



# **Health Information Management Program Student Handbook**

**Including Professional Practice Experience  
Policies & Procedures**



The health information management accreditor of East Central College is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for associate in applied science degree in health information management has been reaffirmed through. All inquiries about the program's accreditation status should be directed by 2024-2025 mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).

**Health Information Management Student Handbook**  
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# East Central College (ECC)

## Mission Statement

Empowering students and enriching communities through education.

## Vision Statement

East Central College will be a leader in higher education, inspiring academic excellence and driving community development.

## Values

East Central College is committed to the highest ethical and professional standards of conduct. Employees and constituents recognize that the College is held in trust for the community. The college is committed to the following:

- **Integrity** – We commit to building trust through open, honest communication and transparent decision making.
- **Diversity** – We value diverse identities and perspectives, and are committed to fostering an inclusive community that embraces our differences as essential for success.
- **Learning** – We energize our community through continuous personal and intellectual growth, curiosity, innovation, and adaptation.
- **Service** – We strengthen our region through responsible citizenship and environmental stewardship.
- **Empowerment** – We equip our students and employees with the resources and tools needed to be successful, resilient and courageous leaders in a changing world.
- **Collaboration** – We rely on teamwork to accomplish our common goals.

## Purposes

East Central College will fulfill its mission by:

- Providing associate degree programs and coursework to prepare students for transfer to baccalaureate institutions.
- Providing associate degree and certificate programs to prepare students with career skills to enter or advance in the workforce.
- Preparing students in core academic areas for success in college-level studies.
- Surrounding its academic programs with supplemental learning opportunities and support.
- Creating a safe learning environment that is student-centered and effective in its delivery of services.
- Providing the resources and support needed to meet students' educational and personal goals.
- Enhancing campus life through extracurricular activities and community events.
- Providing business and industry services and training in support of regional economic development.
- Offering continuing education, professional certification, and personal enrichment opportunities.
- Being a center of cultural activities, providing enrichment to the community.

## **HIM Program Overview**

Welcome to the Health Information Management Program! We look forward to meeting with you regularly and working with you. You are probably wondering about the program you have chosen. For information about the profession, a good website is:

<http://www.ahima.org/careers>. The following information may answer some of your questions about the program itself. You are welcome to contact the faculty and staff with any questions, comments or concerns. This document is designed to provide you with information about the program and is subject to change.

### The HIM Department

The Health Information Management Program is composed of the following personnel:

#### *Full-time Faculty*

- Program Director - Kim Daman-Scheel, BSN/RN, RHIA, CCS, CDIP

Kim Daman-Scheel is the Program Director and Instructor for several of the fully online classes. She has a BS in medical record administration and a BS in nursing. Mrs. Daman-Scheel has more than 25 years' experience in health information management specializing in coding, denials, and revenue cycle. She has worked in local area hospitals, remotely for out of state hospitals and for healthcare vendors. She has volunteered over the years for the local eastern Missouri Health Information Association (eMHIMA). Mrs. Daman-Scheel belongs to American Health Information Management Association (AHIMA), Missouri Health Information Management Association (MOHIMA), eMHIMA and Accredited Certified Documentation Specialists Association (ACDIS). Volunteered on the HIM Advisory Board for St. Charles Community College 2019-2020.

Contact information for Kim Daman-Scheel

- Office HH #306B
  - 636-584-6662
- Professor - Nanette Sayles, EdD, RHIA, CCS, CDIP, CHDA, CHPS, CPHI, CPHIMS, FAHIMA

Dr. Sayles is a Professor of Health Information Management (HIM) at East Central College. She has been the interim HIM program director and who currently teaches many of the fully online classes. She has a BS in medical record administration, an MS in health information management, a master's degree in public administration, and a Doctor of Education in adult education. Dr. Sayles has more than 10 years of experience as a health information management practitioner with experience in hospitals, consulting firm, and a computer vendor. She was the 2005 American Health Information Management Association Triumph Educator award recipient. She has held numerous

volunteer roles for the American Health Information Management Association (AHIMA), the Georgia Health Information Management Association (GHIMA), the Alabama Association of Health Information Management (AAHIM), Middle Georgia Health Information Management Association (MGHIMA), and Birmingham Regional Health Information Management Association (BRHIMA). These positions include: AHIMA Educational Strategies Committee, AHIMA co-chair RHIA Workgroup, GHIMA director, and president of MGHIMA. Dr. Sayles is the author of *Professional Review Guide for CHP, CHS, and CHPS Examinations* and *Case Studies for Health Information Management*. She is an editor for two chapters in the PRG Professional Review Guide for the RHIA and RHIT examinations. Dr. Sayles is a volume editor for the Health Information Management Technology: An Applied Approach text book.

Dr. Sayles works remotely from her home in Georgia and therefore does not have an office on campus.

Contact information for Dr. Nanette Sayles

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- *Staff*
  - Nursing & Allied Health Program Assistant – Julie Beck
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## **HIM Program Mission**

To provide the opportunity for students to develop skills and abilities that will allow them to become competent Health Information Professionals and managers with entry-level skills and the resources needed to acquire, analyze, maintain, and report accurate and complete health information. In addition, the program provides an environment for lifelong learning

## **HIM Program Vision**

By preparing students to enter a career in HIM, the program will connect education to industry and to the community.

## **HIM Program Philosophy**

In order to achieve its mission, the program has several underlying philosophies to support its purpose.

When you complete your course of study you will have just begun your development as a professional. You will continue to learn throughout your career. Because lifelong learning is so

essential to success in the quickly changing environment in which we live, you will be expected to be responsible for a very large part of your own education. The faculty merely provides opportunities and direction. This may be very different from educational experiences you have had in the past. We will help you acquire skills for analyzing and synthesizing information and using this information to solve problems.

Total quality improvement or continuous quality improvement involves a management philosophy different from the traditional styles you have experienced before. The organization or work unit is viewed as a system. Managers are facilitators and strive to remove obstacles that prevent workers from doing the best job possible. These managers know that the workers know best what to do and how to do it. Problems mostly occur with the systems, not with the people doing the job. Given the proper tools and information, workers can achieve quality. People who are successful must have a good knowledge of the systems in which they plan to work, have the tools to analyze those systems, and truly believe that people who work in those systems want to do the best job possible. The fact that so much is expected of workers means that new professionals entering the job market must have the necessary skills in communication, analysis, and problem solving to function at the level expected in this total quality improvement environment. Our commitment to this philosophy results in several unique educational experiences.

- Once you have successfully completed prerequisite courses, you will be expected to be able to apply the information you learned while taking the prerequisites to discussions and projects in your other classes. This synthesis of information will be necessary as you progress through the curriculum. Successful completion of courses will depend upon your ability to take information gathered from many sources and use it in a new situation.
- Your general education courses and support courses will develop your HIM skills in anatomy & physiology, digital & technical computer literacy, database structure, basic human disease, introduction to pharmacology and medical terminology. You will need these skills throughout the curriculum and throughout your professional career.
- You will be given written and oral assignments; you will be expected to develop and display excellent communications skills.
- There will be group activities and projects to help you develop skills in group processes and working with a team. Teams are made up of many diverse people and you will have the opportunity to value each of them for the strengths they bring to a group.
- This program is integrated with other programs offered at East Central College. This type of delivery of courses conserves scarce resources, but it also gives you many opportunities to value the experiences of others.

During your first year of coursework, you will be expected to join the American Health Information Management Association (AHIMA) for a small fee, which is the national professional organization for Health Information Managers and Information Technologists. This is the first step in developing your professional growth as a technician or a manager. By joining the AHIMA, you will receive a free subscription to the *Journal of AHIMA*, which is a monthly AHIMA publication that contains numerous educational articles to assist you in learning about your profession now and after graduation. As an AHIMA member, you are also a member of MOHIMA in the state of Missouri. To join, go to <http://www.ahima.org/membership>.

- In addition, students are encouraged to join the Eastern Missouri Health Information Management Association, no fee, which is a regional association whose mission is to promote the HIM profession. To join, go to <https://www.mohima.org/regions/eastern-emhima/>
- We encourage all of you who can to attend the annual meeting of the regional, state and national Health Information Management Association conferences held throughout each year. These associations provide many opportunities for networking with your future colleagues. Many jobs and career advances are found through such networking.
- A positive outlook is best for any professional and is a requirement for those who aspire to be leaders in this profession. See opportunities, not problems. Find the best in another individual or situation instead of focusing on what you don't like. A negative view of life takes a lot of time and energy better spent doing something, like achieving your goals or enjoying your educational and professional successes.

## HIM Program Curricula

### Institutional Student Learning Outcomes (ISLO)

Institutional Student Learning Outcomes (ISLOs) include general skills, knowledge, or applications which students are expected to demonstrate after completing a program of study. The goal of assessing ISLOs is to help improve our courses, curriculum, student success, instruction and/or services. The ongoing process of student outcomes assessment also serves as evidence for institutional planning, resource allocation, and staff and faculty development.

- Critical Thinking – *Students will be able to integrate knowledge for creating solutions to novel challenges.*
- Communication – *Students will be able to effectively express ideas and exchange knowledge in multiple ways.*
- Social Responsibility – *Students will demonstrate an understanding of social responsibility.*
- Personal and Professional Development – *Students will take responsibility for their personal and professional development.*

An ISLO is assigned to each course in the HIM program and is attached to a specific assignment in the course.

### Course of Study

The Health Information Management Program offers an Associate of Applied Science Degree. Our program is fully CAHIIM Accredited. Graduates are eligible to sit for the national exam for certification as a Registered Health Information Technician (RHIT). The RHIT exam is incorporated into the final semester of study. This RHIT certification and credential is granted by the American Health Information Management Association. In addition, we offer a Certificate of Achievement in Health Information Management and a Certificate of Specialization in Healthcare Security. Those earning the Certificate of Achievement or Certificate of Specialization in HIM are not eligible to sit for the RHIT exam.

### Professional Practice Experience (PPE)

The course of study includes a combination of theoretical and practical instruction integrated with supervised PPE practice. During the period of PPE, the student is given the opportunity to correlate the information learned in the virtual classroom with actual hands-on and/or job shadowing learning experiences.

To be eligible to enroll in a PPE, students must have completed all prerequisite coursework. See ECC course catalog. In addition to prerequisite coursework, a PPE packet which includes a successful background check in Missouri (all out of state students will be required to apply for a background check in their own state at their own expense), drug screening (Negative results for all drugs included in screening), proof of required immunizations, signed confidentiality statements, liability insurance and any other administrative requirements must be completed prior to enrollment in a PPE.

Random drug screens may be taken, if indicated. If there is any question regarding the validity of an immunization document, the student will be required to have a blood titer drawn at their own expense. Individual facilities may have additional requirements. Students who do not have a clean background check should meet with the director as soon as possible. If the student's background status changes, the student must contact the director immediately to discuss options. Students must meet all requirements AND have permission of the Program Director and/or HIM Advisor to register for a PPE course. Failure to meet these requirements will result in the inability to enroll in a PPE and will prevent successful completion the HIM program. Prior to the start of the Fall semester, students enrolled in the PPE course will be required to attend the mandatory orientation held in the evening on the Union campus or attend virtually via webcam.

PPEs are offered **during the day Monday-Friday** based on the availability of the healthcare organization. Students must be present when the HIM department staff are available. Students may request a specific day, or facility, but due to healthcare facility availability the requests may or may not be honored. The days and dates scheduled are subject to change and spread over a minimum of 40 hours on site(s). There is an addition 50 hours of virtual activities. The PPE course will require students to travel at their own expense to various clinical sites.



Students will need to make arrangements to take off work the day(s) when they are scheduled at the PPE sites. All out of state students will be required to assist the Program Director in securing PPE site(s) in their state.

## **HIM Program Format**

The HIM program is online apart from professional practice experiences (PPE) where you have to go to one or more healthcare organizations. HIM prefix courses are only offered online. General education and support courses may be offered online and/or face-to-face. This does not mean that you never have to go to campus. You may have to go to campus to register, secure online testing, PPE orientation or for other purposes.

### Distance Education - Internet Courses and Technology Requirements

Technology that will be utilized in the online classroom/labs or that the students will need to purchase

1. Email access
2. High speed Internet access
3. Microsoft Office (MS Word, Excel, Access, Power Point) Note that all work requiring a word processor MUST be completed using Microsoft WORD. Documents created with Microsoft Works and/or Word Perfect will only be accepted if saved in .docx format. All campus computers are loaded with this software.
4. Web cam with microphone to be utilized during the Zoom virtual meetings.
5. Virtual Lab access
6. Other as per syllabus

WEB/HYBRID NOTE: Students enrolling in web or hybrid courses must meet the Comp I ready prerequisite by the results of placement testing or with a minimum grade of C on the appropriate course.

Because HIM courses are offered online, students are expected to meet deadlines even if the campus is closed due to inclement weather. If you are unable to meet a deadline due to Internet or power outages, please contact your instructor for an extension. Your safety comes first.

The ECC Falcon student email will be the official source of communication for Program related information.

ECC online courses utilize Canvas as the online Learning Management System. Canvas Conversations (internal course email)-will be the official source of communication within individual courses. To be successful, it is recommended that students log onto Canvas a minimum of once per day/course. Faculty will correspond with students via Canvas Conversations for course related information and updates.

### Canvas

All HIM Canvas courses will include a link to Zoom virtual meetings as indicated in the course syllabus/calendar. There is no cost to students associated when accessing the link in Canvas. Each course may have one or more periodic synchronous Zoom virtual meeting sessions. Students need access to high-speed Internet and will be required to have a web cam and microphone for use during Zoom (or other system) synchronous meetings on selected dates and times. Time and day listed does not constitute a course conflict as students may view recorded sessions if live attendance is not possible. The first Zoom (or other system) session may be held during the first week of the semester. Remaining course work to be completed asynchronously, online, as instructed. Orientation via each Canvas course as a recorded Zoom session (or other system).

### Virtual Lab

The HIM Program faculty will utilize the AHIMA Virtual Lab (VLab) gateway to incorporate learning activities into their online courses to meet a variety of course objectives. The Vlab provide students access to a number of information systems that are used by healthcare organizations across the country. The Vlab gives students valuable experience with these applications.

To access the Vlab, students must purchase a license from the ECC bookstore and through the AHIMA website. This license is good for 365 days. **Do not redeem the VLab code until instructed to do so by your faculty member as that starts you 365-day clock!**

## **HIM Program Policies and Procedures**

### HIM Admission Process

- Student's (and student transfers) maintain an overall grade point average of 2.0 or greater on a 4-point scale. Student's must maintain this level of performance throughout the HIM program. It is the student's responsibility to take the necessary steps to raise their overall GPA to meet program requirements.
- The students must watch the HIM orientation video on the ECC HIM webpage.
- The student must have the understanding of English 101.

### Late Work/Extra Credit

The HIM faculty does not regularly offer extra credit in HIM courses. Extra credit and acceptance of late work are at the discretion of the faculty and are not guaranteed. HIM faculty believe as part of our role as faculty to train HIM professionals. As a professional, we are expected to meet deadlines.

### Grade Requirements

Students taking HIM coursework, including general education requirements and program electives, must earn at least a grade of "C" in all HIM program requirements for the AAS degree

and Certificate of Achievement. One exception, students must earn at least a grade of “B” in the HIM Capstone course.

#### Academic Performance

If a student has failed an HIM program course or general education course **three** times the student will be dismissed from the HIM program.

#### Academic Transfer and Testing Out

Any student transferring into the program with HIM transfer credits will be evaluated on a case-by-case basis. The decision of the Program Director is final.

The HIM program will allow students to test out an HIM course by passing a final examination with a grade of C or better. There is a fee that must be paid to the college. The AHIMA CCS credential will provide proof of competency for the ICD and CPT courses.

### **Professional Definition and Code of Ethics**

The health information management professional collects, analyzes, and manages the information that steers the healthcare industry. In performing these tasks, the professional must abide by a set of ethical principles to safeguard the public and to contribute within the scope of the profession to quality and efficiency in healthcare. The AHIMA Code of Ethics can be found at <http://library.ahima.org/doc?oid=105098#.XpdY30BFzIU> Student Service Work Policy.

#### Student Service Work Policy

All faculty, students and other personnel furnished by the college to PPE sites for the professional portion of the curriculum are to be considered independent contractors with respect to the facility. All faculty, students and other personnel shall employ their own means and methods and exercise their own professional judgement in the performance of any services or activities at the facility. It should be understood that no faculty member, student or other person furnished, employed, or selected by the college will for any reason be deemed to be an employee, agent, or apparent agent, or servant or borrowed servant of the facility, and that faculty members and students shall instead be considered the employees or agents of the college. Students are not to be substituted for regular staff and are not to take the responsibility or the place of qualified staff.

#### Online Conduct and Behavior & PPE Conduct and Behavior

Any discriminatory, derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred face to face in the classroom. If you have concerns about something that has been said, please contact your instructor immediately.

Student conduct in any online classroom or PPE should adhere to the East Central

College Student Conduct Policy and the Academic Honor Code. Online classroom or PPE misconduct which may lead to your removal from the class includes, but is not limited to, forgery or misrepresentation of class attendance, obstruction, disruption or interruption of teaching, failure to turn off a cell phone which disrupts teaching, playing games or otherwise misusing a laptop or desktop computer during class time, any physical abuse or safety threat directed toward faculty, staff or other students, theft, property damage, disruptive, lewd or obscene conduct, abuse or misuse of computer time, repeated failure to attend class as required, repeated failure to participate or respond in class as required and any flagrant or disrespectful actions or words directed to the faculty, staff or other students.

### **Artificial Intelligence (AI) Use Policy**

AI-generated work (text, code, images, videos, etc.) without proper citation is not accepted at ECC as “the student’s own work.” The use of such materials without proper attribution is a violation of ECC’s Academic Honor Code policy.

- In this program, no content generated by an AI generation tool (such as ChatGPT) is acceptable. Any use of AI content-generation software without attribution will be treated as a violation of ECC’s Academic Honor Code.

In addition, students will behave in a highly professional manner at all times. You are representing ECC during your PPE’s and you are making an impression with possible future employers. Each student will sign a conduct/appearance/professionalism acknowledgement prior to the first visit to a PPE site. The people you meet on these visits are future colleagues and potential employers. Impressions are made from your first visit that will go with you throughout your career. Remember, you never get a second chance to make a good first impression!

Faculty may request your removal from class/PPE for any such misconduct or excessive absences. The instructor may then report a grade of record for such class as indicated within the course syllabus; the grade of record for the course is at the sole discretion of the faculty member. East Central College supports intellectual inquiry and diversity and respects the rights of students to academic freedom. Students with concerns regarding the quality of instruction in the HIM courses may direct those concerns to the appropriate Dean of Career & Technical Education, or the Vice President of Academic Affairs or the Vice President of Student Development. Further, all students may use the electronic course and faculty evaluation tools to submit an evaluation of an instructor and a course.

### ECC Code of Conduct

Students will be expected to follow the Student Code of Conduct that is outlined in the ECC Student Handbook.

- **Use of Marijuana on Campus - Prohibited**
- Effective 12/8/2022, recreational use of marijuana is legal in Missouri, however; the possession or use of marijuana on the East Central College campus **remains prohibited**. Although state law has changed, marijuana is

still classified as a Schedule 1 drug by the federal government. East Central College complies with the requirements of the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, which are referenced in this policy:

- [5.16 Drug and Alcohol-Free Workplace - Board Policies - East Central College](#)
- *The change that goes into effect elsewhere in Missouri generally applies to settings not under the control of these federal laws.*

*\*In addition, all ECC PPE Students will be expected to adhere to the following AHIMA Student Guide (below).*

#### **STUDENT INFORMATION, POLICIES, AND RESPONSIBILITIES:**

##### ***AHIMA Student Guide***

***Version V: January 2017 adapted to create the following for this ECC HIM Student Handbook***

<http://www.ahima.org/ppe>

*The PPE is designed to provide students with practical work experience in the HIM competencies and domains that focus on skill building and practical application of theory. Students are also required to experience a field-based practicum, the nature, location, and time in the field is outlined by their HIM program.*

### **Preparing for the PPE**

#### Preparation

The project(s) assigned to the student may vary from site to site. It is the responsibility of the student to ensure that they possess the appropriate skills and technical ability to complete any required assignments/projects. Students are encouraged to “brush up” their skills in Excel, Access, Word, and prior theoretical knowledge prior to arrival. If appropriate, past instructional materials will be beneficial to the student in completing on site assignments.

#### Communication with the site mentor host

ECC determines the method of setting up the PPE and making initial contact. Students should ensure they are acting on the advice of their program director or clinical coordinator.

The school program will arrange the site and the student will be provided with the contact information of the person at that site. The student may use this PPE as an opportunity to share their resume and cover letter. The student should verify any instructions such as reporting location, parking, and requirements during the mandatory orientation provided by the school coordinator.

In situations, such as out-of-state students, the student is responsible for assisting the program director in arranging their placement(s). The student should work with their school coordinator for suggestions and exchange of contact information (in accordance with the school policy). The student should then contact the site by either e-mail or by phone, as appropriate.

### Appearance

ECC HIM students are required to dress professionally following the recommendations below while attending all PPE's.

- Students should practice professionalism by presenting a professional appearance.
- Students should adhere to the facility's dress code. Dress in suitable attire in accordance with the PPE site's dress code. Example of professional attire, women should wear blouses and skirts, dresses, or dress slacks with hose or socks. Men should wear dress shirts, ties, and dress slacks with socks. No jeans, shorts, sneakers, sandals or t-shirts. Avoid extremes in jewelry, hairstyles, body piercing, tattoos, and make-up. No visible tattoos or piercings. Visible tattoos must be covered, and visible piercings must be removed from face and mouth.
- Students are working in close proximity with professional staff, and as such must be aware of their personal hygiene. Issues such as the use of strong perfumes/colognes, tobacco odors, and deodorant issues must be considered.
- Students should wear their identification badge at all times in accordance with facility and/or school policy.
- If there are questions regarding proper attire and appearance, students should discuss them with the academic program director or site manager.

### Student Responsibilities

ECC students have several responsibilities to consider as part of the PPE. The specific responsibilities will depend in some situations; individual sites will have unique and specific additional requirements.

- ECC students may incur expenses during the PPE. The expenses are the student's responsibility and may include housing, travel, parking, and meals in addition to tuition and course fees.
- ECC students will be required to provide evidence of good health.
- ECC students will be required to undergo and pass a criminal background check.
- ECC students will be required to undergo and pass drug screening.
- ECC students will be required to complete Health Insurance Portability and Accountability Act (HIPAA) training and testing, as well as any other organizational orientation training.
- ECC students will be required to complete confidentiality attestations.

### **Expectations On-site**

### Attendance

Absenteeism and tardiness are considered unprofessional and undesirable traits. While there may be times when a student may be absent due to illness or other valid reasons, it is the student's responsibility to make up the time, per the school policy and at the discretion of the site.

If a student is unable to work on a specified day, it is his or her responsibility to notify and set up arrangements to make up the missed time with either his or her PPE site manager and academic PPE coordinator. The student should act in accordance with institutional policy regarding tardiness and absences at all times.

Although every effort should be made to arrive at the site on time, if a student is running late, he or she must contact the PPE site manager and give him or her an estimated arrival time. A student should not ask to leave early. Students are expected to complete a certain number of hours in the field to fulfill the PPE experience. If departing early, be sure the arrangement is agreed to by the PPE site manager, and that a later visit is arranged to make up missed hours. Should the site suggest early departure due to lack of activities, make suggestion such as reviewing department policies/procedures so as not to lose on site hours. Excessive absenteeism and tardiness will likely adversely affect the student's grade for the PPE course.

### Conduct

ECC students should demonstrate professional conduct throughout the course of the PPE.

- Students should demonstrate initiative by completing activities as assigned, asking appropriate questions for clarification as needed and/or research as necessary from prior educational materials to complete assignments. Students should complete assignments early, asking for additional work rather than waiting for someone to notice.
- There may be times when clinical personnel are unavailable to work with the students. During those times students should use initiative to interview staff, maintain a PPE log of activity, review policy manuals, and complete assigned project work.
- Students may not receive supervision by the department manager/director as these activities may be delegated to other individuals within the department; as such, the student should take direction just as they would with their PPE site supervisor.
- Students should not use cell phones during working hours, including texting. They should make personal calls and texts only at breaks and lunch times. Additionally, the use of other electronic devices and applications is generally considered unprofessional in the PPE setting.
- Web access should be limited to the scope required by the organization and within the assigned project. Students should not surf the web during working hours; this includes checking e-mail, logging into social networking web sites and accessing school learning management systems, unless requested to do so by the site for a specific purpose (i.e., downloading a form or researching a topic).
- Students should demonstrate a professional attitude during any unexpected situations that might occur. They should assist, if possible; otherwise, be a silent observer or remove oneself from the situation. They should remember that much can be learned by observing how other professionals handle difficult situations. Students should utilize professional communication. They should be cognizant of the professional titles used in

the healthcare setting. Medical professionals, patients, and coworkers should be addressed in the appropriate manner at all times (for example, Dr. Jones, Mrs. Smith, or Mr. Johnson). Students should maintain professional relationships at all times and be appreciative of facility personnel at all skill levels and job classifications. As professionals, students are expected to handle minor difficulties that arise on one's own. However, if attempts to solve the situation have been unsuccessful, these matters should be brought to the attention of the PPE site manager and the academic PPE coordinator. Students should avoid gossiping or complaining with site staff and/or other students. If there are issues, they should be discussed with the academic PPE coordinator.

- Students should maintain a daily log of activities accomplished during their PPE in accordance with school instructions. This log should be shared with their site manager periodically to see what has been accomplished, what needs to be completed in the time remaining, and what activities can be added or deleted.
- Ethics and Confidentiality
  - Students are expected to:
    - Adhere to AHIMA's Code of Ethics
    - Adhere to AHIMA's Standards of Ethical Coding
    - Abide by the school's Code of Student Conduct
    - Abide by applicable facility policies and procedures
    - Abide by HIPAA and other regulations, as appropriate.

### **Deliverables**

The student should refer to the course syllabus for instruction regarding grade determination. Regardless of these requirements, students should complete deliverables as if holding a position within the facility. Therefore, all assignments must be professional in appearance and free from errors such as grammar and spelling. Exemplary projects and assignments may be used to inform the site of future needs and/or provide a resource.



### **Thank-you note**

Students are encouraged to send personal, handwritten thank-you notes to their PPE sites. Notes can include highlights from the experience and list things that expanded their HIM understanding. Students should recognize individuals that contributed to their experience. Students should send handwritten personal thank-you notes to specific individuals and share how they contributed to their experience.

### **Post PPE**

A PPE placement is not a guarantee or offer of employment. However, many times students who demonstrate competency and are a good fit for the team receive additional consideration or recommendation when new employment opportunities arise. All individuals who a student interacts with during the PPE have the potential to offer a professional referral or recommendation. Upon conclusion of PPE, students are encouraged to take advantage of networking opportunities with HIM professionals whenever they are available. Attending state association meetings may provide additional opportunities to network with site contacts and their peers. The student may also participate in regional associations that can provide the same opportunities within their local communities. Many times networking through these events provides recent graduates with exposure to potential employers. In addition, students should be cognizant of how social media may reflect their professional image. Professional and personal networking tools should be utilized appropriately.

*Adapted from AHIMA PPE Guide, Version V: January 2017*

### **ECC and HIM Program Attendance and Dismissal Policies and Procedures**

The College is an attendance taking institution. A student failing to meet the ECC attendance policy requirements of a course may be Administratively Withdrawn (WX) which may delay graduation as most classes are only offered once a year. See the individual course syllabi in addition to the ECC Student Handbook Attendance Policy for specifics.

In addition, students may be dismissed from classes or the program because their conduct is disruptive and detracts from other students' ability to learn or is deemed unprofessional. Violations of the ECC &/or HIM program Codes of Conduct may require the student to meet with the VP of Student Services &/or the HIM program director before returning to class/PPE site(s).

Students may be dismissed from the Health Information Management program for a number of reasons including, but not limited to:

- Violating the ECC Academic Honesty policy as outlined in the most current copy of the East Central College Student Handbook.
- Violating any ECC HIM Student Handbook policies and guidelines.
- Incivility or disruptive behavior.
- Students who do not pass an HIM course may be allowed to retake HIM courses twice for a total of three times in order to progress in the program.

- For failure to pass a background check or drug screening when those are performed prior to PPE enrollment.
- For failure to pass a random drug screening when those are performed during any PPE.

Violations of any of the above policies and responsibilities could result in disciplinary action. Depending on the severity of the violation, disciplinary action could be any one or any combination of the following:

- Dismissal from online class/PPE (requires meeting with Program Director prior to a return to online class/PPE).
- Dismissal from online class/PPE and a failing semester grade (F) for this online class/PPE.
- Dismissal from PPE site and a failing grade (F) for this PPE course.
- Dismissal from the Health Information Management Program.

### **Transferability of HIM Courses to ECC**

The program director will review each transfer course individually to determine the appropriateness of transfer credit. In order for HIM courses to be transferred in, the credits must be from a CAHIIM accredited HIM program. HIM courses being considered for transfer into ECC must have been successfully completed within the past five (5) years. The decision of the program director is final.

### **Expected Student Outcome**

The Health Information Professional of the 21<sup>st</sup> century works in a dynamic environment and is subjected to rapid change in responsibilities and technology. In response to this, the American Health Information Management Association strives to ensure that the job analysis for the entry-level health information professional accurately reflects the work-related activities of the entry-level RHIT. It is this job analysis that influences the certification examinations. It was the Council on Certification's decision to delineate the roles and functions of the profession by identifying the tasks from data in the literature and from input from experts in the field. The results of this role delineation are now contained in the test specifications for Registered Health Information Technician. These identified Curriculum Competencies expected of an entry-level RHIT, will be listed in each syllabus as appropriate for that course. The complete Curriculum Competencies can be found at: <https://www.cahiim.org/accreditation/health-information-management/curriculum-requirements>. You will see many of these repeated in different courses. This integration of information throughout the curriculum is a result of the need for you to synthesize information and to see the relationships between functions of a health information center and understand the interdependence of the information in a health care setting. The HIM program will undergo continuous quality improvement activities.