), Certified in Healthcare Privacy and Security (CHPS), Certified Documentation Improvement Practitioner (CDIP), Certified in Healthcare Privacy (CHP), and Certified in Healthcare Security (CHS).

Obtaining and maintaining AHIMA certifications demonstrates a commitment to your professional area of expertise, a dedication to quality healthcare, and a need to establish high standards in managing confidential health information. It also offers ongoing value to your profession and employer through continuation of your personal education, allowing you to maintain your expertise and contribute to the highest levels, while validating your professional competence for employers, consumers, and yourself.

HIT students are provided with AHIMA Student Membership, as part of a bundled package with the HIT: An Applied Approach textbook, used throughout the HIT program. Information can be found on AHIMA website at www.ahima.org. Conference attendance is dependent upon AHIMA student membership. Student membership comes with a subscription to the AHIMA Journal, access to a wealth of information on the website, and automatic membership in the Illinois Health Information Management Association (ILHIMA). ILHIMA holds its annual meeting in the spring and their website is www.ilhima.org. Regionally, the Southern IL Health Information Association is active with quarterly meetings. Attendance at meetings enhances networking opportunities among HI professionals. There are also other professional organizations relevant to the health information professional, some which offer specialized credentials such as The National Cancer Registrars Association (NCRA) which offers the Certified Tumor Registrar (CTR) credential.

AHIMA CODE OF ETHICS

As health care professionals and students engaged in Health Information Technology (HIT), we must all strive, individually and collectively, to maintain the highest ethical standards. As HIT professionals we must base all professional actions and decisions on the following principles and values. These principles and values form the **American Health Information Management Associations (AHIMA) Code of Ethics**. Health information management professionals:

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 health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard the contents of the records and other information of a confidential nature, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures.
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 accurately to the public.
8. Perform honorable health information management association responsibilities, either appointed or elected, and preserve the confidentiality or any privileged information made know in any official capacity.
9. State truthfully and accurately their 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.

Essential Functions of Health Information Technology Students

The following functions are required in most job settings for Health Information Technology Professionals.

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY/ATTRIBUTE
GROSS MOTOR SKILLS	Move within confined spaces Sit and maintain balance Stand and maintain balance Reach above shoulders Reach below waist
FINE MOTOR SKILLS	Pick up objects with hands Grasp small objects with hands Write with pen or pencil Keyboard/Typing skills Pinch/pick or otherwise work with fingers(assembling paper records) Twist (turn objects/using hands)
PHYSICAL ENDURANCE	Stand Sustain repetitive movements(typing, filing, assembling records) Maintain physical tolerance (work entire shift)
MOBILITY	Twist Bend Stoop/Squat Move quickly (response to emergency) Climb (steps/stools) Walk
HEARING	Hear normal speaking level sounds (person to person interview) Hear faint voices Hear auditory alarms (fire alarms, monitors)
VISUAL	See objects up to 20 inches away (information on computer screen) Distinguish color (color codes on charts)
SMELL	Detect smoke Detect gases or noxious smells
READING	Read and understand written documents e.g., policies, procedures, protocols)

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY/ATTRIBUTE
EMOTIONAL STABILITY	Establish therapeutic boundaries Adapt to changing environment/stress Deal with the unexpected (e.g., upset physicians, crisis) Coping Skills used(e.g.back up plans, support system) Focus attention on task Monitor own emotions Perform multiple responsibilities concurrently (multitasking)
ANALYTICAL THINKING	Transfer knowledge from one situation to another Process information Evaluate outcomes Problem solve Prioritize tasks Use logical approach Use long term memory Use short term memory Deduce or reason a situation
CRITICAL THINKING	Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information Prioritize
INTERPERSONAL SKILLS	Negotiate interpersonal conflict Respect differences with co-workers and physicians Establish rapport with co-workers Practice soft skills
COMMUNICATION SKILLS	Teach (e.g., physicians about documentation needs, departments on privacy) Interact with other (e.g., healthcare workers and patients) Speak on the phone Take and convey appropriate messages Influence others Direct activities of others Provide written forms of communication (emails, letters)

GOAL 1: To prepare competent entry-level health information technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

STANDARDS:

1. 90% of student's practicum evaluation forms indicate the students scored 90-100%, above average, for demonstrating entry-level competencies in the knowledge, skills, and behavior required for each activity assigned as assessed by the site supervisor.
2. 80% of program graduates express satisfaction with their education preparation for the employment

EVALUATION METHODS:

1. Practicum evaluation forms will be analyzed by the HIT program facilitator. Deficiencies will be discussed with faculty and advisory committee members to improve the curriculum. The program facilitator will also discuss any deficiency with the student so that it might be corrected.
2. Annual employer surveys along with any informal feedback from the community of interest (including students, graduates, faculty, employers, and the public) will be evaluated by the program director to identify opportunities for improvement.
3. Student evaluations of education preparation performed during program exit interviews, with RFI noted.

GOAL 2: To deliver an academically rigorous, all-encompassing program required for the HIT student to be a success in the field.

STANDARDS:

1. 80% satisfaction rate on all HIT curriculum related from graduate, employer, and student surveys.
2. 85% annual pass rate on RHIT exam on the first attempt.
3. Program assessment will be done annually to ensure appropriateness and effectiveness of the program curriculum. A 30% increase in student's scores from a pre-test and post-test will be expected.

EVALUATION METHODS:

1. Graduate, employer and student surveys and PPE evaluations will be used to gather the information to assess.
2. Program Director will assess the RHIT exam scores annually.
3. A pre-test of HIT competencies will be given each Fall to beginning HIT students.
4. A post-test of the same HIT competencies will be given to the same student population at the end of each Spring semester.

GOAL 3: To recruit and retain competent faculty.

STANDARDS:

1. All credentialed, full time faculty will participate in an instructor's internship in local health care organizations or equivalent every two years.
2. Instructors will attend a course or activity on relevant professional development at least once per year.

EVALUATION METHODS:

1. Review of summary reports submitted by the faculty member at the conclusion of the internship
2. Instructors will document on HIT professional development log all professional development courses or activities attended throughout the year, with the Program Director/Dean of Allied Health reviewing content for relevance. Student IDEA evaluations will be included in the HIT faculty annual evaluation.

GOAL 4: The HIT program will provide CE opportunities for the HIM community of interest.

STANDARDS:

1. One CE program per academic year will be offered by the HIT program.

EVALUATION METHODS:

1. HIM directors will be surveyed on what types of CE programs they would like to see offered.
2. HIT program will offer a CE program based on the responses of the survey.

GOAL 5: Annual Advisory Board Committee (ABC) meeting

STANDARDS:

1. 80% of ABC survey respondents indicate a "3"-Agree, or better on the ABC survey.

EVALUATION METHODS:

1. ABC annual meeting agenda covers all relevant content of HIT program.
2. Agenda item are adequately discussed among ABC members
3. ABC survey will be distributed at the conclusion of the annual meeting.

REND LAKE COLLEGE

HEALTH INFORMATION TECHNOLOGY COURSE SCHEDULE

FIRST SEMESTER:

HIT 1201	Introduction to Health Information	3
HECO 1202	Health Care Terminology	3
ENGL 1101	Rhetoric & Composition I	3
ZOO 1105	Anatomy & Physiology I	4
CSCI 1102	Intro to Comp. with Business Applications	<u>3</u>
		16

SECOND SEMESTER:

HIT 2206	Medical Coding	3
ZOO 1106	Anatomy & Physiology II	4
CSCI 1255	Microsoft Access Database	3
HIT 1202	Health Care Delivery Systems	3
HIT 1205	Pathophysiology for HIT	<u>4</u>
		17

SUMMER SEMESTER:

MATH 1111	Statistics	<u>3</u>
		3

THIRD SEMESTER:

HIT 2201	Health Information Data Analysis	2
HIT 2203	Leadership & Management for Health Information	3
HIT 2205	Pharmacology for Health Information	2
HIT 2219	Procedural Coding	3
HIT 2207	Compliance & Ethics in Health Care	3
HIT 2208	Health Information Governance	<u>4</u>
		17

FOURTH SEMESTER:

COMM 1101	Principles of Effective Speaking	3
HIT 2202	Professional Practice Experience	3
HIT 2217	Quality/Performance in Health Care	3
HIT 2218	Health Care Reimbursement	2
HIT 2220	Health Information Review	<u>2</u>
		13

Total = 66 credit hours

HEALTH INFORMATION TECHNOLOGY COURSE DESCRIPTIONS

HIT 1201: INTRODUCTION TO HEALTH INFORMATION (3)

PREREQUISITE: None

A course that will initiate the student to the field of Health Information Technology. It will be an overview of the functions and responsibilities of the technologist and orientation to the technical skills held by the technologists, including skills necessary to maintain components of health record systems consistent with the medical administrative, ethical, legal, accreditation, and regulatory requirements of the healthcare delivery system.

HIT 1202: HEALTH CARE DELIVERY SYSTEMS (3)

PREREQUISITE: HIT 1201

This course is designed to examine content, format, evaluation, and completeness of the medical record; licensing, accrediting and regulatory agencies; electronic medical record systems; filing systems, and records retention, storage and retrieval. The student will have hands-on experience in evaluating content, format and completeness of actual medical records. Computer experience will be utilized as a teaching method.

HIT 1205: PATHOPHYSIOLOGY FOR HIT (4)

PREREQUISITES: HECO 1202, ZOO 1105

This course is designed to examine alterations in functions affecting individuals across the lifespan. Students will learn the disease processes affecting the human body via an integrated approach to specific disease entities, including the study of causes, diagnosis, and treatment of disease.

HIT 2201: HEALTH INFORMATION DATA ANALYSIS (2)

Prerequisite: Completion of first year or consent of Program Director

The study of sources and uses of health data; computation of rates and percentages; vital records registration, reporting, and display.

HIT 2202: PROFESSIONAL PRACTICE EXPERIENCE (3)

PREREQUISITE: HIT 2206 or consent of the instructor

This course is for students in the Health Information Technology program and will integrate classroom theory with practical experience. The student will be placed in a facility where the skills and knowledge of a health information management technician will be applied. The practicum will be supervised by a job-site supervisor.

HIT 2203: LEADERSHIP & MANAGEMENT FOR HEALTH INFORMATION (3)

PREREQUISITE: Completion of first year or consent of Program Director

A study of management principles as applied to the Health Information Department. Includes an introduction to management; the functions of planning; organizing; controlling; actuating/supervising; problem solving; and quality improvement in the Health Information Department.

HIT 2205: PHARMACOLOGY FOR HEALTH INFORMATION (2)

PREREQUISITE: HECO 1202

This course emphasizes general pharmacology for health information professions. It introduces basic information about drugs used to treat various medical conditions and laboratory tests used to diagnose and monitor various medical conditions. It relates specific drugs and labs to the diagnosis and treatment of various diseases.

HIT 2206: MEDICAL CODING (3)**PREREQUISITE: HECO 1202, ZOO 1105, HIT 1205**

This course covers ICD diagnostic coding conventions and guidelines for outpatient, inpatient, and ambulatory care.

HIT 2207: COMPLIANCE & ETHICS IN HEALTH CARE (3)**PREREQUISITE: None**

This course covers legal relationships of health care workers and patients, contractual agreements, professional liability, malpractice, medical practice acts, and informed consent. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethic and laws involved in providing medical services

HIT 2208: HEALTH INFORMATION GOVERNANCE (4)**PREREQUISITE: HIT 1202, HIT 1203**

This course will focus on real-world use of electronic health records (EHRs) through readings and hands-on labs. Students will learn the functionality, network, and security design of EHRs.

HIT 2217: QUALITY/PERFORMANCE IN HEALTH CARE (3)**PREREQUISITE: Completion of first three semesters in HIT Program or consent of Program Director**

Study of quality management systems. Includes the purpose and philosophy of quality improvement, utilization management, performance improvement and risk management in the acute care facility; coordination of quality management (QM) activities with physician credential/reappointment and employee performance evaluation; quality management requirements for acute care facilities in specific program areas; quality management in the non-acute facility; confidentiality of quality information; and the expanding management function.

HIT 2218: HEALTH CARE REIMBURSEMENT (2)**PREREQUISITE: Enrolled in HIT Program, MEDC course**

Study of reimbursement as it relates to the healthcare field and specifically to the Health Information Department. This includes an overview of reimbursement methodologies, government-sponsored healthcare programs, coding compliance, charge description master maintenance, and revenue cycle management.

HIT 2219: PROCEDURAL CODING (3)**PREREQUISITES: HECO 1202, ZOO 1105, ZOO 1106, HIT 1205 HIT 2206**

This course covers procedural coding conventions and guidelines for outpatient, inpatient, and ambulatory care.

HIT 2220: HEALTH INFORMATION REVIEW (2)**PREREQUISITE: None**

This course covers Health Information Technology skills and competencies pertinent to the professional development of the student.

ATTENDANCE POLICY

Attendance in the classroom, online, labs, and practicum is essential for success in the Health Information Technology Program. Employment success is also based on timely attendance on the job. Tardiness is disruptive to the learning environment, and respect of others time in the classroom is important. Each students cumulative record of attendance (present, absent, tardy) will be maintained by the faculty, along with documentation of verbal and written warnings and coaching sessions issued to the student regarding absences or tardiness. This information will be available for potential future employers of students should it be requested. Student are expected to attend, participate, and be on time for all classes (on campus and online), labs, and practicums. Bereavement days, jury days, military duty, hospitalizations (including emergency room visits) will be handled on an individual basis. Documentation from a physician may be required in a situation in which an illness last 3 days or longer.

1. Classroom:

Registration for a course obligates the student to attend class and be punctual. Faculty states in the course syllabus the policy for timely attendance in class. Additional policies will be followed regarding class attendance as stated in the Rend Lake College Student Handbook, Rights and Responsibilities: Student Code of Conduct and the College Catalog.

2. Practicum:

Attendance at the practicum experience is mandatory in order to meet the objectives and evaluate student's health information competencies. If you are absent from a practicum experience, you are required to make the day up before you can complete the course. It is the student's responsibility to contact the practicum site supervisor at least 15 minutes prior to the scheduled day, if an absence or tardiness is necessary. It is also the student's responsibility to contact the health information technology program director to report an absence from practicum, 15 minutes prior to the start of the scheduled visit. The student shall complete a Make Up day form, with the practicum site supervisor, and return to the HIT Program Director, upon making up the missed practicum day. Faculty states in the course syllabus the policy for timely attendance at the practicum experience.

Absences and tardiness will be addressed in a progressive manner as follows:

Absences:

Three (3) absences from scheduled classroom/practicum dates during the semester = Verbal warning given to student and coaching provided to student

Four (4) absences from scheduled classroom/practicum dates during the semester = Written warning and 10% overall grade reduction in the related course

Five (5) absences from scheduled classroom/practicum dates during the semester= dismissal from the program

Tardiness:

Three (3) occasions of being tardy (entering classroom, lab, or practicum site more than 7 minutes after scheduled start time) = verbal warning given to student and coaching provided

Four (4) occasions of being tardy as defined above = written warning and 10% overall grade reduction in the related course

Five (5) occasions of being tardy as defined above= dismissal from the program

AHIMA HIM COMPETENCIES- Domain 1. Data Content, Structure, and Standards

Subdomain 1.A. Classification Systems

1. Apply diagnostic/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

Subdomain 1.B. Health Record Content and Documentation

1. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
2. Verify the documentation in the health record is timely, complete, and accurate
3. Identify a complete health record according to organizational policies, external regulations, and standards
4. Differentiate the roles and responsibilities of various providers and discipline, to support documentation requirements, throughout the continuum of healthcare

Subdomain 1.C. Data Governance

1. Apply policies and procedures to ensure the accuracy and integrity of health data

Subdomain 1. D. Data Management

1. Collect and maintain health data
2. Apply tools for data presentation

Subdomain 1. E. Secondary Data Sources

1. Identify and use secondary data sources
2. Validate the reliability and accuracy of secondary data source

Domain II. Information Protection: Access, Disclosure, Archival, Privacy, and Security

Subdomain II. A. Health Law

1. Apply healthcare legal terminology
2. Identify the use of legal documents
3. Apply legal concepts and principles to the practice of HIM

Subdomain II. B. Data Privacy, Confidentiality, and Security

1. Apply confidentiality, privacy, and security measures and policies and procedures for internal and external use and exchange to protect health information
2. Apply retention and destruction policies to health information
3. Apply system security policies according to departmental and organization data/information standards

Subdomain II.C. Release of Information

1. Apply policies and procedures surrounding issues of access and disclosure of protected health information

Domain III. Informatics, Analytics, and Data Use

Subdomain III A. Health Information Technologies

1. Utilize software in the completion of HIM processes
2. Explain policies and procedures of networks, including Intranet to facilitate clinical and administrative applications

Subdomain III B. Information Management Strategic Planning

1. Explain the process used in the selection and implementation of health information management systems
2. Utilize health information to support enterprise wide decision support for strategic planning

Subdomain III C. Analytics and Decision Support

1. Explain analytics and decision support
2. Apply report generation technologies to facilitate decision-making

Subdomain III D. Health Care Statistics

1. Utilize basic descriptive, institutional, and healthcare statistics
2. Analyze data to identify trends

Subdomain III E. Research Methods

1. Explain common research methodologies and why they are used in healthcare

Subdomain III F. Consumer Informatics

1. Explain usability and accessibility of health information by patients, including current trends and future challenges

Subdomain III G. Information Integrity and Data Quality

1. Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system

Domain IV. Revenue Management

Subdomain IV. A. Revenue Cycle and Reimbursement

1. Apply policies and procedures for the use of data required in healthcare reimbursement
2. Evaluate the revenue cycle management process

Domain V. Compliance

Subdomain V. A. Regulatory

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 the health information management

Subdomain V. B. Coding

1. Analyze current regulations and established guidelines in clinical classification systems
2. Determine accuracy of computer assisted coding assignment and recommend corrective action

Subdomain V. C. Fraud Surveillance

1. Identify potential abuse or fraudulent trends through data analysis

Subdomain V. D. Clinical Documentation Improvement

1. Identify discrepancies between supporting documentation and coded data
2. Develop appropriate physician queries to resolve data and coding discrepancies

Domain VI. Leadership

1. Summarize health information related leadership roles
2. Apply the fundamentals of team leadership
3. Organize and facilitate meetings

Subdomain VI. B. Change Management

1. Recognize the impact of change management on processes, people, and systems

Subdomain VI. C. Work Design and Process Improvement

1. Utilize the tools and techniques to monitor, report, and improve processes
2. Identify cost-saving and efficient means of archiving work processes and goals
3. Utilize data for facility-wide outcomes reporting for quality management and performance improvement

Subdomain VI. D. Human Resources Management

1. Report staffing levels and productivity standards for health information functions
2. Interpret compliance with local, state, and federal labor regulations
3. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions

Subdomain VI. E. Training and Development

1. Explain the methodology of training and development
2. Explain return on investment for employee training/development

Subdomain VI. F. Strategic and Organizational Management

1. Summarize a collection methodology for data to guide strategic and organizational management
2. Understand the importance of healthcare policy making as it relates to the healthcare delivery system
3. Describe the differing types of organizations, services, and personnel and their interrelationships across the healthcare delivery system
4. Apply information and data strategies in support of information governance initiatives
5. Utilize enterprise-wide information assets in support of organizational strategies and objectives

Subdomain VI. G. Financial Management

1. Explain budget processes
2. Explain accounting methodologies
3. Explain budget variances

Subdomain VI. H. Ethics

1. Comply with ethical standards of practice
2. Evaluate the consequences of a breach of healthcare ethics
3. Assess how cultural issues affect health, healthcare quality, cost and HIM
4. Create programs and policies that support a culture of diversity

Subdomain VI. I. Project Management

1. Summarize project management methodologies

Subdomain VI. J. Vendor/Contract Management

1. Explain vendor/contract management

Subdomain VI. K. Enterprise Information Management

1. Apply knowledge of database architecture and design

Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)

Pathophysiology and pharmacology

Anatomy and Physiology

Medical Terminology

Computer concepts and applications

HIT CLUB

The purpose of the Rend Lake College HIT Club is to support the profession of Health Information Technology by increasing public knowledge of the HIT program. (as well as have some fun!) Another underlying purpose of the Club is to raise funds to help defray the cost of student attendance to educational conferences. HIT and Medical Coding students make up the club. The duties of the club President include scheduling meetings and conducting the business of those meetings. Activities of the HIT Club may include fundraising, conference attendance, volunteering, and mentoring. Student suggestions for club activities are encouraged. HIT Club involvement also provides a chance to add to your resume!

LEARNING RESOURCES

In addition to the learning resources available to HIT students as listed in the Rend Lake College Catalog, the HIT program uses AHIMA V-LAB, for simulating Health Information activities. These products allow students to view and navigate electronic health records, assign diagnostic and procedural codes through an Encoder, and reference many additional resources such as the Merck Manual and drug references, and perform Release of Information applications, all designed to enhance the student's learning experience.

PARTICIPATION

Behave enthusiastically during your Practicum, as if you are eager to learn! Take the initiative. You would have to if you worked there and you might want a job there someday. Ask questions to clarify your knowledge. Questions show interest. The quality of the Practicum is directly related to the student's attitude and initiative. Stay in a "Learner" mode!

FACILITY POLICIES AND PROCEDURES

Students must at all times adhere to facility policies and procedures. Practicum supervisors will evaluate students in their compliance.

DECORUM

Dress appropriately. A good rule of thumb is to check with Practicum supervisor as to what type of dress is appropriate. (Definitely, no jeans, no denims of any color, no bare midriffs, no hip huggers, no flip flops, no open-toed shoes, no cleavages, and no revealing slits or garments.) ALWAYS keep in mind the facility is a potential employer and that first impressions can make all the difference.

Remember professionalism is exhibited in dress, manner, and speech.

- Photo Identification badge must be worn and visible at all times. (Check with PPE site HR)
- Do not wear perfumes, after shaves, or highly scented lotions. Most facilities have policies in place to limit the impact of orders on those who may allergies.
- Good hygiene is imperative. Clean bodies, hair, clothes, and shoes are expected.
- Cover visible tattoos.
- Do not chew gum.
- File your fingernails so that their length does not interfere with the work you have to do.
- Place your cell phone on vibrate and check with facility policy on use.

- Watch your language. No profanity. Be pleasant to all you come in contact with.

COMMUNICATION

Students must communicate regularly with the Program Director during their Practicums through Discussion Forums on Blackboard and emails. The purpose of this communication will be to advise the Program Director of progress made in the practicum schedule, of any issues or concerns, or questions. The Program Director will have regular contact with the Practicum site supervisor, as well as an on-site visit during a student's Practicum.

CONFIDENTIALITY

You will learn in your classes how vital the concept of confidentiality is in our profession. The practicums are where you must put this knowledge into practice. You must be especially aware of the confidential nature of the information to which you will have access. Take responsibility for any forms that you might be given to illustrate an educational point. You are expected to keep that information confidential. That means not sharing it with anyone else or any other facility. **NOTE:** All information may be included in your notebook, but all medical record sample forms **MUST** have **ALL** identifying information blacked out and re-copied so that it is not readable. **WARNING:** In the event of a breach of confidentiality caused by a practicum student, consequences may include a failing grade to be given for the practicum or expulsion for the program with a failing practicum grade. REQUIREMENT FOR ALL STUDENTS: HIPAA examination with 100% accuracy on examination. Students will also be required to read, understand, and sign the confidentiality statement before beginning their practicums.

In general, all information regarding patients, visitors, or staff of the practicum sites is considered confidential. As such, this information is not to be discussed by the student to anyone. Do not share passwords if assigned. Do not share any information on social media. The doctrine of confidentiality is a cornerstone of the Health Information Technology (HIT) profession. It is our responsibility to ensure that confidential information is protected and that data security measures are in place to prevent unauthorized access. Students will be exposed to this concept throughout their HIT academic career and will have opportunities during their practicums to demonstrate their understanding of it.

BEREAVEMENT DAYS

Bereavement days will be handled at the discretion of the program director. The program director grants these days for immediate family (spouse, child, parent, grandparent, great-grandparent, sibling, step-parent, step-sibling, and child of sibling.). Any bereavement in excess of one a year will be handled at the discretion of the program director. Written or verbal falsification of a family member's death will be immediate dismissal from the program.

GRADING SCALE

A (100-93%)

Students receiving this grade perform consistently at a high level from the beginning of the assignment through to the end. Such students could be recommended as likely to be highly successful in their initial positions as health information technician.

B (92-84%)

A student receiving this grade has the potential to become a good health information technician and can be given a favorable recommendation.

C (83-78%)

This grade suggests a person who might develop into a successful health information technician with the help of early supervision and more experience. This person can be recommended but with reservations.

F (Below 78%)

This grade indicated that the student is, on the basis of what he/she has shown, unlikely to develop into a satisfactory health information technician at the current time.

NOTE: A GRADE BELOW “C” IS NOT ACCEPTED BY HEALTH INFORMATION TECHNOLOGY PROGRAM FOR ANY CURRICULUM COURSE REQUIRED TO OBTAIN THE HEALTH INFORMATION TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE DEGREE.

Anatomy and Physiology I and II courses (ZOO 1105 and 1106) have to be completed prior to the second fall term of the program academic year. If not, you will be dismissed from the program.

TEACHING/TECHNIQUES

A combination of teaching/learning techniques is used during your enrollment. The following is a list of these techniques for all didactic and laboratory classes:

- Brainstorming, critical thinking, oral and written communication
- Demonstration/performance/application
- Discussions
- Guest Speakers
- Role play
- Simulations
- Tours, seminars, attendance at Education meetings, Webinars
- Assessments to include quizzes, tests, projects/assignments, research, oral and written presentations

WITHDRAWAL FROM THE PROGRAM

A student may withdraw from the HIT program for various reasons whether academic or personal. Students wishing to re-enter the program without pre-entrance testing should be complete the following procedure. A letter must be written to the Program Director of the Health Information Technology program stating reasons for withdrawing and requesting re-entry at a later date. The student should contact the radiology department a semester before re-entry and follow the criteria listed under re-entry. Students obtaining a grade lower than a “C” in an HIT course will be dismissed from the program. A letter requesting re-entry is required.

RE-ADMISSION

An individual wishing to re-enter the Health Information Technology program for the purpose of repeating a failed course(s) or to merely complete the program after dropping out of the program (for whatever reason) must meet the criteria listed below:

The student must submit, in writing, to the Program Director of the Health Information Technology program a request for re-entry into the program.

The student must make an appointment with the Program Director of the Health Information Technology program to discuss the upcoming re-entry.

The student must be willing to take course work whenever and wherever available. The student may be offered a position in the next class on a first-come, first-served basis according to the re-entry list and based on the courses needed to graduate.

Depending on the circumstances, the student may be placed on probation upon re-entry and must meet the criteria for removal from probation. Practicum probation is not removed through the end of the program. Academic probation is removed by simply increasing numerical grades.

The student must provide the Program Director with the appropriate and necessary health form, inoculation forms, and other necessary or required forms.

The student must be willing to do proficiency and competency examinations if required.

The student may return to the program to complete requirements. If unsuccessful in completing the program at the second attempt, it will be necessary for the student to reapply and achieve the minimum acceptable score on the pre-entrance exam. Following admission to the program, the student will repeat the entire program.

The student will not be allowed re-admission if they were dismissed from the program due to disciplinary action.

CHEATING

Cheating of any form will not be tolerated in the classroom or clinical. Instances of academic dishonesty will be grounds for a failing grade in that course or courses and possible probation or dismissal from the program or College.

A more detailed listing of the Academic Integrity policy is contained in the Rend Lake College Student Handbook.

PROGRAM GRADUATION REQUIREMENTS

In order to graduate and receive the Associate of Applied Science Degree in Health Information Technology that student must:

- Successfully complete all coursework required for the degree.
- Attain a "C" (GPA of 2.0) or higher in all courses.
- Maintain a "C" (2.0) cumulative grade point average.

MAJOR PRACTICUM SITES

Carbondale Memorial Hospital

405 W Jackson St
Carbondale IL 62901
(618) 549-0721 ext. 65447

Harrisburg Medical Center

100 Dr. Warren Tuttle Dr.
Harrisburg, IL 62946
(618) 253-7671

Crossroads Hospital

#8 Doctors Park
Mt. Vernon IL 62864
(618) 241-8530

Good Samaritan Regional Health Center

1 Good Samaritan Way
Mt. Vernon, IL 62864
618-242-4600

Hamilton Co. Hospital

611 S. Marshall
PO BOX 429
McLeansboro, IL 62859
618-643-2361, Ext. 248

Pinckneyville Community Hospital

101 N. Walnut St.
Pinckneyville, IL 62274
618-357-2187

Christopher Rural Health Planning Commission

4241 St. Rt. 14W
Christopher, IL 62822
618-724-2401

Washington Co. Hospital

705 S. Grand St.
Nashville, IL 62263
(618) 327-2272

Veterans' Administration Hospital

2401 W. Main St.
Marion, IL 62959
(618) 997-5311

Franklin Co. Hospital

201 Bailey Lane
Benton, IL 62812
(618)439-3161

Heartland Regional Medical Center

3333 W, DeYoung St.
Marion, IL 62959
(618) 998-7000

Shawnee Health Services

109 California St.
Carterville, IL 62918
(618)519-9200

Salem Hospital

1201 Ricker Dr.
Salem, IL 62881
(618) 548-3194

Ferrell Hospital

1201 Pine St.
Eldorado, IL 62930
(618) 273-3361

Fairfield Memorial Hospital

303 NW 11th St.
Fairfield, IL 62837
(618) 842-2611



MID-TERM & FINAL STUDENT PRACTICUM EVALUATION

DATE: _____

STUDENT NAME: _____

PRACTICUM SITE: _____

PRACTICUM INSTRUCTOR: _____

EVALUATION

Rend Lake College Health Information Technology PPE Student Evaluation Form Entry-Level Competencies Performance Evaluation Form

Student's Name: _____

PPE SITE: _____

Procedure: Please rate the student's ability to demonstrate HIM Associate Degree **Entry-Level** Competencies

	Student demonstration of HIM Associate Degree Entry-Level Competencies (Student Learning Outcomes) See examples tasks provided	Meets Standard (no difficulty) 5	Partially Meets standard (minimal difficulty) 3	Does Not Meet Standard (great difficulty) 1	N/A (to PPE site)
	Domain I. Health Data Management				
1	Collect & maintain health data (data elements, data sets, databases)				
2	Analyze record to ensure documentation supports diagnoses, patient progress, clinical findings, discharge status				
3	Apply policies & procedures to ensure accuracy of health data				
4	Verify timeliness, completeness, accuracy, and appropriateness of data & data sources for patient care, management, billing reports, registries and/or databases				
5	Monitor & apply organization-wide record documentation guidelines				
6	Apply Policies & Procedures to ensure organizational compliance with regulations and standards				
7	Maintain accuracy & completeness of record as defined by organizational policy & external regulations & standards				
8	Assist in preparing the organization for accreditation, licensing, and/or certification surveys				
9	Use & maintain electronic applications and work processes to support clinical classification and coding				
10	Apply diagnosis & procedure codes according to current nomenclature				
11	Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, for example.				
12	Adheres to current regulations and established guidelines in code assignment				
13	Validate coding accuracy using clinical information found in record				

14	Use & maintain applications and processes to support other clinical classification and nomenclature systems (DSM IV, SNOMED-CT)				
15	Apply policies & procedures for clinical data use in reimbursement and prospective payment systems (PPS) in healthcare delivery				
		Meets Standard (no difficulty) 5	Partially Meets standard (minimal difficulty) 3	Does Not Meet Standard (great difficulty) 1	N/A (to PPE site)
16	Apply policies & procedures to comply with changing regulations among payment systems of healthcare services (Medicare/Medicaid/managed care, for example)				
17	Support accurate billing through coding, chargemaster, claims management, bill reconciliation processes (Revenue Cycle)				
18	Compile patient data and perform quality reviews to validate code assignment and compliance with reporting requirements, such as OPPS				
19	Ensure accuracy of diagnostic/procedural groupings such as MSDRG and APC				
	Domain II. Health Statistics, Biomedical Research, and Quality Management				
20	Collect, maintain, report data for clinical indices/databases/registries for specific organization needs such as research and disease registries				
21	Collect, organize, and present data for QM, UM, RM, and other related studies				
22	Comprehend basic descriptive, institutional, and healthcare vital statistics				
23	Abstract and report data for facility-wide quality management and performance improvement programs				
24	Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare				
	Domain III. Health Services Organization & Delivery				
25	Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from national, state, local and facility level				
26	Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their needs				
27	Adhere to legal & regulatory requirements related to health information infrastructure				
28	Apply policies & procedures for access and disclosure of PHI				
29	Release patient-specific data to authorized users				
30	Maintain user access logs/systems to track access to and disclosure of identifiable patient data				
31	Apply and promote ethical standards of practice				
	Domain IV. Information Technology & Systems				
32	Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information				

33	Use common software applications such as spreadsheets, databases, word processing, graphics, presentations, emails, upon executing work processes				
34	Use specialized software in HIM completion process such as record tracking, ROI, coding, grouping, registries, billing, quality improvement, and imaging				
		Meets Standard (no difficulty) 5	Partially Meets standard (minimal difficulty) 3	Does Not Meet Standard (great difficulty) 1	N/A (to PPE site)
35	Apply policies & procedures to the use of networks, intranet & internet applications to facilitate EHR, PHR, public health, and other administrative applications				
36	Participate in planning, design, selection, implementation, integration, testing, evaluation, and support of EHR systems				
37	Apply knowledge of database architecture and design (such as data dictionary) to meet departmental needs				
38	Use appropriate electronic or imaging technology for data/record storage				
39	Query & generate reports to facilitate information retrieval using appropriate software				
40	Apply retention & destruction policies for health information				
41	Apply confidentiality; and security measures to protect electronic health information				
42	Protect data integrity and validity using software or hardware technology				
43	Apply departmental & organizational data and information systems security policies				
44	Use and summarize data compiled from audit trails and data quality monitoring programs				
	Domain V. Organizational Resources				
45	Apply the fundamentals of team leadership				
46	Participate in and work in teams and committees (indicate committees attended)				
47	Conduct orientation and training programs				
48	Monitor and report staffing levels and productivity standards for health information functions				
49	Use tools and techniques to monitor, report, and improve processes				
50	Comply with local, state, and federal labor regulations				
51	Make recommendations for items to include in budgets and contracts				
52	Monitor and order supplies needed for work processes				
53	Monitor coding and revenue cycle processes				
54	Recommend cost-savings and efficient means of achieving work processes and goals				
55	Contribute to work plans, policies, procedures, and resource requisitions in relation to job functions				

Please provide, at a minimum, two examples to the student for developing their HIT competencies and HIT professional attributes:

Please give an example of an area the student performs best in and seems to be most interested in, and an example of their weakest area?

Please provide your comments on student's overall performance, attitude, professionalism, use of soft skills, and ability to demonstrate teamwork and assistance within your organization:

PPE Supervisor Signature: _____ **Date:** _____
Student Signature: _____ **Date:** _____

HIT Program Director: _____ Date: _____
Student Signature: _____ Date: _____
<i>Note: Students will also sign evaluation at Rend Lake College when reviewing with HIT Program Director.</i>

Revised: April 2018