THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND REHABILITATION SCIENCES

HEALTH INFORMATION MANAGEMENT AND SYSTEMS

SCHOOL OF HEALTH AND REHABILITATION SCIENCES

COLLEGE OF MEDICINE

THE OHIO STATE UNIVERSITY

STUDENT HANDBOOK

2023-2024

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For complete information, the HIMS Handbook is to be read in conjunction with the current School of Health and Rehabilitation Sciences (SHRS) handbook. Please see references to SHRS policy numbers throughout this handbook.

OVERVIEW OF PROFESSION

The field of health information management (HIM) focuses on the business aspects of healthcare and health-related services with an emphasis on health information, providing a solid business and information systems background with a broad healthcare foundation. It involves the creation, management, analysis and protection of medical information vital to high-quality patient care. The field of practice assures the availability of healthcare information to facilitate healthcare delivery and decision-making for multiple purposes across diverse healthcare organizations, settings and disciplines. HIM professionals manage the resources, people, operations and systems that utilize information to support the administration, outcomes and evaluation of health services. HIM professionals' roles may be related to areas including operations, data analytics, electronic health records, reimbursement and revenue cycle, finance, clinical documentation, quality and patient safety, privacy and security of health information, education, research, software solutions, and public health.

The Health Information Management & Systems (HIMS) curriculum blends coursework in health administration, business, medicine, and information systems. Lab and professional practical experiences are integrated throughout the curriculum. The content of the curriculum is dynamic and continually changes as technical, social and political forces impact the healthcare environment.

Opportunities for HIM practice are found in numerous settings including hospitals, physician practices, consulting firms, managed care organizations, long term care, physician practices, home health agencies, insurance companies, government agencies, colleges and universities, vendors of health-related products and services including electronic health records (EHRs), data analytics firms, and the information technology industry including technology start-ups and software platform developers. The job titles assumed by health information administrators vary depending on the place of employment.

As a student, and later as a practicing HIM professional, you will need to be flexible and open to growth and change as it occurs in the program and the profession. Upon successful completion of the curriculum, you should be able to perform the roles and functions for an entry-level health information management professional as described by the competencies in **Appendix 1** of this document.

MISSION AND GOALS OF HEALTH INFORMATION MANAGEMENT AND SYSTEMS

MISSION
The mission of Health Information Management and Systems Division is to develop transformative leaders in HIM through innovative education, research, service, and practice.

VISION
To be a global leader in advancing scholarship, education and practice in health information management and systems

STRATEGIC GOALS
- Provide a curriculum that prepares competent health information management practitioners for a wide range of opportunities in the marketplace and cross-trains clinical personnel in health information management

- Recruit, retain and facilitate academic and professional success with a diverse student body

- Foster excellence through strong relationships with alumni and other health information management professionals to continuously improve professional practice experiences and academic offerings.

- Recruit, retain and support the development of faculty who are leaders in the profession

PROFESSIONAL CURRICULUM

ADMISSION TO THE HIMS PROGRAM AND APPROVAL TO BEGIN THE HIMS CURRICULUM
Students admitted to the HIMS program are able to enroll in the professional curriculum upon completion of the required prerequisites. However, the HIMS program reserves the right cancel a student's offer of admission and require reapplication if a student, subsequent to admission, has university disciplinary action taken against them and/or pending criminal proceedings or criminal convictions.

HIMS CURRICULUM
The HIMS curriculum is structured according to a competency-based educational approach. Competencies are the core knowledge, skills, values and attitudes needed to perform specific professional responsibilities according to predetermined standards established by the American Health Information Management Association (AHIMA). AHIMA 2018 competencies (described more fully below) that are relevant to each course are identified in course syllabi and further defined by learning objectives, which are action statements that detail the specific knowledge or skill required of the learner.

Learning objectives based on competencies, performance criteria, and evaluation mechanisms have been developed for each course. A variety of instructional methods are used to facilitate student achievement at an acceptable level of performance for a given competency. If the set level of performance is not met, students may be asked to repeat the activity. Thus, students will know what is expected of them and what they must accomplish to become a competent entry-level practitioner.

The professional curriculum builds on general education and prerequisite coursework and is designed to provide students with knowledge and skills in the following content domains as defined by the **AHIMA 2018 HIM Baccalaureate Degree Curriculum Competencies** (See **Appendix 1**):

Domain 1: Data Structure, Content, and Information Governance

Domain 2: Information Protection: Access, Use, Disclosure, Privacy, and Security

Domain 3: Informatics, Analytics and Data Use

Domain 4: Revenue Management

Domain 5: Health Law & Compliance

Domain 6: Organizational Management & Leadership

The HIMS professional program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), and its curriculum is based on the AHIMA **2018 Accreditation Standards for Health Information Management Baccalaureate Degree Programs.** The **Standards** represent the minimum curricular requirements for an accredited program. The program's curriculum is designed to meet and exceed these standards to ensure that students acquire the knowledge and skills necessary to think critically, solve problems, manage and utilize information, communicate effectively, exhibit effective soft skills, and learn continuously. The HIMS program holds full accreditation status, which it has maintained since it graduated its first class in 1972.

The curriculum has been designed to foster students' ability to assume the roles and functions of an entry-level professional practitioner as described by the 2018 curriculum standards for baccalaureate degree programs and the certification examination content for Registered Health Record Administrators offered by the Commission on Certification for Health Informatics and Information Management (CCHIIM), (see **Appendix 1**)*.*

The instructional strategies used to support student learning and the attainment of the HIMS educational outcomes include lectures, discussions, case studies, web-based instruction, simulations, writing exercises, presentations, public speaking, and structured lab and professional practice experiences in a variety of settings.

ANNUAL STATEWIDE PROFESSIONAL CONFERENCE (OHIO HEALTH INFORMATION MANAGEMENT ASSOCIATION)

You are at the beginning of what we anticipate will be a long and successful career in HIMS. A significant component of professional success is continuing education and networking among colleagues. Each spring, the Ohio Health Information Management Association (OHIMA) sponsors a statewide professional conference. First-year students (juniors) in the HIMS program at The Ohio State University are required to attend 2 of 3 days of this dynamic conference. Faculty will inform students which days they are to attend. Students are responsible to pay for at least one day of conference registration fees, and the program will often pay for the other day. The conference could be virtual or in person. If offered in person, students are expected to attend in person. Requirements for attendance will be provided in one of your courses.

PROFESSIONAL PRACTICE EXPERIENCES (PPE)

Professional practice experiences (PPE) are offered during the professional curriculum beginning the first year in the program (HIMS 3589). These experiences may be related to course lab requirements, simulations, observations, and clinical virtual and onsite experiences. PPE assignments are the exclusive responsibility of the faculty member for the course in which the PPE is offered. Students are responsible for supplying their own travel and covering their own expenses that may be incurred as part of these experiences, such as meals and parking.

During the spring semester of the senior year, the PPE (HIMS 4689) consists of -- at a minimum -- **a six-week, full-time (40-hour week)** management PPE. This PPE may be in person, virtual or hybrid, and scheduled in a hospital or other health-related organization/company located either in Ohio or out of state. Assignment to the affiliation site is the exclusive right of the faculty member for the course in which the PPE is offered. Students are responsible for their own travel, room, board, parking and other expenses incurred as part of the assignment. Every effort will be made by the faculty member to place the student according to their geographical and practice area preference; however, **do not assume you will be assigned to an organization in the Franklin County area as such sites are limited. You must be prepared to travel to whatever site you are assigned.** Consideration is given to placing students in geographic regions where they may have family or friends that can provide housing. **In addition, if a student identifies a site that the school does not already have an established relationship with, the student may be asked to provide a contact person** in order to initiate an agreement. Because it is a lengthy process to establish an affiliation agreement with a new site, placement at a site identified by a student is not guaranteed.

Attendance and punctuality during PPE are mandatory, even if any portion of the PPE is virtual. For example, your preceptor may expect you to be available on Teams or Jabber between certain hours. Good attendance and punctuality are attributes sought by future employers (note that employers often ask about a student's performance in this regard when checking references for employment opportunities). Time missed through absence or tardiness while completing a PPE will need to be made up. The make-up time must be scheduled with the site preceptor and/or course instructor. Make-up time may include evenings, nights, or weekend activities. Circumstances such as taking the RHIA exam or illness are excused absences that only have to be made up if the preceptor requests it. Taking a day off for personal errands, appointments, and trips is not acceptable.

Students will be evaluated by their site preceptors routinely throughout the PPE, and these evaluations will be communicated to the course instructor. Students will also have the opportunity to evaluate their preceptors and the PPE site.

The HIMS 4689 PPE concludes with a senior seminar, where students present the projects they completed. The senior seminar is an important part of the PPE. Missing the senior seminar may cause a delay in graduation, with alternative arrangements to be required at a later date.

Completion of a PPE is required for graduation from the HIMS program. Students who are unable to complete the management PPE (HIMS 4689) requirement during the normal timeframe allotted for the PPE (spring semester of the final year in the program) due to pregnancy, athletic competitions, illness, etc., must complete their PPE during the summer session immediately following spring semester or, if necessary, later in the summer or the following autumn depending on the student's schedule and availability of a PPE site. When this occurs, the student's graduation will be postponed until the PPE is completed. Completion of the PPE at the end of the curriculum aligns with the intent of the program accreditation standards, which is to provide an experience that reinforces didactic instruction and thus follows all coursework that could potentially be incorporated into the PPE. See SHRS Policies 18 and 19 for applicability.

SUGGESTED MINORS AND/OR ELECTIVES

Students interested in enhancing their professional coursework should consider completing one of the following minors: Business, Information Security, Business Analytics, Epidemiology, or Global Public Health. There are many other university-approved minors to choose from as well. The Office of Undergraduate Student Services provides a complete list of minors.

ADVISING, CERTIFICATE OPTIONS, REGISTRATION AND SCHEDULE, EXPENSES AND FINANCIAL ASSISTANCE, PRE-COMMENCEMENT/GRADUATION RECOGNITION

ADVISING

Each student in the program is assigned a faculty advisor and an advisor in the SHRS Office of Student Services. The advisor will assist the student in matters related to the HIMS curriculum such as scheduling, etc. Advisors are available by appointment. The mechanism for meeting will be determined by the circumstances at that time (i.e. Zoom, phone, or in person). Students are encouraged to communicate with their advisor, and keep the advisor informed of any problems that might interfere with their studies. If you have a problem that requires immediate attention and your advisor is unavailable, you may request assistance from another HIMS faculty member. It is important to develop a relationship with your advisor so no problems arise in your efforts toward graduation. Questions regarding General Education (GE) courses should be directed to a counselor in the SHRS Office of Student Services.

POST-BACCALAUREATE CERTIFICATE OPTION

Students who have previously earned a baccalaureate degree must consult with their advisor at the beginning of the Autumn Semester of enrollment in the HIMS program to confirm whether the student is pursuing a second baccalaureate degree (the default status) or a post-baccalaureate certificate of study in health information management. To earn a certificate, one must complete the prerequisites and the professional curriculum. To earn a second baccalaureate degree, one must complete the prerequisites, the professional curriculum, and all **GE requirements**. The decision to pursue either the certificate or second baccalaureate degree should be made prior to enrollment in the HIMS program. However, to switch from one status to the other, the student's advisor must be informed immediately so the proper steps can be followed to make the change.

REGISTRATION AND COURSE SCHEDULE

The university registrar's office will notify students via e-mail when their registration period begins. The SHRS Office of Student Services handles questions concerning registration and add/drop transactions. Program course times and days (in addition to the semester of offering) may change with limited notice. Each semester, the program director will provide students with their required courses for the following semester.

The majority of the program's required courses are offered during daytime hours. However, some late afternoon and evening courses may be offered, so be prepared to plan accordingly for these. For

required courses taken outside the program's control, students may be asked to schedule courses at a specific time and day as designated by the program. Prior notice will be given if this situation arises.

EXPENSES

Students are responsible for certain expenditures that are beyond the stated required university fees for instruction, tuition and housing arrangements. The expenditures include but are not limited to:

- Textbooks (specific textbooks will be required throughout the program), manuals, RHIA exam fee, and course fees
- Immunization expenses including toxicology screening
- Supplies, equipment or software required in specific courses
- Registration, transportation, food and lodging related to meetings, continuing education programs, field trips and/or clinical/management PPE assignments
- Ohio Health Information Management Association and American Health Information Management Association conference registration fees
- Professional association student memberships
- Background check fees

FINANCIAL ASSISTANCE

Any OSU student may be eligible for aid offered through the university's Student Financial Aid Office. In addition to financial aid offered by the University, students may be eligible for scholarships. For more information regarding available scholarships, see **Appendix 4**.

PRE-COMMENCEMENT

Graduating seniors are highly encouraged to attend the SHRS pre-commencement ceremony the day prior to spring commencement. This special event allows each graduate to be recognized individually in front of family, and it provides a final opportunity for the graduating cohort to come together. Details are provided by the SHRS Office of Student Services during the spring semester prior to graduation.

GRADUATION WITH HONORS AND DISTINCTION

HIMS students may graduate with Latinate honors based on grade point average at the conclusion of autumn semester preceding graduation; with honors in Health and Rehabilitation Sciences based on accumulation of points accrued by taking honors courses and engaging in other honors-related activities; and/or with distinction in Health and Rehabilitation Sciences based on successfully proposing, completing and defending a research thesis or project. Minimum GPAs apply to these categories. Students interested in graduating with distinction should begin working with a faculty member autumn semester of their first year (ie, junior year) in the program to identify opportunities.

PROGRAM PROFESSIONAL STANDARDS

ACADEMIC REQUIREMENTS

See SHRS Policy 4. HIMS courses are categorized as follows.

Category 1: Required course in which students must achieve a minimum grade of C- or S or better before progressing in program or other sequential courses.

HIMS 3520	HIMS 5545	HTHRHSC 5500
HIMS 3589	HIMS 5575	HTHRHSC 5510
HIMS 4645	HIMS 5620	HTHRHSC 5900
HIMS 4685	HIMS 5635	
HIMS 4689	HIMS 5650	
HIMS 5535	HIMS 5654	
HIMS 5536	HIMS 5655	
HIMS 5537	HIMS 5656	
HIMS 5540	HIMS 5660	

Category 2: Required course in which a student must achieve a C- or S or better.

HTHRHSC 2500	Anatomy 2300	Economics 2001.01
HIMS 5648	EEOB 2520	Biology 2-course sequence
Math 1148	Statistics 1450	
English 1110	Psychology 1100	
Acct & MIS 2000	Communications 2131	

GRADING SCALE

The grading scale for courses in the HIMS program is as follows, unless otherwise specified in the course syllabus:

A 93-100%	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%
A- 90-92.99%	B 83-86.99%	C 73-76.99%	D 60-66.99%
	B- 80-82.99%	C- 70-72.99%	E Below 60%

A grade lower than C- may require the student to retake the course.

PERFORMANCE CRITERIA

A minimum level of performance for exams, assignments, and other course requirements is specified by each instructor for each professional course. Performance will be evaluated based on the knowledge, skills and/or attitudes displayed through any or all of the following methods:

Examinations
Assignments/projects (papers, case studies, simulations, presentations, etc.)
Class attendance and participation
Instructor discretion

Any or all of the above items will be used to arrive at a composite score/final grade.

See SHRS Policy 3 for overall academic performance/GPA requirements.

EVALUATION

EXAMINATIONS

The course instructor will set a minimum level of performance on an examination. Failure to achieve the level of performance set for the exam MAY require that an exam or other equivalent evaluation covering the same content area and objectives be completed. The method of equivalent evaluation, timing, and maximum score to be awarded is at the discretion of the instructor of the course. It is the student's responsibility to schedule an appointment with the instructor to address this situation as soon as possible. If the exam is not rescheduled in the time frame allowed by the instructor, the instructor reserves the right to refuse a retest. Because cumulative knowledge of HIMS course material is key to professional success, failure to achieve a C- or better on a final exam MAY result in failure of a course. Failing a course may prevent a student from progressing in a given course or in the program. Examinations are the property of the HIMS program; it is within the instructor's discretion not to allow students to keep copies of exams.

ASSIGNMENTS AND PROJECTS

The course instructor will set a minimum level of performance on all assignments and/or projects. The expected minimum level for assignments and projects may vary due to the nature of the course. Failure to achieve a stated performance level may necessitate that the assignment and/or project be completed again. The due date for the second submission will be at the instructor's discretion.

It is the student's responsibility to schedule an appointment with the instructor as soon as possible to address situations of this nature. If the assignment and/or project is not rescheduled in the time frame allowed by the instructor, the instructor reserves the right to refuse to grade any resubmission. Scores for assignments and/or projects completed again after the initial attempt, and a maximum score determination, will be at the course instructor's discretion. Failure to achieve the specified performance level for each component may prevent the student from progressing in a given course or in the program. All coursework is to be completed on time. Instructors have discretion to reduce the points awarded based on each day the work is late.

All assignments and projects must be neat, organized logically, proofread for spelling errors, and typed unless otherwise instructed. Proper grammar, punctuation and style are required. Bibliographies and/or references must be reported using the referencing style of the American Psychological Association (APA) format or the Chicago Manual of Style (which is followed by the Journal of the American Health Information Management Association), or in the style specified by the instructor in the syllabus.

PROFESSIONIAL AND ETHICAL BEHAVIOR

It is extremely important that, in addition to this section, you read the corresponding section of the SHRS Handbook (see SHRS Policies 1 and 6). Professional behavior, conduct, competence, or interpersonal skills that are judged unsatisfactory either in the classroom or in professional practice settings may lead to program action including warning, probation or disenrollment.

The Health Information Management & Systems (HIMS) program at The Ohio State University is the training ground for your future as a HIMS professional. ***Professionalism*** and ***ethical behaviors*** are key components of your enrollment. Upon entry into this program, it is imperative that you begin to think of yourself as a professional. With that role come **professional responsibilities.** For example, there are a wide range of communications styles given multiple social media platforms. In HIM, verbal communication and adherence to professional communication is key to success. Because of this, the use of swear words and communication that can be construed as adversarial are not professional. Students must be mindful of all posts on social media and adhere to university, HRS, and HIMS standards of conduct.

The healthcare community and the HIMS community, in particular, are small and individuals are closely connected professionally. Because individuals are remembered largely by their behaviors, positive behaviors that you exhibit while enrolled in the program will follow you into the workforce and enhance your career prospects as a HIMS professional. Conversely, negative behaviors will also be remembered and will diminish your career prospects.

Faculty members know and maintain connections with practitioners in the field, who recall excellent student performances and ethical behaviors as well as poor and unethical behaviors when they give references or speak to colleagues about your qualifications as a potential job candidate. Further, your classmates will someday be your professional colleagues; they may professionally benefit you or be a detriment to you based on your present behaviors. It is in your best interest not to damage relationships with faculty members or classmates through discourteous or unethical behaviors. Your actions impact your personal reputation today and in the future, as well as the reputation of the program and the profession in general.

We, as faculty, emphasize this information because we want you to have a long and very successful career*.* With this in mind we have highlighted the following key areas of professional behavior and academic integrity that are important to your being a successful student in the program and a successful HIM professional.

CLASS ENGAGEMENT

PARTICIPATION

The exchange of thoughts and ideas is important to analytical learning in the HIMS program. You are expected to constructively interact with your classmates and instructors, and to respectfully participate in classroom dialogue.

ATTENDANCE.

Just as regular attendance at your future job is mandatory for success, attendance is required for classes and PPEs in the HIMS program. The courses offered in the program contain content that directly builds the knowledge and skills needed by future HIM professionals. Thus, frequent absences will interfere with your ability to become a knowledgeable professional.

Because attendance is so important, the following process must be followed if you must miss a class. <u>Prior to class</u>, send an e-mail message to the instructor indicating why you will be missing class. It is your responsibility to obtain any information that you missed. Field trips or other planned activities that are missed will be rescheduled or another activity will be assigned, at the instructor's discretion. If you are absent for a scheduled exam, you must arrange to take the exam prior to the next class meeting. Each absence may automatically result in a deduction in your course grade unless the absence is due to a death in the family or severe illness. Chronic absenteeism may result in disenrollment from the HIMS program.

TIMELINESS

Timeliness is a component of professionalism. Coming to classes and PPEs on time is absolutely essential. Tardiness, especially on a consistent basis, displays a lack of respect for others. Instructors reserve the right to deduct points for tardiness. Chronic tardiness may result in disenrollment from the HIMS program.

SLEEPING

Sleeping in class may be considered an absence and result in a reduction of the final grade. Please be present in both body and mind

OTHER CLASS POLICIES

Observe other classroom policies as indicated in course syllabi.

PROFESSIONAL BEHAVIOR

CONSIDERATE BEHAVIOR

Good interpersonal skills are vital for professional success. You must be respectful of the thoughts and opinions of others even though you might disagree. Courtesy toward your instructors, classmates, and PPE site preceptors is expected. Behaviors such as carrying on conversations, laughing, and engaging in other activities (including texting, Facebooking, instant messaging, surfing the Internet, etc.) while the instructor or a classmate is speaking are distracting and disrespectful. They are inappropriate in the classroom and PPE settings.

PROFESSIONAL APPAREL AND APPEARANCE

See SHRS Policy 10. Appropriate dress is required at all PPEs and site visits. During PPEs we will default to the dress code of the site. Please use good taste when dressing for class. In addition, your instructor may require business casual attire during presentations.

PROFESSIONAL WORK PRODUCTS

SUBMISSION OF MATERIALS

Your work is a reflection of you. Therefore, it is extremely important to present your work in an organized and timely manner. The instructor reserves the right to deduct points for materials submitted inappropriately, not in a timely manner, or not in the format or manner stated.

WRITING

The ability to communicate effectively is a key component of professionalism. Therefore, it is important to prepare reports with proper sentence structure, correct spelling, proper grammar, logical flow of thought, and directly addressing the specific issue to be addressed. Professionally prepared reports are necessary both for submission to a supervisor and for courses taken in the HIMS professional program. To assist in preparing your written assignments, criteria are offered as a guide to what constitutes excellent written work versus average to unacceptable work. Instructors will use the criteria in **Appendix 2** or rubrics specific to their courses to grade written assignments.

APPROPRIATE USE OF ELECTRONICS

CELL PHONES AND OTHER MOBILE ELECTRONIC DEVICES

The world is wired and we all rely on mobile communication devices. **However, instructors have the discretion to limit or prohibit any of these devices**. Unless they are directly related to the course (ie, taking notes, reviewing class supporting documents, accessing Carmen), it is inappropriate for these devices to be used and/or in sight. This applies while you are in class, in a PPE, and/or attending conferences/seminars, and is out of respect for others. Talking on a cell phone, texting, instant messaging, surfing the Internet, or possessing a ringing cell phone during class time may result in reduction in your grade or other consequences. As a student in a professional program, you need to *be here now,* both physically and mentally.

NETIQUETTE

Considerate behavior extends to electronic communications. Be aware of word choice, grammar and punctuation, and the recipient of your message when communicating electronically. For appropriateness related to social networking, see SHRS Policy 7.

HIMS POLICY ON USE OF ZOOM AND COVID ZOOM PROTOCOL

The HIMS program is an in-person program with in-person designated courses. As such, instructors are required by university rules to offer a certain percentage of class sessions in-person for in-person courses.

Only the instructor will determine when an individual class session will be offered to all students via Zoom. Do not ask an instructor to convert a class session to Zoom.
The instructor will determine whether an exam or quiz will be given in-person or remotely. Do not ask an instructor to offer an exam remotely for an in-person course. Please check your class schedules well ahead of time and plan to be present for all exams as scheduled, even if they occur in close proximity to a break or at the end of finals week.

Zoom is a useful tool, but do not take advantage of or abuse it. It is only to be used by individuals who are sick (with prior request to the instructor), asked to quarantine due to COVID (with prior request to the instructor), or have otherwise been given prior authorization by the instructor. If there is another reason a student wants to use the Zoom link, they must request this from the instructor PRIOR to the day of class.

Zoom must never be used because you "just don't feel like coming in to class today." Convenience (not having to walk, drive, commute, park, or go out in the cold) is not a valid reason; we all encounter these conditions when we come to campus. Overuse and abuse of Zoom by individual students will be monitored, and such usage may be denied by the instructor.

COVID is a concern for all of us. However, concern about catching or transmitting COVID is not a qualifying event for remote learning. We all value a safe learning environment. The best way to protect yourself it to wear a mask over your mouth and nose, double-mask if necessary (surgical or N95 masks are provide the greatest protection), wash/sanitize your hands frequently, and wipe down your personal space in the classroom with disinfectant wipes.

Students who test positive for COVID and will miss class are responsible to inform instructors as soon as possible, make necessary arrangements, work with instructors to make up missed work, and contact the Office of Disability Services (SLDS).

See the Safe and Healthy Buckeyes website for information about the contact tracing process, as well as the general population guidelines for isolation and quarantine.

If you are approved to attend a class session via Zoom for one of the reasons listed above:

- Your camera must be turned on and pointed toward you during the entire class session. Signing on via Zoom and then leaving class is prohibited.
- You must give your full attention to the class. For example, it is inappropriate to "attend" class while simultaneously traveling or engaged in other activities.
- You must follow along and work on class activities for the entire class time, just as if you are attending in person. At the same time, however, you cannot expect that you will have the same experience that in-class participants have. Zoom learning is not the same as in-class learning. Students must understand that there may be certain activities and discussions that they cannot fully participate in or will not receive maximum benefit from if they attend via Zoom.

AVOIDANCE OF ACADEMIC AND PROFESSIONAL MISCONDUCT

HONESTY

You are responsible for following the University's **Code of Student Conduct**, the School of Health and Rehabilitation Sciences' **Code of Ethics** (see SHRS Policy 1), and the policy on academic misconduct (see SHRS Policy 2). In addition, as a health information management student you are responsible for adhering to the **Code of Ethics** of the American Health Information Management Association (AHIMA). (**See Appendix 3.**)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. At Ohio State it is expected that all students have read and understand the university's Code of Student Conduct. Ignorance of this policy is never an excuse for academic misconduct. As a student in the HIMS program, you are expected to complete all assignments and obligations with fairness and honesty. Honesty means refraining from the following:

PLAGIARISM

Plagiarism is the failure to give proper credit to either an Internet or non-Internet reference, thus representing another's writing, ideas, or work as your own. Plagiarism can lead to severe consequences including dismissal from the HIMS program and from the university.

Because Internet resources are readily available and easy to cut and paste, the temptation to plagiarize is particularly strong. Resist this temptation. Although the Internet

is a powerful and useful educational resource, it is not a substitute for doing one's own work. The same citation rules (i.e., footnotes and bibliographies) apply to both Internet resources and non-Internet resources. Further, "links" alone are insufficient citations and will not be accepted by your instructors. Citations must be in the proper format (as directed by your instructor) and include: title, author, publication, and date published.

CHEATING

Cheating includes allowing another person to do your work for you, or doing another's work for him or her; substituting for a student in taking an exam or completing an assignment; possessing and/or using unauthorized study aids or notes; utilizing a previous HIMS student's work; utilizing applications such as CourseHero to aid in your work; practicing fraud or deceit; providing or receiving information for examinations or assignments with or without the source's knowledge; subverting the rules of a course; and/or sharing information about the content of an exam with a student who has not yet taken the exam.

FABRICATION

Fabrication is altering a graded work or falsifying information and resources including laboratory and research results.

AID OF ACADEMIC DISHONESTY

Aid of academic dishonesty is intentionally facilitating or participating in the above dishonorable actions, or any other action deemed in violation of the Code of Student Conduct or course rules.

If a faculty member believes a student has committed academic misconduct, they are required by the university to report the student to the Committee on Academic Misconduct (COAM). If COAM finds the student has violated the Code of Student Conduct, sanctions could include a failing grade and suspension or dismissal from the University.

It is within the discretion of the HIMS division and program to not place a student on a Professional Practice Experience (PPE) pending the outcome of a COAM review and decision, as such a decision could result in the student being deemed ineligible to progress to PPE placement.

GROUPME AND OTHER TECHNOLOGIES

Technologies used to coordinate HIMS program events, such as GroupMe, are under the same academic honesty expectations, such as not sharing test bank questions or exams, or for other inappropriate communications that constitute academic or professional misconduct. Tools of this nature are useful for HIMS social functions or for time-sensitive announcements (eg, class cancellation), but not for actual educational purposes. No grades or assignments will be given via GroupMe. It is also not the official communication method for questions about assignments or for the submission of assignments. Official communication methods about course are e-mail or Canvas (please see individual course instructions).

PATIENT PRIVACY AND CONFIDENTIALITY

Patient information of any type as well as institutional information is **STRICTLY CONFIDENTIAL**. No information of a confidential nature may be divulged outside of the classroom or PPE. Breach of patient or institutional privacy and confidentiality is grounds for immediate dismissal from the program. Your conduct while on PPEs or any other organized class activity away from the school must reflect all applicable codes of conduct.

You will be asked to sign a confidentiality statement that will remain on file during your time in the program. See SHRS Policies 6 and 12.

CHAIN OF COMMAND

Concerns related to a course must first be discussed with the course instructor before the concern can be brought to the Program Director. See SHRS Policies 5 and 20. Problems related to the division and outside the scope of the HIMS program should be directed to the Division Director. For problems experienced by multiple students in a course, the president of the HIM student organization may be contacted to serve as the faculty-student liaison, serving as the primary student contact to communicate these issues with the program director.

FACILITIES AND RESOURCES

LOCKERS

Lockers are available in Atwell Hall. The SHRS Office of Student Services Office coordinates locker assignments. A student wishing to be assigned a locker is to bring a combination lock to the SHRS Office of Student Services, where the combination can be documented and the locker assigned. Students are not to place a lock on a locker without first being assigned a locker by the SHRS Office of Student Services.

CLASSROOMS

Room 438 Atwell Hall is the HIMS program's main classroom. The room is to remain locked at all times unless used for class or study purposes. Do *not* leave valuables unattended in the room.

COMPUTER LAB AND REQUIRED TECHNOLOGY

SHRS maintains a 32-station student computer lab in Atwell 435 and a 10-station student computer lab in Atwell 227. Atwell 435 is the HIMS computer lab. A number of the HIMS courses use the computer lab for course activities. The School's Director of Computer Technical Support is Bruce Noskowiak. If you have problems with equipment in the computer lab you can contact him at Bruce.Noskowiak@osumc.edu. Additionally, however, **it is essential that you have a personal laptop** that is capable of downloading, installing and running course-required software in order to meet requirements for specific HIMS courses; it needs to be able to access Horizon. **Either a Windows laptop or an Apple laptop is adequate, but a tablet is not adequate** (although it may be used for activities such as note-taking). Specifically, the following are **not** sufficient to meet course requirements where certain software is required: iPads, Chromebooks, and Androids specifically due to their incapability to operate Excel and Horizon.

STUDENTS WITH DISABILITIES

If you need an accommodation based on the impact of a disability, contact your instructors privately to discuss your specific needs. Please also contact the Office of Student Life Disability Services (SLDS) at 614-292-3307 in 098 Baker Hall, which coordinates reasonable accommodations for students with documented disabilities. See the SHRS handbook for additional information, as well as applicable sections of your course syllabi.

STUDENT REQUIREMENTS

IMMUNIZATIONS

Details re. Immunizations are in **Appendix 5** of this handbook. See also SHRS Policy 15.

BACKGROUND CHECKS

You are required to have an in-person criminal background check performed as part of the admissions process to the School of Health and Rehabilitation Sciences and the HIMS program. You will be required to complete an online background check again at the beginning of your senior year as a course requirement for the spring semester PPE. Background checks are arranged by SHRS. You must pass your background check in order to be assigned to clinical and professional PPE sites and to gain access to certain applications used for teaching. Background checks are a standard requirement of healthcare organizations. See **Appendix 5** of this handbook for the background check process. See also SHRS Policy 13.

DRUG SCREENS

The HIMS program and the School of Health and Rehabilitation Sciences have processes in place for students to undergo drug screening. Please see **Appendix 5** of this handbook and SHRS Policy 17 for explanations of drug screening requirements and consequences of positive drug screens.

CBL TRAINING

Students who affiliate with The Ohio State University Medical Center are required to complete a series of online self-instruction training modules. The modules consist of topics including HIPAA, sexual harassment, compliance, fire safety, emergency preparedness and others as assigned. Completion of the modules will be coordinated through HIMS 3589.

COVID

The College of Medicine & School of Health and Rehabilitation Sciences requires a complete FDA approved vaccine.

OSUMC EMAIL

You will be assigned an osumc e-mail address for the time you are in the program. It is imperative that you check this e-mail daily as we send the majority of our communication to this address. If you do not feel you will remember to check it daily, forward this e-mail to your buckeyemail account. This is done through my.osu.edu, then click on change e-mail delivery.

STUDENT HEALTH INSURANCE

The Ohio State University requires students to carry University Student Health insurance unless they can prove they are already covered by other health insurance. See SHRS Policy 14.

PROFESSIONAL ACTIVITIES

HIMS STUDENT ORGANIZATION

Students automatically become members of the HIMS student organization upon enrollment in the program. The HIMS student organization promotes the welfare of the students in the program; acts as liaison between the students and faculty; engages in promoting the HIMS profession, professional activities, and the general welfare of the school. Leadership positions are available and provide excellent opportunities for students. During the academic year, student organization leaders meet routinely with program and division faculty leadership. Information about the organization is available through its officers.

PROFESSIONAL ORGANIZATIONS

AHIMA AND OHIMA

The **American Health Information Management Association (AHIMA)** is the national association for health information management professionals. Student membership in AHIMA is an important introduction to your profession and is required for HIMS students. The cost is $49.00 per year. It can be purchased as a bundle with the required text **Health Information Management: Concepts, Principles and Practice** (Oachs and Watters). Please see the OSU Bookstore for this option. Membership entitles the student to the **Journal of the American Health Information Management Association (JAHIMA) and**, as a student member, registration fees for selected national and/or regional workshops may be reduced or waived. Students are encouraged to join AHIMA online Access communities for networking and professional resources. Access is located through the AHIMA website at www.ahima.org by clicking on myAHIMA. Students are also encouraged to take advantage of resources that AHIMA makes available specifically for HIM students.

As members of AHIMA, students automatically become members of the **Ohio Health Information Management Association (OHIMA)**, or other home state associations. Students in their first (ie, junior) year attend Ohio's annual state meeting, held each spring, as a component of one of their courses. Attendance may also be required as part of a senior student's PPE. Student members may also be entitled to attend selected conferences, seminars and symposia at a reduced or waived fee.

AHIMA Student Volunteer Opportunities. AHIMA periodically offers students and new graduates opportunities to volunteer with the association and at the AHIMA national convention. These opportunities, when available, are excellent for involvement at the national level while one is still a HIMS student. Information about active volunteer programs may be obtained at ahima.org.

CSOHIMSS

Students may consider optional student membership in the **Central and Southern Ohio Health Information and Management Systems Society (CSOHIMSS).** CSOHIMSS provides educational and networking opportunities to support healthcare professionals in designing and managing cost-effective, quality health information systems. Membership consists of professionals and students in the healthcare industry including consultants, administrators, information and clinical systems professionals, telecommunications professionals, and management engineers.

Programs are held six or more times throughout the year to inform members of changes in the healthcare environment. These programs provide an opportunity to learn new

technologies, applications, and methodologies; remain updated about changes in healthcare delivery and policy; and network with professionals in the field.

HEALTHCARE FINANCIAL MANAGEMENT ASSOCIATION (HFMA)

HFMA is a good option for those interested in revenue cycle, managed care, business strategy & analytics, regulatory and compliance, accounting, and general healthcare finance. HFMA offers an all-inclusive one-price membership with relevant resources for healthcare finance professionals, including unlimited online education and regulatory analyses. **Students can join for $50** for the All-Access membership that includes career self-assessments, a job bank, learning paths, and several certifications with digital badging. Student HFMA members automatically become members of a local chapter based on geographic location. HFMA National and the associated **Central Ohio Chapter of HFMA** (as well as other HFMA chapters) offer multiple avenues to network and connect with potential future employers. See HFMA and Central Ohio HFMA websites.

AHIMA NATIONAL CERTIFICATION EXAMINATIONS

The American Health Information Management Association deems students in their last term of study in the HIMS program eligible to sit for the national certification examination to earn the Registered Health Information Administrator (RHIA) credential. **Taking the RHIA examination during the final semester in the program is required for completion of HIMS program coursework and for subsequent graduation.** The examination is offered online in an approved testing center. Successful completion of the examination entitles individuals to use the professional RHIA credential upon graduation. It is required for many healthcare positions and, additionally, signifies competence and enhanced candidate marketability for all positions by **setting job candidates apart from those who simply possess a degree**. Individuals who do not pass the exam may retake the exam no more than quarterly. The procedure for examination application will be discussed in greater detail during spring semester of the senior year in HIMS 4685. Students are encouraged to take the exam as early as possible once they become eligible.

Individuals may demonstrate expertise in health information management specialty areas by successfully completing the following certification exams:

CODING

Based on experience and education, you will be eligible to obtain various specialty certifications in coding. The certifications are CCA (Certified Coding Associate), CCS (Certified Coding Specialist), and CCS-P (Certified Coding Specialist-Physician Based). Eligibility varies for each certification. These certifications are sponsored by AHIMA.

PRIVACY AND SECURITY

Individuals with relevant experience will be eligible to obtain specialty certification in health care privacy and security following job experience in healthcare privacy or security management. The CHPS (Certified in Healthcare Privacy and Security) certification is sponsored by AHIMA and HIMSS. Although no longer offered as separate certifications, established professionals also hold the following certifications: CHP (Certified in Healthcare Privacy); and CHS (Certified in Healthcare Security)

HEALTH DATA ANALYTICS

Individuals with relevant experience will be eligible to obtain specialty certification in health data analytics as a Certified Health Data Analyst (CHDA), sponsored by AHIMA.

DOCUMENTATION IMPROVEMENT

Individuals with relevant experience will be eligible to obtain specialty AHIMA certification as a Certified Documentation Improvement Practitioner (CDIP).

Further information regarding these certifications can be found at the AHIMA website www.ahima.org. under Certification & Careers.

IMPORTANCE OF PRIVACY AND CONFIDENTIALITY OF HEALTH INFORMATION

All students working with patient-identifiable information are required to maintain and respect the privacy and confidentiality of that information regardless of its format (paper, electronic, oral, etc.). All information made known while providing treatment or generated in connection with patient care activities is confidential and is not to be used or disclosed without patient authorization except as provided by law. No student will use or disclose patient-identifiable information without first receiving permission from an authorized individual.

Students with access to patient information and organizational information used for decision-making and operational purposes may only obtain or use information that is necessary to perform the tasks they have been assigned and as permitted by the organization. Accessing patient and/or other health-related information other than what is required to perform an assigned task or class activity is strictly prohibited.

Patient-identifiable or institutional information may not be displayed where it is visible in any public area. Reports, documents, and other media which are discarded must be disposed of by shredding or other effective, approved methods of destruction. Private information relevant to a class or PPE may only be discussed with appropriate persons associated with the class or the PPE. Discussions about private information shall be held in areas where the public will not overhear the discussions.

Inappropriate access, use, or disclosure of confidential information, whether intentional or unintentional, shall result in disciplinary action up to removal from the HIMS program.

Students are required to participate in a HIPAA/confidentiality training module at the beginning of autumn semester of their first (junior) year in the program, in conjunction with their clinical coursework. Students may be required to complete additional training pursuant to requirements of specific clinical sites. See SHRS Policies 6 and 12.

FACULTY

CORE FACULTY

Division Director: Jennifer Garvin, PhD, MBA, RHIA, CCS, CTR, FAHIMA, FAHA
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ASSOCIATED FACULTY
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Elizabeth Curtis, MA, RHIA, CHPS, FAHIMA   Sharalyn Obrock, MHI, RHIA, CTR
Elizabeth Delacy, RHIA   Susan White, PhD, RHIA, CHDA
William Garner, MHA, RHIA
Kevin Jones, MS, CPHIMS, FHIMSS
Nadine Myers, MHA

ASSISTANTS TO INSTRUCTORS
Andrew Dawson

Kayla Matthews

Laura Wilson, MS, RHIA

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In addition to the individuals listed above, there are more than 50 guest lecturers and clinical site preceptors who work with Health Information Management & Systems to enrich the curriculum.

APPENDIX 1

2018 HEALTH INFORMATION MANAGEMENT BACCALAUREATE DEGREE CURRICULUM COMPETENCIES

SUPPORT BODY OF KNOWLEDGE (PREREQUISITE OR EVIDENCE OF KNOWLEDGE)

- Pathophysiology and Pharmacology
- Anatomy and Physiology
- Medical Terminology
- Computer Concepts and Applications
- Math Statistics

DOMAIN 1: DATA STRUCTURE, CONTENT, AND INFORMATION GOVERNANCE

Competency	Bloom's Level
1.1 Compare diverse stakeholder perspectives through the delivery of health care services	5
1.2 Analyze strategies for the management of information	4
1.3 Evaluate policies and strategies to achieve data integrity	5
1.4 Recommend compliance of health record content across the health system	5
1.5 Utilize classification systems, clinical vocabularies, and nomenclatures	3
1.6 Evaluate data dictionaries and data sets for compliance with governance standards	5

DOMAIN 2: INFORMATION PROTECTION – ACCESS, USE, DISCLOSURE, PRIVACY, AND SECURITY

Competency	Bloom's Level
2.1 Recommend Privacy strategies for health information	5
2.2 Recommend security strategies for health information	5
2.3 Analyze compliance requirements throughout the health information life cycle	4

DOMAIN 3: INFORMATICS, ANALYTICS, AND DATA USE

Competency	Bloom's Level
3.1 Examine health informatics concepts for the management of health information	4
3.2 Analyze technologies for health information management	4
3.3 Interpret statistics for health services	5
3.4 Examine health care finding with data visualizations	4
3.5 Compare research methodologies pertaining to health care	5
3.6 Manage data within a database management system	5
3.7 Identify standards for exchange of health information	3

DOMAIN 4: REVENUE CYCLE MANAGEMENT

Competency	Bloom's Level
4.1 Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines	5
4.2 manage components of the revenue cycle	5
4.3 Evaluate compliance with regulatory requirements and reimbursements methodologies	5

DOMAIN 5: HEALTH LAW & COMPLIANCE

Competency	Bloom's Level
5.1 Comply with legal processes impacting health information	5
5.2 Evaluate compliance with external forces	5
5.3 Analyze components of risk management as related to a health organization	4
5.4 Analyze the impact of policy on health care	4

DOMAIN 6: ORGANIZATIONAL MANAGEMENT & LEADERSHIP

Competency	Bloom's Level
6.1 Facilitate fundamental leadership skills	4
6.2 Assess the impact of organizational change	5

6.3 Analyze human resource strategies for organizational best practices	4
6.4 Leverage data-driven performance improvement techniques for decision making	5
6.5 Verify financial management processes	4
6.6 Examine behaviors that embrace cultural diversity	4
6.7 Assess ethical standards of practice	5
6.8 Facilitate consumer engagement activities	4
6.9 Facilitate training needs for a healthcare organization	4
6.10 Compare project management methodologies to meet intended outcomes	5

COMMISSION ON CERTIFICATION FOR HEALTH INFORMATICS AND INFORMATION MANAGEMENT (CCHIIM)

REGISTERED HEALTH INFORMATION ADMINISTRATOR (RHIA) EXAMINATION CONTENT OUTLINE

DOMAIN 1: INFORMATION GOVERNANCE (19%)
Tasks:
1. Evaluate the integrity of health data
2. Apply knowledge necessary to process the required clinical data elements for quality reporting (e.g. facility committees, payers)
3. Understand and apply data dictionary standardization policies
4. Manage data standards based on organizational policy
5. Complete data analysis to inform management
6. Apply knowledge necessary to develop policies and procedures for data management and information governance
7. Manage health record content and documentation

DOMAIN 2: COMPLIANCE WITH USES AND DISCLOSURES OF PHI (26%)
Tasks:
1. Manage patient access to their health information
2. Apply knowledge necessary to advocate for patients and families in the process of obtaining health information
3. Apply knowledge necessary to process healthcare information requests according to legal and regulatory standards
4. Monitor access to Protected Health Information (PHI) within the organization
5. Apply knowledge necessary to comply with retention and destruction policies for healthcare information
6. Apply knowledge necessary to monitor release of information workflows
7. Follow breach of information protocols
8. Apply knowledge necessary to ensure compliance with privacy initiatives
9. Ensure compliance with security initiatives
10. Monitor organizational compliance with health laws, regulations, or standards

DOMAIN 3: DATA ANALYTICS AND INFORMATICS (24%)

Tasks:

1. Develop productivity reports
2. Prepare to support end users in HER applications
3. Apply knowledge necessary to create visual representations of data for decision-making
4. Provide summary reports based on trends
5. Apply knowledge necessary to use database management techniques (e.g. data mining)
6. Manage the integrity of the master patient index
7. Apply knowledge necessary to audit documentation using a focused tool (e.g. CDI, quality, safety)
8. Apply knowledge necessary to optimize health information technology to improve workflow
9. Support health information exchange solutions
10. Examine clinical, administrative, and specialty service applications
11. Validate healthcare statistics for organizational stakeholders

DOMAIN 4: REVENUE MANAGEMENT (16%)

Tasks:

1. Apply knowledge necessary to educate providers on value-based care programs and guidelines
2. Validate coding accuracy
3. Monitor health plan clinical documentation requirements
4. Conduct clinical documentation improvement (CDI)
5. Verify the claims management process
6. Assign diagnoses and procedure codes and groupings according to official guidelines
7. Apply knowledge necessary to conduct revenue integrity activities
8. Apply knowledge necessary to perform fraud prevention

DOMAIN 5: MANAGEMENT AND LEADERSHIP (15%)

Tasks:

1. Apply knowledge necessary to implement strategies to support organizational initiatives
2. Apply knowledge necessary to collaborate on contract management (e.g., vendors, outsourcing)
3. Apply knowledge necessary to perform human resource management activities (e.g., recruiting staff, creating job descriptions, resolving personnel issues)
4. Apply knowledge necessary to perform work design and process improvement activities
5. Apply knowledge necessary to facilitate training and development
6. Apply knowledge necessary to assist with preparation of budgets
7. Assist with entity accreditation, licensing, or certification processes

APPENDIX 2

GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

Referencing format is APA unless specified otherwise by the instructor

Grade	Elements
A	Excellent work • **Student went significantly above and beyond stated minimum requirements** • **All key points are addressed** • **Fully developed logic that is evidence of higher-level critical thinking** • **Writing/though processes are exceptionally clear, precise, and organized** • **Appropriate degree of insight or supporting documentation is provided** • **No spelling, sentence structure or grammatical errors**
B	Above average work • **Student went above stated minimum requirements** • **Most key points are addressed** • **Well-developed logic that is evidence of higher-level critical thinking** • **Writing/thought processes are clear, precise, and organized** • **Some insight or supporting documentation is provided** • **Minimal spelling, sentence structure and grammatical errors**
C	Average work • **Tasks completed, but student did not go above and beyond stated minimum requirements** • **Some key points are addressed** • **Average expression of logic that is evidence of higher-level critical thinking** • **Writing/thought processes are acceptable in clarity, precision, and organization** • **No insight or supporting documentation is provided** • **Presence of some spelling, sentence structure and grammatical errors**
D **E**	Below average work Unacceptable work **Instructor reserves the right to determine whether the elements below constitute a grade of D or E:** • **Student did not meet the stated minimum requirements** • **Few or no key points are addressed** • **Insufficient development of logic that is evidence of higher-level critical thinking** • **Writing/thought processes are unclear and/or disorganized** • **No insight is provided; incorrect conclusions or supporting documentation may be present** • **Many spelling, sentence structure and grammatical errors**

APPENDIX 3

AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION
MISSION, VISION, AND CODE OF ETHICS

AHIMA is committed to advancing the HIM profession in an increasingly electronic and global environment. The health industry continues to evolve, and AHIMA is working to lead key industry initiatives. This includes turning data into knowledge that powers better healthcare decision making.

MISSION:

Empowering people to impact health

VISION:

A world where trusted information transforms health and healthcare by connecting people, systems, and ideas.

OUR TRANSFORMATION VALUES

- Outcome focused
- Agility
- Quality
- People driven

We see the person connected to the data, ensuring their information stays human–because when information stays human, it stays relevant. This perspective is critical to the success of all modern health organizations.

AHIMA CODE OF ETHICS

PREAMBLE

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; appropriate disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information.

Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected, how the information should be managed, who should have access to the information, under what conditions the information should be disclosed, how the information is retained, when it is no longer needed, and how is it disposed of in a confidential manner. All of the core health information issues are addressed in compliance with state and federal regulations, and employer policies and procedures.

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

PURPOSE OF THE AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION CODE OF ETHICS

The HIM professional has an obligation to demonstrate actions that reflect values. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these principles. (See also AHIMA Mission, Vision, Values) The code is relevant to all AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purpose regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves six purposes:

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

The code includes principles that are enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

PRINCIPLES

The following principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members CCHIIM certifications, and students.

1. Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures and report such practices.
5. Use technology, data, and information resources in the way they are intended to be used.
6. Advocate for appropriate uses of information resources across the healthcare ecosystem.
7. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
8. Represent the profession to the public in a positive manner.
9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
10. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.
11. State truthfully and accurately one's credentials, professional education, and experiences.
12. Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.
13. Respect the inherent dignity and worth of every person.

AHIMA CODE OF ETHICS GUIDELINES

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

Guidelines for ethical and unethical behavior are provided to assist with the interpretation of the American Health Information Management Association (AHIMA) Code of Ethics. The terms "shall" and "shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall" or "shall not" do everything that is listed. This concept is true for the entire code. If someone engages in the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to safeguard all confidential consumer information to include personal, health, financial, genetic, and outcome information."

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles to which a Health Information Management (HIM) professional can aspire and by which actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

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

The AHIMA Code of Ethics is to be used by AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes, and consumers, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must consider the context in which it is being considered and the possibility of conflicts among the values and principles.

HOW TO INTERPRET THE CODE OF ETHICS

PRINCIPLES AND GUIDELINES

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members with CCHIIM certifications, and

students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not meant to be a comprehensive list of all situations that can occur.

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

A health information management professional **shall**:

1.1. Safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic, and outcome information.

1.2. Engage in social and political action that supports the protection of privacy and confidentiality and be aware of the impact of the political arena on the health information issues for the healthcare industry and the public.

1.3. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, compliance, and other issues that surface as advocacy issues and facilitate informed participation by the public on these issues.

1.4. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid authorization from a consumer or a person legally authorized to consent on behalf of a consumer or as authorized by federal or state regulations. The minimum necessary standard is essential when releasing health information for disclosure activities.

1.5. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons.

1.6. Respond promptly and appropriately to consumer requests to exercise their privacy rights (e.g., access, amendments, restriction, confidential communication, etc.). Answer truthfully all consumers' questions concerning their rights to review and annotate their personal biomedical data and seek to facilitate consumers' legitimate right to exercise those rights.

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

A health information management professional **shall**:

2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting.

2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly.

2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, in providing services requiring potentially conflicting roles (for example, finding out information about one facility that would help a competitor), or serving the Association in a volunteer capacity. The conflicting roles or responsibilities must be clarified and appropriate action taken to minimize any conflict of interest.

2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in the organizations that violate, interfere with, or discourage compliance with the code.

2.5. Take responsibility and credit, including authorship credit, only for work one actually performs, or to which one contributed. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication.

A health information management professional **shall not**:

2.6. Permit one's private conduct to interfere with the ability to fulfill one's professional responsibilities.

2.7. Take unfair advantage of any professional relationship or exploit others to further one's own personal, religious, political, or business interests.

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

A health information management professional **shall**:

3.1. Safeguard the privacy and security of written and electronic health information and other sensitive information. Take reasonable steps to ensure that health information is stored securely and that consumers' data and information is not available to others who are not authorized to have access. Prevent inappropriate disclosure of individually identifiable information.

3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of termination, incapacitation, or death of a healthcare provider to other parties through the use of any media.

3.3. Inform recipients of the limitations and risks associated with providing services via electronic or social media (e.g., computer, telephone, fax, radio, and television).

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

A health information management professional **shall:**

4.1. Act in a professional and ethical manner at all times.

4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the AHIMA Policy and Procedures for Disciplinary Review and Appeal for potential ethics complaints.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.

4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one's concerns with the colleague when feasible and when such discussion is likely to be productive.

4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment.

4.6. Take action through appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee if needed.

4.7. Cooperate with lawful authorities as appropriate.

A health information management professional **shall not**:

4.8. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

- Allowing patterns of optimizing or minimizing documentation and/or coding to impact payment
- Assigning codes without provider documentation
- Coding when documentation does not justify the diagnoses or procedures that have been billed
- Miscoding to avoid conflict with others
- Engaging in negligent coding practices
- Hiding or ignoring review outcomes, such as performance data
- Failing to report licensure status for a provider through the appropriate channels
- Recording inaccurate data for accreditation purposes
- Allowing inappropriate access to genetic, adoption, health, or behavioral health information
- Misusing sensitive information about a competitor
- Developing a "record set" that excludes meaningful consumer information to be shared with consumers to protect the health system or specific providers
- Violating the privacy of individuals

Refer to the AHIMA Standards of Ethical Coding for additional guidance.

4.9. Engage in any relationships with a consumer where there is a risk of exploitation or potential harm to the consumer.

5. **Use technology, data, and information resources in the way they are intended to be used.**

A health information management professional **shall**:

5.1. Use healthcare employer technology resources within the confines of organizational policies.

5.2. Ensure all data and resulting information accessed and derived from healthcare technology resources are not used outside of the scope of the job.

A health information management professional **shall not**:

5.3. Compromise the integrity of healthcare data through any intentional acts or acts that are generally known to create risks to data integrity.

6. Advocate for appropriate uses of information resources across the healthcare ecosystem.

A health information management professional **shall**:

6.1. Verify requests for data and information are based on appropriate, verifiable needs and conditions and fall within the confines of organizational policies, regulations, and laws.

6.2. Educate stakeholders about the need to maintain data integrity and the potential impacts should data integrity not be maintained.

A health information management professional **shall not**:

6.3. Manipulate information systems to produce or display data and resulting information that is intentionally misleading

7. Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional workforce.

A health information management professional **shall**:

7.1. Provide directed practice opportunities for students.

7.2. Be a mentor for students, peers, and new health information management professionals to develop and strengthen skills.

7.3. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students, staff, peers, colleagues, and members within professional organizations.

7.4. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors.

7.5. Evaluate staff's performance in a manner that is fair and respectful when functioning in a supervisory capacity.

7.6. Serve an active role in developing HIM faculty or actively recruiting HIM professionals.

A health information management professional **shall not**:

7.7. Engage in any relationships with a person (e.g. students, staff, peers, or colleagues) where there is a risk of exploitation or potential harm to that other person.

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

A health information management professional **shall:**

8.1. Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

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

A health information management professional **shall**:

9.1. Develop and enhance continually professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share one's knowledge related to practice, research, and ethics.

9.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics.

9.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, advocacy, presentations in the community, and participation in professional organizations.

9.4. Engage in evaluation and research that ensures the confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards.

9.5. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods.

9.6. Design or conduct evaluation or research that is in conformance with applicable federal or state laws.

9.7. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

10. **Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.**

A health information management professional **shall**:

10.1. Perform responsibly all duties as assigned by the professional association operating within the bylaws and policies and procedures of the association and any pertinent laws.

10.2. Uphold the decisions made by the association.

10.3. Speak on behalf of the health information management profession and association, only while serving in the role, accurately representing the official and authorized positions of the association.

10.4. Disclose any real or perceived conflicts of interest.

10.5. Relinquish association information upon ending appointed or elected responsibilities.

10.6. Resign from an association position if unable to perform the assigned responsibilities with competence.

10.7. Avoid lending the prestige of the association to advance or appear to advance the private interests of others by endorsing any product or service in return for remuneration. Avoid endorsing products or services of a third party, for-profit entity that competes with AHIMA products and services. Care should **also** be exercised in endorsing any other products and services.

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

A health information management professional **shall**:

11.1. Make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the health information management profession, a professional health information association, or one's employer.

11.2. Claim and ensure that representation to consumers, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, and other relevant professional experience are accurate.

11.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials.

11.4. Report only those continuing education units actually earned for the recertification cycle and correct any inaccuracies occurring regarding CEUs.

12. **Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.**

A health information management professional **shall**:

12.1. Participate in and contribute to decisions that affect the well-being of consumers by drawing on the perspectives, values, and experiences of those involved in decisions related to consumers.

12.2. Establish clearly professional and ethical obligations of the interdisciplinary team as a whole and of its individual members.

12.3. Foster trust among group members and adjust behavior in order to establish relationships with teams.

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

A health information management professional **shall**:

13.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity.

13.2. Promote the value of self-determination for each individual.

13.3. Value all kinds and classes of people equitably, deal effectively with all races, cultures, disabilities, ages and genders.

13.4. Ensure all voices are listened to and respected.

ACKNOWLEDGMENTS
Adapted with permission from the 1999 Code of Ethics of the National Association of Social Workers.

RESOURCES
National Association of Social Workers. Code of Ethics. 2017. Available online on the NASW web site.

AHIMA. Code of Ethics, 1957, 1977, 1988, 1998, and 2004, 2011.

AHIMA. Standards of Ethical Coding. 2016. Available in the AHIMA Body of Knowledge.

Harman L., Cornelius F. *Ethical Health Informatics*: *Challenges and Opportunities* (formerly titled *Ethical Challenges in the Management of Health Information*). 3rd ed. Burlington, Massachusetts: Jones & Bartlett Learning; 2017.

McWay, D.C. *Legal and Ethical Aspects of Health Information Management*, 4th ed. Clifton Park, NY: Cengage Learning; 2014.

Revised & adopted by AHIMA House of Delegates – (April 29, 2019)

APPENDIX 4

SCHOLARSHIPS AND AWARDS

Health Information Management and Systems students are eligible to apply for several scholarship, loan and/or award opportunities. The organizations providing these opportunities are listed below and are subject to change.

BRODNIK ENDOWED SCHOLARSHIP – OSU HIMS STUDENTS ONLY (BY APPLICATION)
Dr. Melanie S. Brodnik served as a faculty member and as the HIMS division director for nearly 40 years until 2013. An emeritus faculty, Dr. Brodnik established an endowed scholarship to be awarded to one or more HIMS seniors and/or one or more HIMS juniors each year. This scholarship is based on academic success and financial need. The first of these scholarships was awarded during the 2019-2020 academic year. Details will be forthcoming.

HALL FAMILY SCHOLARSHIP - OSU HIMS STUDENTS ONLY (BY APPLICATION)
Cymone Hall (nee Turner), a HIMS graduate, and her family generously donate scholarship money to an incoming junior student. The scholarship is awarded based on financial need and a personal statement. The Hall family identifies the recipient of the award, with funding allocated during autumn semester of the recipient's junior year. The funding is used to defray the cost of textbooks.

SCARLET AND GAY: THE OSU LGBTQ ALUMNI SOCIETY SCHOLARSHIP PROGRAM (BY APPLICATION)
The OSU LGBTQ Alumni Society is dedicated to making studying at The Ohio State University a financial reality for more LGBTQ students and their allies. Nine scholarships are offered ranging from $2,000-$2,500 each and are awarded to students who have demonstrated involvement and dedication to the LGBTQ community. One of the scholarships (The Anne Casto/Susan White Scholarship for LBGTQ Students in Healthcare) is offered by HIMS faculty members Anne Casto and Susan White, with the $2000 scholarship dedicated to students who have made contributions to the LGBTQ community through leadership, service, and volunteering and are majoring in one of the programs within the College of Medicine (including the School of Health and Rehabilitation Sciences) or Public Health. More information can be found at Alumni Groups: Scarlet and Gay Scholarships

OHIO HEALTH INFORMATION MANAGEMENT ASSOCIATION (OHIMA) – NEW GRADUATE AWARD
Each year OHIMA recognizes the accomplishment of one graduating student per each Ohio HIM academic program by funding the cost of the national certification examination for that student. A HIMS faculty committee is responsible for selecting the recipient of this award.

AMERICAN HEALTH INFORMATION MANAGEMENT (AHIMA) FOUNDATION SCHOLARSHIPS (BY APPLICATION)
For information about applying for an AHIMA Foundation scholarship, go to https://ahimafoundation.org. The application deadline varies, but most recently has been May 31 annually.

CENTRAL AND SOUTHERN OHIO HEALTH INFORMATION AND MANAGEMENT SYSTEMS SOCIETY (CSOHIMSS) (BY APPLICATION)

The CSOHIMSS Chapter annually awards at least one $1000.00 scholarship and a one-year student HIMSS membership to an undergraduate or graduate student member studying in the health information or health management systems field. The application deadline most recently was March 1. See the following website for more information: CS Ohio HIMS Chapter.

CENTRAL OHIO CHAPTER OF HFMA (BY APPLICATION)

The Central Ohio Chapter of HFMA offers a student scholarship program. The application period is announced on the website. See Central Ohio HFMA.

HEALTH INFORMATION AND MANAGEMENT SYSTEMS SOCIETY (HIMSS) (BY APPLICATION)

HIMSS offers several scholarship opportunities each year to HIMSS student members. See the following website for more information: foundation.himss.org/. The application period is announced on the website.

HRS ALUMNI SOCIETY SCHOLARSHIP (BY APPLICATION)

The Alumni Society of the School of Health and Rehabilitation Sciences offers an annual scholarship. The application deadline is generally in December of each year. Additional information about this opportunity can be obtained from Lisa Terek, SHRS Office of Student Services. Notification of the scholarship is also often provided in Student Services e-mails that are disseminated to HRS students.

AHIMA STUDENT TRIUMPH AWARD (BY NOMINATION)

Top students deserve to be rewarded for excellence both inside and outside the classroom. The Student Triumph Award is the most prestigious designation AHIMA can bestow upon a student. The award recognizes and encourages the best of the fresh new talent being trained in CAHIIM-accredited programs.

Nomination criteria for this award include the following:

- Holds Student membership at the time of nomination and Student or New Grad membership at the time of award
- Maintains a grade point equivalent of 3.5 out of 4.0 or higher
- Demonstrates leadership and commitment to the future of the HIM profession

Additional information can be found on the AHIMA website. The nomination deadline is typically June of each year.

APPENDIX 5

HIMS BACKGROUND CHECK AND HEALTH SCREENING REQUIREMENTS AND TIMELINE POLICY:

According to the School of Health and Rehabilitation Sciences (SHRS) student handbook, students in SHRS programs are required to have background checks annually. Unfortunately, students who are employees of the Medical Center and have gone through the background check process already, will still need to get another background check. Students are also required to get a toxicology screen annually as well as certain health screening requirements in accordance with the academic standards for clinical practice.

<u>Background Checks – First Year</u>

SHRS students entering a program with a clinical component (PPE), are required to complete a background check at the beginning of each year they are in the program.

First year HIMS students will complete the background check process through The Ohio State University Wexner Medical Center (OSUWMC) ID Processing Office.
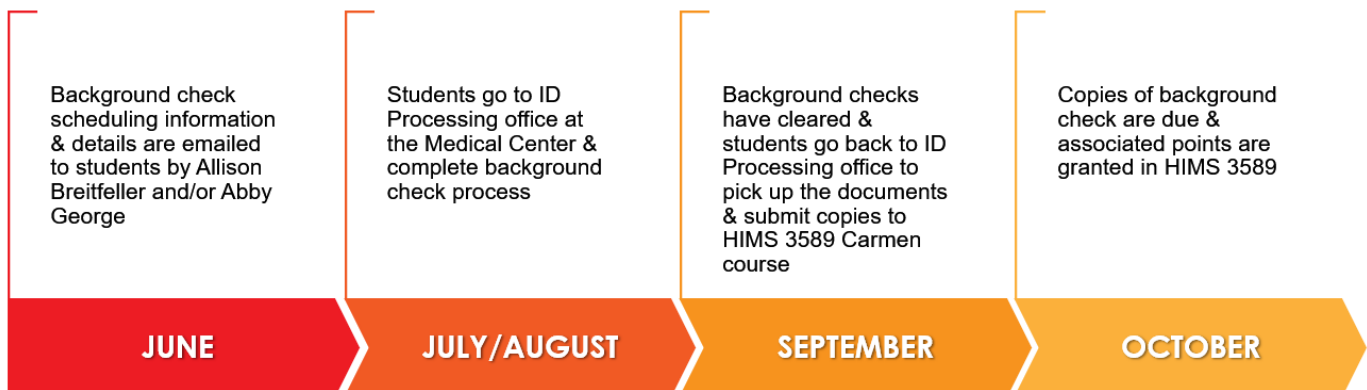
Background checks will be coordinated through the SHRS Background Check Coordinator – please expect an email from Allison Breitfeller or Abby George by the middle of June.

- These background checks are offered free of charge
- Students will have to provide a <u>Photo ID & Social Security Card</u> at the time of their background check
- Background checks are only valid for one calendar year form the date of clearance
- Students should complete their background check as early as possible to ensure time for processing completed documents for pick up & submission in Carmen by the due date below

The SHRS Background Check Coordinator will inform students when the background check has cleared & documents are ready to pick up at OSUWMC ID Processing.

It is the student's responsibility to pick up & submit their completed background check documents on Carmen as part of HIMS 3589 by <u>Friday, October 27th, 2023.</u>

Failure to complete your background check within your scheduled timeframe will impact your ability to participate in certain activities within the HIMS 3589 practicum course, which could ultimately affect your grade. Completion of the background check by the deadline will be tied to a graded assignment within the HIMS 3589 course.

Background check scheduling information & details are emailed to students by Allison Breitfeller and/or Abby George	Students go to ID Processing office at the Medical Center & complete background check process	Background checks have cleared & students go back to ID Processing office to pick up the documents & submit copies to HIMS 3589 Carmen course	Copies of background check are due & associated points are granted in HIMS 3589
JUNE	**JULY/AUGUST**	**SEPTEMBER**	**OCTOBER**

Background Checks – Second Year

SHRS students entering a program with a clinical component (PPE), are required to complete a background check at the beginning of each year they are in the program.
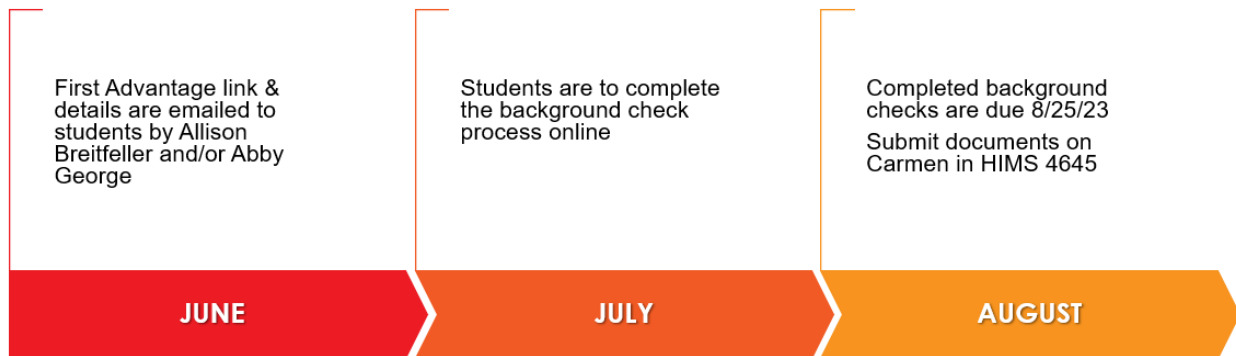
Second year HIMS students will complete the background check process through a company called First Advantage.

Background checks will be coordinated through the SHRS Background Check Coordinator – please expect an email from Allison Breitfeller or Abby George by the middle of June with a link to complete the online background check.

- The First Advantage background check process is completely online
- These background checks are offered free of charge
- Second year students do <u>not</u> need to go to ID Processing to complete this background check

It is the student's responsibility to submit their completed background check documents on Carmen as part of HIMS 4645 by <u>Friday, August 25th, 2023.</u>

> Failure to complete your background check within your scheduled timeframe will impact your ability to participate in certain activities within the HIMS 4689 practicum course, which could ultimately affect your graduation requirement. Completion of the background check by the deadline will be tied to a graded assignment within the HIMS 4645 course.

First Advantage link & details are emailed to students by Allison Breitfeller and/or Abby George

JUNE

Students are to complete the background check process online

JULY

Completed background checks are due 8/25/23

Submit documents on Carmen in HIMS 4645

AUGUST

Health Screening Requirements

HIMS students are required to comply with health screening/immunization requirements as an active student in an SHRS academic program.

All requirements can be completed through OSU Student Health Services (SHS):
> Wilce Student Health Center | 1875 Millikin Rd. | shs.osu.edu | 614-247-2387
> https://shs.osu.edu/services/preventive-medicine/health-professional-students

If you choose to have your health requirements fulfilled elsewhere, you will need to upload all required documentation to the SHS portal: My BuckMD (see Appendix B for instructions on documentation upload & Appendix C for a template that your provider can complete).

> ***The annual toxicology screen MUST be completed at OSU SHS – scheduling instructions included in Appendix A***

Here is a checklist of the requirements for HIMS first year students that are due **December 6th, 2023**:

- ☐ **Toxicology Screen** | as a student in the College of Medicine, you are required to have a clear annual drug screen from OSU Student Health Services

- ☐ **Influenza** | a current & updated influenza vaccine is required annually

- ☐ **Hepatitis B** | a complete vaccination series (either 2-dose or 3-dose) AND a positive surface antibody titer are required

- ☐ **MMR** | a complete 2-dose vaccine series is required

- ☐ **Physical Exam** | initial physical exam required

- ☐ **Tdap** | one vaccine within the last 10 years is required

- ☐ **Tuberculosis** | initial negative 2-step PPD skin test or Quantiferon blood test; annual 1-step PPD skin test or Quantiferon blood test update required

- ☐ **Varicella** | a complete 2-dose vaccine series is required

- ☐ **COVID-19** | in accordance with the College of Medicine & School of Health and Rehabilitation Sciences policy, a complete FDA approved vaccine is required

Specific compliance requirement details for each item above can be found in Appendix A.

It is the student's responsibility to remain compliant in all health screening requirements throughout the two years in the HIMS Program. Compliance status will be monitored by the Clinical Coordinator on a routine basis. Points for maintaining compliance after the deadline will be assigned in HIMS courses each semester of the program, failure to maintain compliance after the deadline of 12/6/23, will result in loss of points in the associated HIMS course(s).

APPENDIX A | Health Screening Compliance Details

1. **Toxicology Screen** | as a student in the College of Medicine, you are required to have a clear annual drug screen from OSU Student Health Services
   a. The 12-panel drug test checks for the following: Benzodiazepines, Barbiturates, Cocaine, Marijuana, Methamphetamine, Opiates/Morphine, Methadone, Tricyclic Antidepressants, Oxycodone, Ecstasy, Phencyclidine, & Amphetamine
   b. They also measure levels of Creatinine, Nitrite, pH, Oxidants, gravity, & temperature to verify the sample is urine
   c. Appointments:
      i. Need to be scheduled in advance – no walk-ins are permitted
      ii. The cost of the screening is approximately $35-$40 & is due at the time of service
      iii. Students must bring:
         1. Photo ID
         2. Current list of medications & prescription bottles
         3. Payment which can be accepted in the form of BuckID or credit/debit card (no cash)
      iv. **Drug Screen Scheduling Instructions:**
         1. **Log in to the My BuckMD secure web portal at shs.osu.edu**
            a. **Use your OSU name.# & password to log in to the portal**
         2. **Select Appt. Scheduling & Schedule Appt. from the top navigation bar**
            a. **Accept the terms of use to get to the appointment search**
         3. **Input desired date range for drug screen appointment**
            a. **Date From & Date To cannot be greater than two weeks apart**
         4. **Select Drug Screen Required by School for reason for appointment**
         5. **IMPORTANT: Leave provider gender field as EITHER to see available appointments**
         6. **Select preferred day & time for the drug screen appointment**
      For questions, concerns, or issues with online scheduling for the drug screen, please call Preventive Medicine at 614-247-2387 or email preventivemedicine@osu.edu

2. **Influenza** | a current & updated influenza vaccine is required annually
   a. The new flu vaccines are typically available starting in late August/early September each year

3. **Hepatitis B** | a complete vaccination series (either 2-dose or 3-dose) AND a positive surface antibody titer are required
   a. If you have documented proof of a complete hepatitis B vaccination series, a titer must be collected to determine your antibody levels & immunity
      i. Positive titer results mean you are immune, & no additional vaccines or testing are required

ii. Negative titer results will require re-vaccination to raise your antibody levels, with a repeated titer required afterwards to check your immunity from the new vaccine(s)

1. Re-vaccination option 1: receive a booster dose of Engerix-B then re-titer one month after vaccine administration
2. Re-vaccination option 2: repeat entire HEPLISAV-B (2-dose) or Engerix-B (3-dose) vaccine series, then re-titer one month after the last dose

b. If there is no documented proof of a complete hepatitis B vaccination series, a new series must be started before a titer is collected. Positive hepatitis B surface antibody titers without proof of a complete vaccination series will not be accepted

4. **MMR** | a complete 2-dose vaccine series is required
   a. 2 doses of the MMR vaccine given after 1 year of age is acceptable for the requirement
   b. Measles, mumps, and rubella titers are only recommended if there is no proof of the vaccination history, but the student is certain they received the vaccines in the past
      i. Positive results mean you are immune, and no additional vaccines or testing are required
      ii. Negative titer results will require re-vaccination, with no repeated titers required

5. **Physical Exam** | initial physical exam required
   a. Initial physical exam required for all first year HIMS students

6. **Tdap** | one vaccine within the last 10 years is required
   a. If Tdap vaccine is over 10 years old and expired, a TD or Tdap booster dose is required

7. **Tuberculosis** | initial negative 2-step PPD skin test or Quantiferon blood test; annual 1-step PPD skin test or Quantiferon blood test update required
   a. For the first year of the program, students are required to have an initial negative 2-step Tuberculosis skin test (PPD), which is two separate PPDs completed within 1-3 weeks of each other
   b. One negative TB blood test (QFT-G, T-Spot, or IGRA) will satisfy the 2-step PPD requirement
   c. As each TB test expires annually, a single 1-step PPD or repeated TB blood test is required

8. **Varicella** | a complete 2-dose vaccine series is required
   a. 2 doses of the Varicella vaccine given after 1 year of age is acceptable for the requirement
   b. If a student never received the vaccines because of having Chickenpox in the past, a Varicella antibody titer is required to prove immunity from having the disease

9. **COVID-19** | The College of Medicine and School of Health and Rehabilitation Sciences continue to require the COVID vaccine
   a. Students must acknowledge that they are aware of the immunization requirements upon admission. Noncompliance with the requirements impacts educational progress

which may be delayed or in some instances, may not be able to be completed if certain clinical competencies cannot be met. This may directly impact the ability to successfully complete the academic program.

b. Booster doses for COVID-19 are currently voluntary and are strongly encouraged for all of COM and HRS students. Please note that some clinical sites will require documentation of a booster.

APPENDIX B | My BuckMD Documentation Upload Instructions

Immunization Submission:

- Student collects new or updated immunization records, documentation, and/or testing to be uploaded via the My BuckMD document uploader

- My BuckMD can be accessed through the SHS website at shs.osu.edu
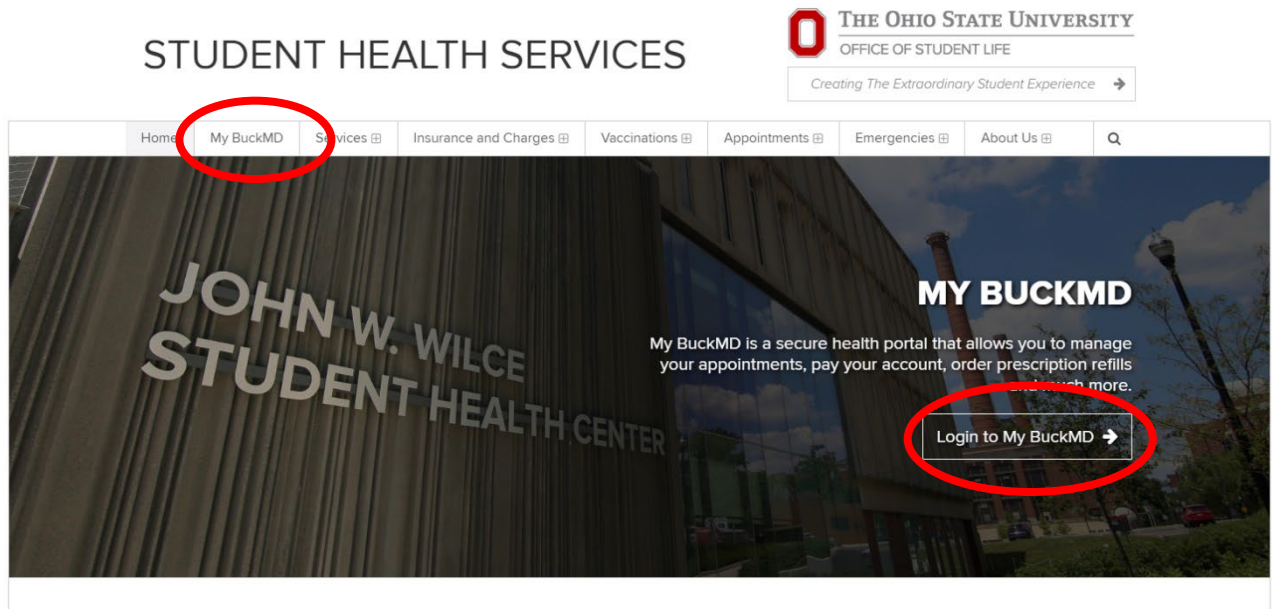
- Student will select "Document Upload" to access the uploading feature of the web portal.
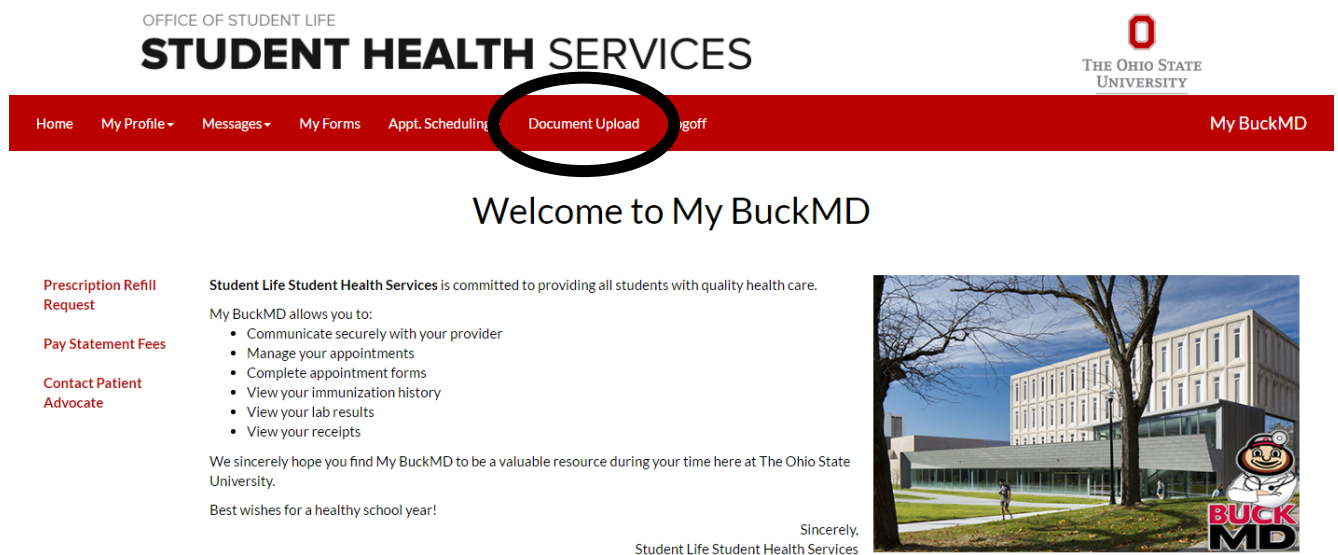
- Student will need to select the correct document type for the documentation they are uploading.
    - ○ <mark>ALL HEALTH PROFESSIONAL STUDENTS MUST SUBMIT USING THE "**HEALTH PROFESSIONAL STUDENT – COMPLIANCE DOCUMENT**" tag or delays in processing may occur</mark>

- When finished and saved, the health compliance documentation will be sent directly and securely to the Preventive Medicine department at SHS for review and entry into medical record for compliance

- If file will not submit (wrong format, too large, website/internet error, etc.), student can submit to the secondary methods listed below:
    - ○ Email: preventivemedicine@osu.edu
    - ○ Fax: 614-292-7042

APPENDIX C – HEALTH REQUIREMENT FORM

Full Name: _____ Date of Birth: _____ Academic Program: _____

Requirement	Required Documentation		
Tuberculosis Screening Either a 2-step PPD **OR** TB blood test required Note: Annual renewal only requires a singular 1-step PPD	****2-step tuberculin skin test**** PPD testing must meet the following criteria: • Must be read in 48-72 hours by a certified health care provider with results documented in mm. • 2nd PPD must be placed 1-3 weeks after the placement date of the first	PPD#1 date given: _____ PPD #1 date read: _____ Result: _____ mm. Read by: _____ Title: _____	PPD #2 date given: _____ PPD #2 date read: _____ Result: _____ mm. Read by: _____ Title: _____
<u>*Students in the MLS program are only required to complete the TB tests in their 2nd year*</u>	****TB blood test (IGRA)**** *Recommended for those that have received the BCG vaccine*	Date Completed: _____ Result: _____ Type of Test: _____ **Lab report attached** ☐	
	Positive TB tests (either past or current) will require the completion of a one-time chest x-ray and annual Tuberculosis questionnaire. Please consult the Preventive Medicine department at Student Health Services to discuss appropriate next steps for the compliance requirement		

Requirement	Required Documentation		
Tdap (Tetanus, Diphtheria, and Pertussis)	Date: _____	Brand: _____	Provider initials: _____
	Required if you have not received Tdap previously, regardless of when previous TD was administered *Tdap must be re-administered every 10 years (TD booster accepted after initial Tdap vaccine)		

Requirement	Required Documentation		
Measles, Mumps, & Rubella (MMR) 2 doses of the MMR vaccine required If given individually, 2 doses of Measles, 2 doses of Mumps, and 1 dose of Rubella required	****2 doses MMR vaccine**** MMR #1 date: _____ MMR #2 date: _____	****Individual vaccines**** Measles #1 date: _____ Measles #2 date: _____ Mumps #1 date: _____ Mumps #2 date: _____ Rubella #1 date: _____	Provider initials: _____
	MMR titers only required if proof of vaccination is unable to be located		
	Positive Measles, Mumps, and Rubella antibody titers: **Lab report attached**		☐

Influenza	Dose date: _____ Provider initials: _____
	NOTE: Seasonal flu vaccines are typically available starting in August/September.

Requirement	Required Documentation		
Varicella (Chickenpox) 2 doses of the Varicella vaccine required	Dose #1 date: _____ Dose #2 date: _____		Provider initials: _____
	Varicella titer only required if previously infected with the disease (Chickenpox) or if proof of vaccination is unable to be located		
	Positive Varicella antibody titer: **Lab report attached** ☐		

Hepatitis B A full vaccine series (either 2-dose or 3-dose) **AND** a positive surface antibody titer required Note: a positive titer without proof of a full vaccine series will not be accepted	****Engerix-B (3-dose) series**** Dose #1 date: _____ Dose #2 date: _____ Dose #3 date: _____	****HEPLISAV-B (2-dose) series**** Dose #1 date: _____ Dose #2 date: _____	Provider initials: _____
	Hepatitis B surface antibody titer	Date Completed: _____ Result: _____ **Lab report attached** ☐	
	If the titer is negative, either a booster dose of Engerix-B or a full series (either 2-dose or 3-dose) must be completed, with a repeated titer completed afterwards. Contact your program coordinator ASAP if you receive a negative test to plan the next step toward gaining compliance.		

| **Drug Screen**

12-panel urine test | Completion Date: _____ Results:_____ **Lab report attached** | | | ☐

| **First Year Physical Exam**

Annual: PT

No physical: AT, MD, MLS | The student named above was given a physical examination on _____ (date) and… | ****SELECT ONE****

is CLEARED

is NOT Cleared | …to perform duties related to their academic program and clinical rotation experiences. |

Provider Information	Name:
	_____
	Address:
	_____
	_____
Signature required for this document to be valid	Phone:
	_____
	Signature: _____
	Date Completed: _____