HEALTH INFORMATION MANAGEMENT AND SYSTEMS

SCHOOL OF HEALTH AND REHABILITATION SCIENCES

COLLEGE OF MEDICINE

THE OHIO STATE UNIVERSITY

STUDENT HANDBOOK
2020-2021
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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.

I. Overview of the 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 electronic health records, reimbursement and revenue cycle, finance, clinical documentation, quality and patient safety, privacy and security of health information, education, research, and public health.

The Health Information Management & Systems (HIMS) curriculum blends coursework in health administration, business management, medicine, and information systems. Laboratory 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 practice in HIM 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. 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 in Appendix 1 of this document.

II. 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

III. Professional Curriculum

A. 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. However, the HIMS program reserves the right to cancel a student’s offer of admission and require reapplication if a student, subsequent to admission, has university disciplinary action taken against him/her and/or pending criminal proceedings or criminal convictions.

B. 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 provide more detail regarding 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 I: Data Structure, Content, and Information Governance
- Domain II: Information Protection: Access, Use, Disclosure, Privacy, and Security
- Domain III: Informatics, Analytics and Data Use
- Domain IV: Revenue Management
- Domain V: Health Law & Compliance
- Domain VI: 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 (released March 1, 2019). 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 not only 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), but to fulfill the educational outcomes in Appendix 2.

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, oral presentations, and structured laboratory and professional practice experiences in a variety of settings.

C. 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 February or March, the Ohio Health Information Management Association (OHIMA) sponsors a statewide professional conference. Junior students in the HIMS program at The Ohio State University are required to attend this dynamic conference. Faculty will inform students of which days they are to attend. Students are responsible to pay their own conference registration fees. Please be advised that money should be set aside each week to save the amount needed.

D. Professional Practice Experiences (PPE)

Professional practice experiences (PPE) are offered during the professional curriculum beginning the first year (HIMS 3589). These experiences may be related to course lab requirements, simulations, observations, and clinical 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 expenses, such as parking and food that may be incurred as part of these experiences.

During the spring semester of the senior year, the PPE (HIMS 4689) consists of -- a six-week, full-time (40-hour week) management PPE. This PPE may be 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 assignment.

Attendance and punctuality at PPE sites are mandatory. 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. 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 PPEs 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.

E. Suggested Minors and/or Electives

Students interested in enhancing their professional course work should consider completing one of the following minors: General Business, Information Systems, Business Analytics, or 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.

IV. Advising, Certificate Option, Registration and Schedule, Expenses and Financial Assistance, Pre-Commencement/Graduation Recognition

A. Advising

Each student in the program is assigned a faculty advisor. The advisor will assist the student in matters related to the HIMS curriculum, scheduling, etc. Advisors will be 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 Student Services Office.

B. Post-Baccalaureate Certificate Option

Students who have previously earned a baccalaureate degree must consult with his/her 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.

C. 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. 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 schedule of 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.

D. 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, manuals, RHIA exam fee, and course fees.
- Immunization expenses.
- Supplies 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 conference registration fees.
- Professional association student memberships.
- Background check fees if background checks are not completed by OSUMC security department.

Students who do not already own or have access to a personal computer that is capable of supporting Microsoft Windows applications such as word processing, spreadsheets, graphics and database applications should purchase one. The majority of class assignments will require use of these software applications. Students may be requested to purchase additional supplies or access to software, depending on course activities.

E. 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 5.

F. Pre-Commencement

Graduating seniors are highly encouraged to attend the SHRS pre-commencement ceremony the Saturday prior to spring commencement. This 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 Student Services Office during the spring semester prior to graduation.

G. Graduation with Honors and with Distinction

HIMS students may graduate with Latinate honors based on grade point average; 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 each of these categories.
V. Program and Professional Standards

A. 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 3589
- HIMS 4645
- HIMS 4685
- HIMS 4689
- HIMS 5535
- HIMS 5536
- HIMS 5537
- HIMS 5540
- HIMS 5545
- HIMS 5550
- HIMS 5554
- HIMS 5555
- HIMS 5575
- HTHRHSC 5500
- HTHRHSC 5510
- HTHRHSC 5900

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

- HTHRHSC 2500
- Anatomy 2300.04
- Economics 2001.01
- HTHRHSC 5500
- HRHRHSC 5510
- HTHRHSC 5900
- Math 1148
- Statistics 1450
- English 1110
- Psychology 1100
- Acct & MIS 2000
- Communications 2131

B. Grading Scale

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

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

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

C. 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.
D. Evaluation

1. 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 responsibility of the student 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; thus, it is within the instructor’s discretion not to allow students to keep copies of exams.

2. 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 responsibility of the student 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 discretion of the instructor of the course. 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, proofed 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 a style specified by the instructor.

E. Professional and Ethical Behaviors

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.

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 behavior will also be remembered.

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 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 future HIM professional.

**Class Engagement**

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

2. **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. **Prior to class,** 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.

3. **Timeliness.** Timeliness is a component of professionalism. Thus, coming to classes and PPEs on time is absolutely essential. Tardiness, especially on a consistent basis, displays a lack of respect for your instructor, PPE preceptor, and classmates. Instructors reserve the right to deduct points for tardiness. Chronic tardiness may result in disenrollment from the HIMS program.

4. **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!

5. **Other class policies.** Observe other classroom policies as indicated in course syllabi.

**Professional Behaviors**

6. **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, or 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.

7. **Professional Apparel and Appearance.** See SHRS Policy 10. Appropriate dress is required in the classroom as well as at all PPEs, site visits, and for class presentations. Business casual is generally a safe option, but it is always good to ask beforehand! During PPE’s we will default to the dress code of the site. Inappropriate attire also includes, but is not limited to, spaghetti straps; shorts; midriff-baring clothing; flip-flops; low-cut tops, pants, or dresses; short skirts; and leggings that cover the lower part of the body but leave little to the imagination. As a general rule, ask yourself whether your attire may cause raised eyebrows or negative comments by others. If there is any chance that it will, it is inappropriate.

**Professional Work Products**

8. **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. Unless specified otherwise, all paper assignments must be typed and stapled or clipped together when submitted. 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.

9. **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 3 or rubrics specific to their courses to grade written assignments.

**Appropriate Use of Electronics**

10. **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 the presenter/instructor/preceptor and your fellow students, co-workers or conference attendees. 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.

11. **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.
Avoidance of Academic and Professional Misconduct

12. **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 4.)*

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 *(http://studentconduct.osu.edu/).* 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 with fairness and honesty. Honesty means refraining from the following:

13. **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 the following elements: title, author, journal or magazine publishing the article, and date of publication.

14. **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; 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.

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

16. **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) *(http://oaa.osu.edu/coam.html).* 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 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.
17. **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. 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 tenure in this program. See SHRS Policies 6 and 12.

**F. 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.

**VI. Facilities and Resources**

A. **Lockers.** Lockers are available in Atwell Hall. The SHRS Student Services Office coordinates locker assignments. A student wishing to be assigned a locker is to bring a combination lock to the SHRS Student Services Office, 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 Student Services Office.

B. **Classroom.** 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.

C. **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. You may expect limits to lab availability this year due to scheduling challenges resulting from COVID-19. A number of the HIMS courses use the computer lab as part of 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 Citrix. *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, Androids.

D. **Students with Disabilities.** If you need an accommodation based on the impact of a disability, you should contact your instructors privately to discuss your specific needs. Please also contact the Office of Disability Services 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 course syllabi.
VII. Student Requirements

A. Immunizations

Details re. immunizations are in Appendix 6 of this handbook. See also SHRS Policy 15.

B. 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 6 of this handbook for the background check process. See also SHRS Policy 13.

C. 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 6 of this handbook and SHRS Policy 17 for explanations of the requirements for and consequences of positive drug screens.

D. 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.

E. COVID Education

In the 2020-2021 academic year, all HRS students in any professional program must complete both the clinical and classroom acknowledgment for all educational requirements concerning COVID-19.

F. OSUMC E-mail

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 this daily, it is recommended that you forward this e-mail to your buckeyemail account. This is done through my.osu.edu, then click on change e-mail delivery.

G. 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.
VIII. Professional Activities

A. 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, and engages in activities to promote the HIMS profession, professional engagement, and the general welfare of the school. Leadership positions are available and provide excellent opportunities. Information about the organization is available through its officers.

B. Professional Organizations

1. AHIMA and OHIMA. Student membership in the American Health Information Management Association (AHIMA) is required. It 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. AHIMA is the national association for health information management professionals. Membership entitles the student to the Journal of the American Health Information Management Association (JAHIMA). 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 Engage communities for networking and professional resources. Engage is located through the AHIMA website at www.ahima.org. 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 association. Students in their junior year are expected to attend Ohio’s annual state meeting that is held each spring. Attendance may also be expected 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.

The AHIMA Student Advisory Workgroup is a national group for current HIM students who apply and are selected. The workgroup members are part of the AHIMA Student Volunteer Program, which gives students the opportunity to volunteer at the AHIMA national convention in the fall and plan the Student Academy (that is part of the national convention). The AHIMA Student Advisory Workgroup also networks with industry professionals and is active with other projects throughout the year. This is a great opportunity to become involved at the national level while still a HIMS student. OSU HIMS students have been involved in this group in the past! The annual deadline for the volunteer program/workgroup is April 30.

2. 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.

~ 14 ~
3. **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: [https://www.hfma.org/about-hfma.html](https://www.hfma.org/about-hfma.html) and Central Ohio HFMA: [http://www.centralohiohfma.org/](http://www.centralohiohfma.org/)

IX. **National Certification Examinations**

The American Health Information Management Association deems students in their last term of study in the HIMS program to be eligible to sit for the national certification examination for health information administrators to earn the Registered Health Information Administrator (RHIA) designation. **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. 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. 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:

a) **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.

b) **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 both 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).

c) **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.

d) **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](http://www.ahima.org).
X. 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 in the course of 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 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 means 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 year in the program, in conjunction with their clinical rotations. Students may be required to complete additional training pursuant to requirements of specific clinical sites.

See SHRS Policies 6 and 12.
XI. Faculty

Core Faculty:

Division Director: Jennifer Garvin, PhD, MBA, RHIA, CCS, CTR, FAHIMA, FAHA
Associate Professor
543 Atwell Hall
293-2756
Jennifer.Garvin@osumc.edu

Program Director: Laurie A. Rinehart-Thompson, JD, RHIA, CHP, FAHIMA
Professor
543 Atwell Hall
292-3694
Laurie.Rinehart-Thompson@osumc.edu

Melanie S. Brodnik, PhD, RHIA, FAHIMA
Associate Professor Emeritus
543 Atwell Hall
292-3495
Melanie.Brodnik@osumc.edu

Kathryn Maxwell, MA, RN
Senior Lecturer
543 Atwell Hall
247-0060
Kathryn.Maxwell@osumc.edu

Kristin Nelson, MS, RHIA
Clinical Instructor
543 Atwell Hall
614-685-0334
Kristin.Nelson@osumc.edu

Emily Patterson, PhD
Associate Professor
543 Atwell Hall
292-4623
Emily.Patterson2@osumc.edu

Adjunct Instructors:

Anne Casto, RHIA, CCS
Lauree Handlon, MS, RHIA, CCS, FAHIMA
Elizabeth Curtis, MA, RHIA, CHPS, FAHIMA
Kevin Jones, MS, CPHIMS, FHMSS
Elizabeth Delacy, RHIA
Manjusri Nguyen, MBA, RHIA

In addition to the individuals listed above, there are more than 50 guest lecturers, class assistants, 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

### Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)

<table>
<thead>
<tr>
<th>Pathophysiology and Pharmacology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Computer Concepts and Applications</td>
</tr>
<tr>
<td>Math Statistics</td>
</tr>
</tbody>
</table>

### Domain I. Data Structure, Content, and Information Governance

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1. Compare diverse stakeholder perspectives through the delivery of health care services.</td>
<td>5</td>
</tr>
<tr>
<td>I.2. Analyze strategies for the management of information.</td>
<td>4</td>
</tr>
<tr>
<td>I.3. Evaluate policies and strategies to achieve data integrity.</td>
<td>5</td>
</tr>
<tr>
<td>I.4. Recommend compliance of health record content across the health system.</td>
<td>5</td>
</tr>
<tr>
<td>I.5. Utilize classification systems, clinical vocabularies, and nomenclatures.</td>
<td>3</td>
</tr>
<tr>
<td>I.6. Evaluate data dictionaries and data sets for compliance with governance standards.</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1. Recommend privacy strategies for health information.</td>
<td>5</td>
</tr>
<tr>
<td>II.2. Recommend security strategies for health information.</td>
<td>5</td>
</tr>
<tr>
<td>II.3. Analyze compliance requirements throughout the health information life cycle.</td>
<td>4</td>
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</tbody>
</table>

### Domain III. Informatics, Analytics, and Data Use

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1 Examine health informatics concepts for the management of health information.</td>
<td>4</td>
</tr>
<tr>
<td>III.2. Analyze technologies for health information management.</td>
<td>4</td>
</tr>
<tr>
<td>III.3. Interpret statistics for health services.</td>
<td>5</td>
</tr>
<tr>
<td>III.4 Examine health care findings with data visualizations.</td>
<td>4</td>
</tr>
<tr>
<td>III.5. Compare research methodologies pertaining to health care.</td>
<td>5</td>
</tr>
<tr>
<td>III.6. Manage data within a database management system.</td>
<td>5</td>
</tr>
<tr>
<td>III.7 Identify standards for exchange of health information.</td>
<td>3</td>
</tr>
</tbody>
</table>
## Domain IV. Revenue Cycle Management

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom's Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.</td>
<td>5</td>
</tr>
<tr>
<td>IV.2. Manage components of the revenue cycle.</td>
<td>5</td>
</tr>
<tr>
<td>IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.</td>
<td>5</td>
</tr>
</tbody>
</table>

## Domain V. Health Law & Compliance

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom's Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.1. Comply with legal processes impacting health information.</td>
<td>5</td>
</tr>
<tr>
<td>V.2. Evaluate compliance with external forces.</td>
<td>5</td>
</tr>
<tr>
<td>V.3. Analyze components of risk management as related to a health organization.</td>
<td>4</td>
</tr>
<tr>
<td>V.4. Analyze the impact of policy on health care.</td>
<td>4</td>
</tr>
</tbody>
</table>

## Domain VI. Organizational Management & Leadership

<table>
<thead>
<tr>
<th>Competency</th>
<th>Bloom's Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.1. Facilitate fundamental leadership skills.</td>
<td>4</td>
</tr>
<tr>
<td>VI.2. Assess the impact of organizational change.</td>
<td>5</td>
</tr>
<tr>
<td>VI.3. Analyze human resource strategies for organizational best practices.</td>
<td>4</td>
</tr>
<tr>
<td>VI.4. Leverage data-driven performance improvement techniques for decision making.</td>
<td>5</td>
</tr>
<tr>
<td>VI.5. Verify financial management processes.</td>
<td>4</td>
</tr>
<tr>
<td>VI.6. Examine behaviors that embrace cultural diversity.</td>
<td>4</td>
</tr>
<tr>
<td>VI.7. Assess ethical standards of practice.</td>
<td>5</td>
</tr>
<tr>
<td>VI.8. Facilitate consumer engagement activities.</td>
<td>4</td>
</tr>
<tr>
<td>VI.9. Facilitate training needs for a healthcare organization.</td>
<td>4</td>
</tr>
<tr>
<td>VI.10. Compare project management methodologies to meet intended outcomes.</td>
<td>5</td>
</tr>
</tbody>
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Revisions 3.20.2019
Commission on Certification for Health Informatics and Information Management (CCHIIM)

Registered Health Information Administrator (RHIA) Examination Content Outline

Number of Questions on Exam:
• 180 Multiple Choice (160 scored/20 unscored pretest)
Exam Time: 4 hours – any breaks taken will count against exam time

DOMAIN I: Data Content, Structure & Standards (18-22%)

TASKS:
A. Classification Systems
A1. Code diagnosis and procedures according to established guidelines

B. Health Record Content & Documentation
B1. Ensure accuracy and integrity of health data and health record documentation (paper or electronic)
B2. Manage the contents of the legal health record (structured and unstructured)
B3. Manage the retention and destruction of the legal health record

C. Data Governance
C1. Maintain data in accordance with regulatory requirements
C2. Develop and maintain organizational policies, procedures, and guidelines for management of health information

D. Data Management & Secondary Data Sources
D1. Manage health data elements and/or data sets
D2. Assist in the maintenance of the data dictionary and data models for database design
D3. Manage and maintain databases (e.g., data migration, updates)

DOMAIN II: Information Protection: Access, Disclosure, Archival, Privacy & Security (23-27%)

TASKS:
A. Health Law
A1. Maintain healthcare privacy and security training programs
A2. Enforce and monitor organizational compliance with healthcare information laws, regulations and standards (e.g., audit, report and/or inform)

B. Data Privacy, Confidentiality, and Security
B1. Design policies and implement privacy practices to safeguard Protected Health Information (PHI)
B2. Design policies and implement security practices to safeguard Protected Health Information (PHI)
B3. Investigate and resolve healthcare privacy and security issues/breaches

C. Release of Information
C1. Manage access, disclosure, and use of Protected Health Information (PHI) to ensure confidentiality
C2. Develop policies and procedures for uses and disclosures/redisclosures of Protected Health Information (PHI)

DOMAIN III: Informatics, Analytics & Data Use (22-26%)

TASKS:
A. Health Information Technologies
A1. Implement and manage use of, and access to, technology applications
A2. Evaluate and recommend clinical, administrative, and specialty service applications (e.g., financial systems, electronic record, clinical coding)

B. Information Management Strategic Planning
B1. Present data for organizational use (e.g., summarize, synthesize, and condense information)
C. Analytics & Decision Support
C1. Filter and/or interpret information for the end customer
C2. Analyze and present information to organizational stakeholders
C3. Use data mining techniques to query and report from databases

D. Healthcare Statistics
D1. Calculate healthcare statistics for organizational stakeholders
D2. Critically analyze and interpret healthcare statistics for organizational stakeholders (e.g., CMI)

E. Research Methods
E1. Identify appropriate data sources for research

F. Consumer Informatics
F1. Identify and/or respond to the information needs of internal and external healthcare customers
F2. Provide support for end-user portals and personal health records

G. Health Information Exchange
G1. Apply data and functional standards to achieve interoperability of healthcare information systems
G2. Manage the health information exchange process entity-wide

H. Information Integrity and Data Quality
H1. Apply data/record storage principles and techniques associated with the medium (e.g., paper-based, hybrid, electronic)
H2. Manage master person index (e.g., patient record integration, customer/client relationship management)
H3. Manage merge process for duplicates and other errors entity-wide (e.g., validate data sources)

DOMAIN IV: Revenue Management (12-16%)
TASKS:
A. Revenue Cycle & Reimbursement
A1. Manage the use of clinical data required in reimbursement systems and prospective payment systems (PPS)
A2. Optimize reimbursement through management of the revenue cycle (e.g., chargemaster maintenance, DNF, and AR days)

B. Regulatory
B1. Prepare for accreditation and licensing processes [e.g. Joint Commission, Det Norske Veritas (DNV), Medicare, state regulators]
B2. Process audit requests (e.g., RACs or other payers, chart review)
B3. Perform audits (e.g., chart review, POC)

C. Coding
C1. Manage and/or validate coding accuracy

D. Fraud Surveillance
D1. Participate in investigating incidences of medical identity theft

E. Clinical Documentation Improvement
E1. Query physicians for appropriate documentation to support reimbursement
E2. Educate and train clinical staff regarding supporting documentation requirements

DOMAIN V: Leadership (12-16%)
TASKS:
A. Leadership Roles
A1. Develop, motivate, and support work teams and/or individuals (e.g., coaching, mentoring)
A2. Organize and facilitate meetings
A3. Advocate for department, organization and/or profession

B. Change Management
B1. Participate in the implementation of new processes (e.g., systems, EHR, CAC)
B2. Support changes in the organization (e.g., culture changes, HIM consolidations, outsourcing)

C. Work Design & Process Improvement
C1. Establish and monitor productivity standards
C2. Analyze and design workflow processes
C3. Participate in the development and monitoring of process improvement plans

D. Human Resources Management
D1. Perform human resource management activities (e.g., recruiting staff, creating job descriptions, resolving personnel issues)

E. Training & Development
E1. Conduct training and educational activities (e.g., HIM systems, coding, medical and institutional terminology, documentation and regulatory requirements)

F. Strategic & Organizational Management
F1. Monitor industry trends and organizational needs to anticipate changes
F2. Determine resource needs by performing analyses (e.g., cost-benefit, business planning)
F3. Assist with preparation of capital budget

G. Financial Management
G1. Assist in preparation and management of operating and personnel budgets
G2. Assist in the analysis and reporting on budget variances

H. Ethics
H1. Adhere to the AHIMA code of ethics

I. Project Management
I1. Utilize appropriate project management methodologies

J. Vendor/Contract Management
J1. Evaluate and manage contracts (e.g., vendor, contract personnel, maintenance)

K. Enterprise Information Management
K1. Develop and support strategic and operational plans for entity-wide health information management
1. Critical Thinking Skills
   1.1. Conceptualize, analyze, develop, and implement solutions in a fluid, dynamic, heterogeneous health care setting.

2. Personal Initiative in Education and Career Planning
   2.1. Assume new roles through continually learning new concepts, technologies, and techniques.
   2.2. Assume responsibility for personal mastery through continual clarification of what is important to pursue and development of personal visions.
   2.3. Demonstrate commitment and a strong sense of responsibility to work.

3. Communication
   3.1. Communicate effectively through use of skills in speaking, reading, writing, and listening.
   3.2. Analyze situations and formulate and articulate appropriate communication patterns.

4. Customer-Service Orientation
   4.1. Recognize potential customers, assess their needs, and deliver quality and timely services.

5. Health Care Delivery Environment
   5.1. Determine needs of a heterogeneous and fluid health care environment and adapt skills to meet these needs.

6. Sensitivity to Cultural and Community Needs
   6.1. Communicate and relate to diverse customer, patient, and professional communities.

7. Leadership and Collaboration
   7.1. Develop and articulate vision and motivate others to build and execute a shared vision.
   7.2. Effectively function in the dynamics of inter-disciplinary group process and team collaboration.
   7.3. Effectively demonstrate relationship management skills both within and outside a team.

8. Professional Behavior
   8.1. Visibly demonstrate professional behaviors in all interactions with customers, patients, and other professionals.
   8.2. Understand and adhere to ethical and legal practice standards including all state and institutional regulations in client/patient care and fiscal management.
   8.3. Consider and act upon the ethical implications of course of action.

9. Strong Foundation in Clinical Science
   9.1. Demonstrate application of the life sciences and appropriate research methodologies

10. Strong Foundation in Business Management
    10.1 Demonstrate application of concepts and techniques associated with
        - Human resources management
        - Organizational behavior and change management
        - Quality, patient safety, and outcomes analysis
        - Resource consumption and supply utilization
        - Budget preparation and implementation
        - Reimbursement and revenue cycle management
        - Data and statistical analysis for clinical and administrative purposes
        - Legal and ethical issues of healthcare law, privacy, confidentiality and security of protected health information

11. Strong Foundation in Information Technology
    11.1 Demonstrate application of concepts, techniques, and tools associated with:
        - Information systems planning and analysis
        - Information collection, archival, retrieval, and analysis
        - Information systems evaluation
        - Information usage
APPENDIX 3
# Grading Criteria for Written Assignments

Referencing format is APA unless specified otherwise by the instructor.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Elements</th>
</tr>
</thead>
</table>
| 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/thought 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 | **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 4
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.

We believe:

- health information is the most powerful currency for change in the healthcare ecosystem
- our mission drives us to create lasting change in the health of the individuals, organizations, and societies around the globe
- consumers of healthcare should have access and control over how their data is accessed, exchanged, and used
- people will always be central in harnessing the power of information to tear down barriers to better health
American Health Information Management Association Code of Ethics

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

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

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

Purpose of the American Health Information Management Association Code of Ethics

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

The AHIMA Code of Ethics serves seven purposes:

- Promotes high standards of HIM practice.
- Identifies core values on which the HIM mission is based.
- 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 and guidelines that are both enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.
The Code of Ethics and How to Interpret the Code of Ethics

Principles and Guidelines

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

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

A health information management professional **shall:**

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

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

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

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

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

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

II. **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 their organizations that violate, interfere with, or discourage compliance with the code.

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

A health information management professional shall not:

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

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

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

A health information management professional shall:

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

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

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

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

A health information management professional shall:

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

4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the Professional Ethics Committee Policies and Procedures for potential ethics complaints.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.
4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one’s concerns with the colleague when feasible and when such discussion is likely to be productive.

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

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

4.7. Cooperate with lawful authorities as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A health information management professional **shall:**

6.1. Provide directed practice opportunities for students.

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

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

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

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

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

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

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

VII. *Represent the profession to the public in a positive manner.*
A health information management professional **shall:**

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

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

A health information management professional **shall:**

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

8.2. Uphold the decisions made by the association.

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

8.4. Disclose any real or perceived conflicts of interest.

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

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

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

IX. **State truthfully and accurately one’s credentials, professional education, and experiences.**

A health information management professional **shall:**

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

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

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

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

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

A health information management professional **shall:**
10.1. Participate in and contribute to decisions that affect the well-being of patients by drawing on the perspectives, values, and experiences of those involved in decisions related to patients.

10.2. Facilitate interdisciplinary collaboration in situations supporting health information practice.

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

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

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

A health information management professional shall:

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

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

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

11.4. Ensure all voices are listened to and respected.

**The Use of the Code**

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

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

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

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

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

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

**Code of Ethics 2011 Ethical Principles**

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

A health information management professional shall:

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

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

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

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

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

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

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

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

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

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

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

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_Revised & adopted by AHIMA House of Delegates – (October 2, 2011)_
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.

Brodnik Endowed Scholarship – OSU HIMS (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 junior and one senior HIM student 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.

Heron Family Scholarship - OSU HIMS

Dr. and Mrs. Tim Heron, parents of HIMS alumnus Christine Harsh, generously donate scholarship money to selected students each year. The scholarships are awarded based on financial need and academic performance. A HIMS faculty committee is responsible for identifying students eligible for the award. The scholarship is awarded spring semester of the recipients’ junior year, with funding allocated to the students’ accounts in the autumn semester of their senior year.

Turner Family Scholarship - OSU HIMS (by application)

Cymone Turner, a HIMS graduate, and her family generously donate scholarship money to an incoming junior student each year. The scholarship is awarded based on financial need and a personal statement. The Turner 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.

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 is typically September 30 of each year.

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. See the following website for more information: http://csohio.himsschapter.org/.

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 http://www.centralohiohfma.org/
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, HRS Student Services Office. 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 at http://www.ahima.org/about/recognition/triumph/. The nomination deadline is June 1 of each year.
APPENDIX 6
HIMS Background Check and Health Screening Requirements and Timeline Policy:

According to the School of Health and Rehabilitation Sciences student handbook, students in HRS programs are required to have background checks annually. Unfortunately, students who work for 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.

Background Checks

**First Year HIMS Students**: First year students will complete the background check process through The Ohio State University Wexner Medical Center’s ID Processing Office. These background checks are offered free of charge. First-year students will have to provide a Photo ID and their Social Security card at the time of their background check. Any first year HIMS student in the Columbus area can go to ID processing between 7 and 4 M-F; however, your background checks will be coordinated through Allison Breitfeller. Please expect an e-mail from her by the middle of June. (The screening 7-8 is the most crowded time). Students should enter the main entrance at OSUWMC-Doan/Rhodes Hall. The screeners there have a list of all HIMS students who may come in during the summer for background checks/IDs. You will receive a mask (if not already wearing one); temperature will be checked; and you will be asked the basic screening questions before you can proceed to ID processing. If you are out of town and/or will not be returning to Columbus until later this summer, you can complete your background check and ID when you arrive. You must complete the background check by August 21st 2020. Failure to complete your background check within your scheduled timeframe will impact your ability to participate in the 3589 practicum course, which could ultimately affect your grade as completion of the background check by the deadline is tied to an assignment within the 3589 course. Failure to complete your background check could also negatively impact your ability to progress in the HIMS program.

**Second Year HIMS Students**: Second year students who have previously completed the background check process at ID Processing and have already received their student ID badge will complete their background check through a company called First Advantage. The First Advantage background check progress is completely digital, and there is no charge. Second year students do not need to go to ID Processing to complete the background check for the year. You will receive an e-mail from Allison Breitfeller no later than mid-June with a link to complete the online background check. This must be completed by August 21st 2020. Failure to complete your background check within your scheduled timeframe will impact your ability to participate in the 4689 practicum course. You will be unable to be placed at a site for the full time practicum that takes place March 22nd-April 30th 2021 until this is completed. In addition completion of the background check will be tied to an assignment within the 4645 course. Failure to complete your background check could negatively impact your ability to complete and graduate from the HIMS program.
Documents:

- Background checks are only valid for one year after their clearance date; thus, students must complete a background check during each year of the program.
- Requests for copies of a student’s background check documentation for purposes other than clinical compliance cannot be completed through the School of Health and Rehabilitation Sciences or ID Processing. However, if a student needs a copy of their background check for reasons other than clinical compliance, one can be requested from the Ohio Attorney General’s office.
- If a student has any criminal infractions on record, the background check will be flagged for review. If this is the case, the background check results are sent directly to The Ohio State University Wexner Medical Center Human Resources for the final decision.

ID Badges:

- Background checks must be completed through ID Processing and cleared before the students will be issued an ID Badge. ID Badges will be picked up by the Background Check Coordinator and distributed by Kristin Nelson as soon as they arrive.
- If a student is an intern/volunteer or employee of the Wexner Medical Center, they will receive a second, student ID badge for the purposes of their clinical rotation with the program.
- If a student changes their name during the course of the program, they can receive a replacement ID badge at no charge. The student will stop by ID Processing with their old badge and an official document or ID bearing their new name. ID Processing will take the badge with the old name and dispose of it, and provide the student with a student ID badge bearing their new name.
- If a student loses their ID badge, they will need to request a new ID badge directly from ID Processing. Replacement ID badges cost $5.

Toxicology and Health Screenings

**Students can call to schedule physicals at 614-292-4321. If your My BuckMD access is enabled, you can schedule online for the physicals. Some vaccines can be completed on a walk-in basis; however, some do require an appointment. It is strongly urged that you schedule an appointment with the Wilce Student Health Center and/or complete everything at your primary care doctor. Please do not wait to schedule. Currently, all individuals are required to be screened, including being masked and temperature checked prior to entering the student health center. For more specifics on scheduling and services, please visit shs.osu.edu

First Year HIMS Students- Failure to complete health screening requirements within your scheduled timeframe will impact your ability to participate in the 3589 practicum course which could ultimately affect your grade as completion of the requirements by the deadline will be tied to an assignment within the 3589 course. Failure to complete required health screenings could also negatively impact your ability to progress in the HIMS program.

1. Toxicology Screen due 8/21/20 - As a student in the College of Medicine, you are required to have a clear annual drug screen from the Student Health Center. The drug panel checks for the following drugs:
   a. Benzodiazepines
   b. Barbiturates
   c. Cocaine
   d. Marijuana
e. Methamphetamine
f. Opiates/Morphine
g. Methadone
h. Tricyclic Antidepressants, which are: Amitriptyline, Amoxapine, Desipramine (Norpramin), Doxepin, Imipramine (Tofranil, Tofranil-PM), Maprotiline, Nortriptyline (Pamelor), Protriptyline (Vivactil), Trimipramine (Surmontil)
i. Oxycodone
j. Ecstasy
k. Phencyclidine
l. Amphetamine
m. Propoxyphene
n. Buprenorphine Glucuronide

Drugs in red are tested for as part of the panel, but only those in black are required for compliance. The screen also measures levels of Creatinine, Nitrite, pH, Oxidants, gravity, and temperature to verify the sample is urine.

Toxicology screens are completed on a walk-in basis Monday through Friday (Students must arrive before 4 p.m.) in the Wilce Student Health Center (SHS), 1875 Millikin Rd. Students should present to the Ground Floor Registration area, where they will check-in, have demographics updated as needed, and make payment. The cost of the screening is approximately $35-$40. Students will then be directed to the SHS Lab for specimen collection. The process should take no longer than 30 minutes.

Once the drug screens are reviewed, student compliance status will be updated on the site for your record-keeping. The student immunization records will also show compliance status for this screening. Students enrolled in My BuckMD Connection will also receive notification of their results via secure email. (Students can sign up for My BuckMD Connection at the time of their screening; directions are also attached to this e-mail.)
Students must bring:

- Photo Identification
- Current List of Medications and prescription bottles
- Payment which can be accepted in the form of cash, check, Buck-ID, or credit card.

2. Annual Flu Vaccination deadline 10/23/2020
3. Proof of first year physical and compliance for Hepatitis B, Measles, Mumps, Rubella, Tetanus, Varicella by 8/21/20 (see how to meet requirements on the last page)

Second Year HIMS Students—Failure to complete health screening requirements within your scheduled timeframe will impact your ability to participate in the 4689 practicum course. You will be unable to be placed at a site for the full time practicum that takes place March 22nd-April 30th 2021 until this is completed. In addition completion of the background check will be tied to an assignment within the 4645 course. Failure to complete health screening requirements could negatively impact your ability to complete and graduate from the HIMS program.

1. Toxicology Screen due 8/21/20 - As a student in the College of Medicine, you are required to have a clear annual drug screen from the Student Health Center. The drug panel checks for the following drugs:
   a. Benzodiazepines
   b. Barbiturates
   c. Cocaine
   d. Marijuana
   e. Methamphetamine
   f. Opiates/Morphine
   g. Methadone
   h. Tricyclic Antidepressants, which are: Amitriptyline, Amoxapine, Desipramine (Norpramin), Doxepin, Imipramine (Tofranil, Tofranil-PM), Maprotiline, Nortriptyline (Pamelor), Protriptyline (Vivactil), Trimipramine (Surmontil)
   i. Oxycodone
   j. Ecstasy
   k. Phencyclidine
   l. Amphetamine
   m. Propoxyphene
   n. Buprenorphine Glucuronide

Drugs in red are tested for as part of the panel, but only those in black are required for compliance. The screen also measures levels of Creatinine, Nitrite, pH, Oxidants, gravity, and temperature to verify the sample is urine.

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**Students must bring:**

- Photo Identification
- Current List of Medications and prescription bottles
- Payment which can be accepted in the form of cash, check, Buck-ID, or credit card.

2. **Annual Flu Vaccination due 10/23/2020**
3. **Any expired** Hepatitis B, Measles, Mumps, Rubella, Tetanus, TB, Varicella due 10/23/20 (see how to meet requirements on last page). Kristin will notify you individually regarding what you need to complete.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>How to meet the requirements</th>
<th>QFT-G (IGRA) recommended for all students who have had BCG vaccine. For these students, a negative QFT-G (IGRA) within last year OR negative CXR within last year (if previously tested positive on skin test) required for compliance.</th>
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<tbody>
<tr>
<td>TB</td>
<td>Initial PPD 2-step</td>
<td>OR Annual QFT-G (IGRA) blood test</td>
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<tr>
<td></td>
<td>Annual PPD every year after</td>
<td></td>
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<tr>
<td></td>
<td><strong>OR</strong> Annual QTF-G (IGRA) blood test</td>
<td></td>
</tr>
<tr>
<td>Tdap (Tetanus, Diphtheria, Pertussis)</td>
<td>Get if have not received Tdap previously, regardless of when previous Td was administered</td>
<td>Booster required every 10 years – Tdap must be current</td>
</tr>
<tr>
<td>Measles, Mumps, &amp; Rubella (MMR)</td>
<td>2 doses MMR</td>
<td>OR Positive serum anti-body titer</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> 2 Measles, 2 Mumps &amp; 1 Rubella Dose</td>
<td>If the titer is negative, vaccination must be repeated</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>2 doses</td>
<td>OR Positive serum anti-body titer</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> Positive serum anti-body titer</td>
<td>If the titer is negative, vaccination must be repeated</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 dose series</td>
<td>AND Positive serum anti-body titer</td>
</tr>
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<td><strong>AND</strong> Positive serum anti-body titer</td>
<td>If the titer is negative, the booster AND the titer must be repeated (until positive titer acquired)</td>
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<tr>
<td>Influenza</td>
<td>Annual dose</td>
<td>Annual dose</td>
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<td>Compliance by 10/23</td>
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<tr>
<td>Physical</td>
<td>1st year ONLY</td>
<td>Annual PT Only</td>
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<td></td>
<td>OT, Rad. Sci., RT, HIMS</td>
<td>Med. Diet., MLS, AT - Not Required</td>
</tr>
<tr>
<td>Drug Screen (12 Panel)</td>
<td>Annual</td>
<td>See above information</td>
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</table>