



HEALTH INFORMATION TECHNOLOGY PROGRAM

STUDENT HANDBOOK

Pierpont Community and Technical College

School of Health Sciences

REVISED: FALL 2021



**PIERPONT MISSION**

The Mission of Pierpont Community & Technical College is to provide accessible, responsive, comprehensive education that works.

**PIERPONT VISION**

Empowering individuals to transform their lives through education.

# Health Information Technology Handbook

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## WELCOME

Welcome to the fascinating world of **Health information management (HIM)**. Health information management is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.

Health information management professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security.

**Health information technology** refers to the framework used to manage health information, and the exchange of health information in a digital/paper format. Professionals who work in health IT are focused on the technical side of managing health information, working with software and hardware used to manage and store patient data.

## INTRODUCTION

In the health care field, advances in medical sciences, legislative reform, computerization, and the need to manage health care delivery systems and health care costs, have created a growing demand for information professionals - professionals with the knowledge and skills to process, analyze and distribute health care information. Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. The demand for health services is expected to increase as the population ages. An aging population will need more medical tests, treatments, and procedures. This will mean more claims for reimbursement from insurance companies. Additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, could lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

The two-year Health Information Technology (HIT) Associate of Applied Science degree program is nationally accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Graduates are eligible and encouraged to sit for the Registered Health Information Technician (RHIT) certification exam. The RHIT credential is proof to employers of a robust education and an ongoing commitment to staying relevant in a complex and evolving space.

Students enrolled in the HIT Program can also add the HLIN 1112 Introduction to Medical Administrative Assistant class, and receive the Medical Administrative Assistant Advanced Skill Set. This skill set is the first semester of the model schedule of the HIT program. This skill set also enables the graduates to sit for an additional certification, the Certified Medical Administrative Assistant (CMAA) through the National Healthcareers Association.

### **GOAL**

The goal of the Health Information Technology Program at Pierpont Community and Technical College is to provide the student with a course of study which incorporates both knowledge and technical skills needed for career entry. The students are provided with a total educational experience by integrating general study courses and career oriented technical skills in the cognitive, psychomotor and effective domains.

### **MISSION**

The program's mission is to prepare confident, innovative, and contributing professionals who can identify and use a variety of information resources and technologies to accomplish the objectives of diverse practice environments.

### **ACCREDITATION**

The Health Information Technology Program is administered under the American Health Information Management Association (AHIMA) in cooperation with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program is accredited by these bodies.



## DYNAMIC CAREER OPPORTUNITIES

Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, health information provides the patient data needed to successfully navigate the changes. As a result, health information professionals can expect to be in high demand as the health sector continues to expand. Demand is on the rise at all levels of education and credentialing. There are approximately 30,000 new jobs anticipated by 2026.

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

## JOB PROSPECTS

Prospects will be best for those with a certification in health information, such as the RHIT. As electronic health records (EHR) systems continue to become more common, health information technicians with computer skills will be needed to use them.

Health records are used in every aspect of health care planning and delivery. Their primary purpose is to serve as a basis for planning patient care. A health record contains a patient's medical history, physical assessment, test results and notes about the patient's treatment and condition. The medical record serves as a means of communication among all members of the health care team, including physicians, nurses, laboratory technicians, therapists, and many others. Such documentation assists in ensuring the continuity of care and protects the financial and legal interests of the patient, the health care facility, and the responsible practitioner caring for the patient.

The student choosing the Health Information Technician (HIT) Program will be trained in entry level competencies within the field. Upon completion of the program, the student receives an Associate of Applied Science Degree.

Upon successful completion of the required curriculum, graduates are eligible to take the National Accreditation Examination for Registered Health Information Technicians. AHIMA now offers early testing for RHIT students. The student may take the national exam during the last semester of the program. **As part of the HLIN 2995 course requirement, it is mandatory that all students register and pay for their RHIT exam. The student must submit a copy of their paid receipt to the Program Coordinator before the student receives credit for the class, otherwise, a grade of "Incomplete" will be assigned until the receipt is received from the student.**

## **PROGRAM GOALS**

Upon successful completion of the HIT Program, the graduate is expected to:

1. Collect, maintain, and analyze health data structure and content and be familiar with healthcare data standards and requirements.
2. Apply and validate clinical classification systems and support reimbursement methodologies.
3. Collect, organize and present healthcare statistics.
4. Participate and comply in quality assessment and performance issues, and healthcare delivery systems.
5. Implement, maintain and demonstrate healthcare compliance, confidentiality, ethical, legal and privacy issues.
6. Utilize and protect health information and communication technologies.
7. Design, maintain, and utilize health data, storage, security, and retrieval.
8. Develop, apply, and participate in human resource management, and financial and physical resources.
9. Demonstrate professional behavior through attendance, promptness, and ability to assume appropriate responsibility.

## PROGRAM OUTCOMES AND ASSESSMENT

Graduate Outcomes (Student Learning Outcomes)	Direct Measures of Assessment	Satisfactory Performance Standard
Graduates will demonstrate at least the AHIMA entry-level curriculum competencies	HLIN 2995 Capstone mock RHIT examination	Students must achieve a score of $\geq 70$ to be considered a passing grade
	Student course averages for HLIN courses	Students will attain an average score of $\geq 75\%$ in each HLIN course
	Professional Practice Experience (PPE) clinical supervisors attribute assessment	Eighty percent (80%) of students obtain a "C" or higher on Section IV: Competencies on the Professional Practice Experience (PPE) evaluation form by the clinical site supervisor
Communicate verbally and nonverbally with physicians, health care delivery personnel and peers in an effective, appropriate and capable manner	HLIN 2995 Capstone course project	Score at least 2-Fair on the grading rubrics for the project in the capstone course
	Professional Practice Experience (PPE) clinical supervisors attribute assessment	Students must attain a score of $\geq 30$ on Sections I, and II on the Professional Practice Experience evaluation form.
Demonstrate professional behavior that reflects appropriate responsibility and professional standards that are legal, confidential, and ethical.	HLIN 2995 Capstone final grading rubric	Students must score at least a 2-Fair in Professional Behavior on the final grading rubric for the capstone course
	HLIN 2203 Quality Assessment project	Students must individually score a $\geq 75$ on the grading rubric for the group project evaluation including participation points
Collect, maintain, and analyze health data structure and content and be familiar with healthcare data standards and requirements.	HLIN 1110 Legal Aspects of Health Information - Students must review a subpoena and determine if the subpoena is valid	Using the textbook criteria, the student must correctly determine $\geq 75\%$ (4/5 subpoenas)
	HLIN 1110 Legal Aspects of Health Information - Students must create a consent for medical treatment form using the AMA criteria	The student should score a $\geq 45$ (C) out of a possible 60 points using the grading rubric

## ADMISSION TO THE PROGRAM

Admission to the AAS HIT Program is based upon available space. To be considered for admission, applicants must:

Apply to Pierpont Community and Technical College and meet the general admission requirements of Pierpont Community and Technical College. On the application indicate Health Information Technology as your major of choice. If you are a current student at Pierpont Community and Technical College, complete a change of major form and indicate Health Information Technology as your major of choice.

Students must complete each HLIN course with a grade of "C" or better, complete the support courses with a "C" or better and maintain an overall 2.0 GPA to remain in the program. Students who receive a "D" or "F" in a course must repeat the course before continuing in the program's course sequence. If students receive two such grades in the same course, they will be removed from the program.

Support Coursework for HIT:

ENGL 1104, 1108

OFAD 1150

MTH 1210

HLCA 1170

HLCA 1171

HLCA 1100

BIOY 1115

**Exit Standards:** To remain in and graduate from the HIT program, a student must earn a "C" grade or above in every required class in the HIT curriculum and maintain an overall cumulative GPA of 2.0. Any classes accepted as substitutes for curricular classes also require a grade of "C" or above. Students who receive a "D" or "F" in a course must repeat the course before continuing in the program's course sequence. If students receive two such grades in the same course, they will be removed from the program. Completion of a national accreditation exam (RHIT) is not required; however, students are strongly encouraged to complete such an exam for marketability. We do require the students to pay and schedule for their RHIT exam as a requirement in our HLIN 2995 Capstone Course; however, that does not guarantee the students will pursue.

## HEALTH EXAMINATION

Students admitted to the program must arrange for a physical examination and submit the completed health examination form to the HIT Clinical Education Coordinator prior to the first day of their clinical practicums. Students should be in good general health as evaluated by a physician during a physical examination.

Appropriate vaccinations including a current tetanus toxoid, DPT, MMR, polio, varicella and Hepatitis B surface antigen vaccine series are required. A hepatitis antibody test

demonstrating sufficient antibody titer to Hepatitis B surface antigen may be submitted in lieu of the Hepatitis B vaccine series. **All students are required to have a test for Hepatitis B antibody titer performed six months after their final vaccination.** Immune titers are required for all vaccinations prior to start of clinical practicums. Most of our clinical affiliates require both the Flu vaccine and the Covid-19 vaccine.

### **ESSENTIAL FUNCTIONS**

All applicants are expected to meet the following nonacademic criteria (essential functions) in order to understand the demands required to be successful as a student/graduate of the HIT program and in professional practice:

<b>FUNCTIONAL ABILITY CATEGORY</b>	<b>REPRESENTATIVE ACTIVITY / ATTRIBUTE</b>
<b>GROSS MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Move within confined spaces</li> <li>▪ Sit and maintain balance</li> <li>▪ Stand and maintain balance</li> <li>▪ Reach above shoulders (e.g., filing charts on higher shelves)</li> <li>▪ Reach below waist (e.g., plug electrical appliance into wall outlets)</li> </ul>
<b>FINE MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Pick up objects with hands</li> <li>▪ Grasp small objects with hands (e.g., labels, pencil)</li> <li>▪ Write with pen or pencil</li> <li>▪ Key/type (e.g., use a computer)</li> <li>▪ Pinch/pick or otherwise work with fingers (e.g., assemble pages in a health record and tag efficiencies)</li> <li>▪ Twist (e.g., turn objects/knobs using hands)</li> </ul>
<b>PHYSICAL ENDURANCE</b>	<ul style="list-style-type: none"> <li>▪ Stand (e.g., in filing area to file records)</li> <li>▪ Sustain repetitive movements (e.g., typing, filing, or assembling records)</li> <li>▪ Maintain physical tolerance (e.g. assemble pages in a health record and tag deficiencies)</li> <li>▪ Must be able to sit for long periods of time</li> </ul>
<b>PHYSICAL STRENGTH</b>	<ul style="list-style-type: none"> <li>▪ Push and pull 25 pounds (e.g., cart to move records to filing areas)</li> <li>▪ Lift 10 pounds (e.g., lift stack of records)</li> <li>▪ Move light objects weighing up to 10 pounds</li> <li>▪ Carry equipment/supplies</li> <li>▪ Use upper body strength (e.g., filing in high areas).</li> <li>▪ Squeeze with hands (e.g., operate fire extinguisher),</li> </ul>
<b>MOBILITY</b>	<ul style="list-style-type: none"> <li>▪ Twist</li> <li>▪ Bend</li> <li>▪ Stoop/squat</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Move quickly (e.g., response to an emergency)</li> <li>▪ Climb (e.g., ladders/stools/stairs)</li> </ul>
<b>HEARING</b>	<ul style="list-style-type: none"> <li>▪ Hear normal speaking level sounds (e.g., person-to-person interview)</li> <li>▪ Hear faint voices</li> <li>▪ Hear auditory alarms (e.g., monitors, fire alarms)</li> </ul>
<b>VISUAL</b>	<ul style="list-style-type: none"> <li>▪ See objects up to 20 inches away (e.g., information on a computer screen)</li> <li>▪ Distinguish color (e.g., color codes on charts)</li> </ul>
<b>SMELL</b>	<ul style="list-style-type: none"> <li>▪ Detect smoke</li> <li>▪ Detect gases or noxious smells</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>▪ Read and understand written documents (e.g., policies, protocols)</li> </ul>
<b>ARITHMETIC COMPETENCE</b>	<ul style="list-style-type: none"> <li>▪ Read and understand columns of writing</li> <li>▪ Read graphs</li> <li>▪ Add, subtract, multiply, and/or divide whole numbers</li> <li>▪ Use a calculator</li> <li>▪ Calculate statistics (e.g. incomplete rate, length of stay, transcription line count)</li> </ul>
<b>EMOTIONAL STABILITY</b>	<ul style="list-style-type: none"> <li>▪ Establish therapeutic boundaries</li> <li>▪ Adapt to changing environment/stress</li> <li>▪ Deal with the unexpected (e.g., upset physicians, risis)</li> <li>▪ Focus attention on task</li> <li>▪ Monitor own emotions</li> <li>▪ Perform multiple responsibilities concurrently</li> </ul>
<b>ANALYTICAL THINKING</b>	<ul style="list-style-type: none"> <li>▪ Transfer knowledge from one situation to another</li> <li>▪ Process information</li> <li>▪ Evaluate outcomes</li> <li>▪ Problem solve</li> <li>▪ Prioritize tasks</li> <li>▪ Use long term memory</li> <li>▪ Use short term memory</li> </ul>
<b>CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>▪ Identify cause-effect relationships</li> <li>▪ Plan/control activities for others</li> <li>▪ Synthesize knowledge and skills</li> <li>▪ Sequence information</li> </ul>
<b>INTERPERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Negotiate interpersonal conflict</li> <li>▪ Respect differences with co-workers and physicians</li> <li>▪ Establish rapport with physicians</li> <li>▪ Establish rapport with co-workers</li> </ul>
<b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Teach (e.g., physicians about documentation needs)</li> <li>▪ Interact with others (e.g., healthcare workers)</li> <li>▪ Speak on the telephone</li> </ul>

	<ul style="list-style-type: none"><li>▪ Influence people</li><li>▪ Direct activities of others</li></ul>
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The curriculum (model schedule) has been structured so that each semester's courses build on the previous information learned. Course material is updated yearly depending on the federal government rules and regulations for electronic medical records, coding classifications and reimbursement schematics.

The catalog lists the curriculum for the HIT Program and is the one you will follow during your enrollment. There is also one included on the following page in this handbook.

The HIT curriculum offers students the opportunity to build "stackable" credentials. The curriculum was revised to offer this opportunity for students. At the completion of the first semester of the model curriculum; students can obtain the Medical Administrative Assistant Advanced Skill Set with the addition of HLIN 1112 Introduction to Medical Administrative Assistant. The students would then be eligible to sit for the Certified Medical Administrative Assistant national certification examination through the [National Healthcareer Association \(NHA\)](#).

Students who successfully complete the first and second semester of the HIT program, would be eligible to sit for the Certified Billing and Coding Specialist national certification examination through the NHA.

Students who successfully complete semesters one through three of the HIT program, would be eligible to sit for the Certified Electronic Health Records Specialist (CEHRS) through the National Healthcareer Association (NHA).

These stackable credentials support students who want to develop career skills. They also can benefit career choices and increase employment opportunities.

Model Schedule  
Health Information Technology  
61 hours

*FRESHMAN FIRST SEMESTER*

HLIN 1100	Fundamentals of Health Information .....	3
HLCA 1100	Medical Terminology .....	3
ENGL 1104	Written English I.....	3(4)
HLCA 1170	Anatomy and Physiology lecture.....	3
HLCA 1171	Anatomy and Physiology lab.....	<u>3</u>
	Total	15(16)

*FRESHMAN SECOND SEMESTER*

BIOY 1115	Pathophysiology of Disease.....	3
HLIN 2202	Reimbursement Systems.....	3
HLIN 2204	Pharmacology.....	2
HLIN 2211	Diagnoses Medical Coding.....	3
HLIN 2213	Outpatient Procedural Coding.....	<u>3</u>
	Total	14

*SOPHOMORE FIRST SEMESTER*

MTH 1210	Introduction to Statistics.....	3(4)
OFAD 1150	Computer Concepts and Applications.....	3
HLIN 1105	Computers in Healthcare.....	3
HLIN 1110	Legal Aspects of Health Information .....	3
HLIN 2212	Inpatient Procedural Medical Coding.....	2
HLIN 2206	Clinical Practicum I .....	<u>2</u>
	Total	16(17)

*SOPHOMORE SECOND SEMESTER*

ENGL 1108	Written English II.....	3
HLIN 1109	Health Care Statistics .....	3
HLIN 2203	Quality Assessment.....	3
HLIN 2207	Health Information Supervision .....	3
HLIN 2208	Clinical Practicum II .....	2
HLIN 2995	Health Information Technology Capstone .....	<u>2</u>
	Total	16

TOTAL CREDITS 61(63)

## COSTS ASSOCIATED WITH THE PROGRAM

2020 Cost for HIT Program			
Admission Requirements	Type of Cost	Cost Span	Total
Immunizations/Titers	Measles, Mumps, & Rubella	\$ 135.00	\$ 135.00
RED are Required	Titers	\$99.00- \$139.00	\$ 139.00
Others are suggested	DTaP (diphtheria, tetanus, pertussis)	\$ 105.00	
	Hepatitis A	\$ 145.00	
	Hepatitis B	\$ 145.00	
	Total	\$ 669.00	
	Required for Admission	0-\$275	
Background Check		\$35.00 -\$70.00	\$ 70.00
Drug Screening Test	5 panel at a local lab	\$40-\$75	\$ 75.00
Tuition Costs	WV Resident \$206/credit x 60 credits		\$12,360.00
Pierpont Facilities Fee	\$151 x 4 semesters		\$ 604.00
Operation Fee	\$81 x 4 semesters		\$ 324.00
Infrastructure Fee	\$89 x 4 semesters		\$ 356.00
Aux Fee - Activities Center	\$118 x 4 semesters		\$ 472.00
New Student Orientation Fee			\$ 130.00
	<b>Subtotal</b>		<b>\$14,665.00</b>
	<b>Textbooks</b>		
	First Semester	\$ 550.75	
	Second Semester	\$ 734.75	
	Third Semester	\$ 670.00	
	Fourth Semester	\$ 891.25	
	<b>Total textbook costs for program</b>		<b>\$ 2,846.75</b>
	<b>Miscellaneous Costs</b>		
AHIMA Virtual Lab fee			\$ 110.00
AHIMA Dues			\$ 49.00
PPD Renewal			\$ 20.00
Flu Shot \$0 -\$20 per year			\$ 40.00

## COMPUTER SYSTEM REQUIREMENTS

### Hardware:

- 1Ghz Intel or AMD processor (minimum)
- 2GB of RAM (minimum)
- The Lab is best viewed at a screen resolution of 1024 x 768. Otherwise you may experience clipping or pixilated content
- USB ports
- Firewall (Connecting to the lab requires that you have port 443 open. Please see your network administrator for assistance.

### Software:

- Windows XP, Vista, 7 & 8 are supported, as well as Mac OS, but each VLab program has different compatibility requirements (specific system information is provided to all users)
  - Broadband High Speed Internet Access, Cable or DSL
- Internet Explorer 8 and above, Firefox and Google Chrome are supported
  - Again, each program has different compatibilities. Some are universal while some will only work with IE 8; this information is provided to all users.
- [Java](#) installed and browser-enabled
- [AdobeFlash Player](#)

## DISABILITY GUIDELINES

Pierpont works closely with full- or part-time students to determine reasonable accommodations that will help students be successful in their schooling. Many students who were under an Individualized Education Plan (IEP) or a 504 Plan during high school will qualify for services, as will many other students who might not have received specialized services during K-12. It is the student's responsibility to contact the Disability Services Office to discuss any disability that might interfere with the pursuit of their education and what type of documentation of the disability will be required. Approved accommodations are determined on an individual basis. Instructors are not required to allow any academic accommodations unless the student provides the instructor with a letter from the Office of Disability Services outlining the necessary accommodations. It is the student's responsibility to discuss the logistics of each accommodation with each instructor to arrange for the most feasible service provision. Students must provide their professors with a copy of their accommodation letter each semester in order to receive their accommodations. The accommodation letter will be given to the student after the student completes an intake with disability services. Appointments may be made by email to [access@pierpont.edu](mailto:access@pierpont.edu), by telephone (304) 534-7878, or in person at the Advanced Technology Center, 500 Galliher Drive. Additional information may be found on the web [www.pierpont.edu](http://www.pierpont.edu) (click on *Current Students* on the top menu, then click on *Student Services* on the blue menu on the left, then click on *Disability Services* on the blue menu on the left).

Students should be aware:

1. The college does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.
2. It is the student's responsibility to voluntarily disclose information regarding the nature and extent of their qualifying disability to a representative of the Office of Disability Services..
3. It is also the student's responsibility to inform faculty via letter from the Office of Disability Services, the necessary accommodations at the beginning of each semester in order to receive accommodations throughout the semester.
4. Students who encounter problems regarding accommodations should notify the Office of Disability Services immediately.

### **COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

The College offers opportunities for earning course credit by examination through the College Level Examination Program (CLEP). General examinations are offered in five basic areas: English Composition, Natural Sciences, Mathematics, Social Science/History, and Humanities. In addition, subject examinations are given in many specific fields of study. Eligibility for CLEP examinations is open to all persons and not dependent upon enrollment at Pierpont Community and Technical College. The exams may be scheduled through the Advanced Technology Center 304-367-4920.

### **PRIOR LEARNING ASSESSMENT PORTFOLIO**

The Health Information Technology Program recognizes and supports the validity of prior learning. Documented, authenticated, and demonstrated college-level learning outcomes will be assessed for credit. Credit will be awarded based on the method of prior learning demonstrated by the student. College-level learning is defined as demonstrated, measurable achievement of learning outcomes grounded in a current knowledge base which has conceptual or theoretical as well as a practical understanding applicable outside the specific job or context in which it was learned and evaluated by subject matter expert faculty (Hoffmann, 2012). Please see the HIT Program Coordinator for more information regarding the Portfolio process.

## CREDIT FOR CREDENTIALS

The Health Information Technology Program awards college credit for credentials. Students who have obtained a nationally recognized credential may obtain college credit for lower division courses. Such credentials include CHDS, CPC, and the various CHTS specific credentials. Please see the HIT Program Coordinator for more information regarding credit for credentials.

### CREDIT AWARD FOR CREDENTIALS

#### HEALTH INFORMATION TECHNOLOGY

ALLIED HEALTH CREDENTIAL	RECOMMENDING INSTITUTION	LOWER DIVISION	NAMES OF LOWER DIVISION COURSES	UPPER DIVISION
A. Health Information Technology				
a. American Health Information Association				
Certified Healthcare Technology Specialist (CHTS)				
Clinician/Practitioner Consultant Credential (CHTS-CP)	Pierpont Community and Technical College	6	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>HLIN 2203</b> – Quality Assessment/ Utilization Review – (3 cr)	0
Implementation Manager Credential (CHTS-IM)	Pierpont Community and Technical College	6	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>HLIN 2207</b> – Health Information Supervision (3 cr)	0
Implementation Support Specialist Credential (CHTS-IS)	Pierpont Community and Technical College	15	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>HLCA 1100</b> – Medical Terminology (3 cr) <b>INFO 2240</b> – Programming, Data & File Structures (3 cr) <b>INFO 2250</b> – Cisco I (3 cr) <b>OFAD 2233</b> – Database Applications (3 cr)	0
Practice Workflow & Information Management Redesign Specialist Credential (CHTS-PW)	Pierpont Community and Technical College	12	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>HLIN 2203</b> – Quality Assessment/ Utilization Review – (3 cr) <b>HLCA 1100</b> – Medical Terminology (3 cr) <b>OFAD 2233</b> – Data Applications (3 cr)	0

ALLIED HEALTH CREDENTIAL	RECOMMENDING INSTITUTION	LOWER DIVISION	NAMES OF LOWER DIVISION COURSES	UPPER DIVISION
Technical/Software Support Staff Credential (CHTS-TS)	Pierpont Community and Technical College	18	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>INFO 2205</b> – Information Technology: Hardware and Operating Systems (3 cr) <b>INFO 2206</b> – Advanced Hardware and Operating Systems (3 cr) <b>INFO 2240</b> – Programming, Data & File Structures (3 cr) <b>INFO 2250</b> – Cisco I (3 cr) <b>OFAD 2233</b> – Database Applications (3 cr)	0
Trainer Credential (CHTS – TR)	Pierpont Community and Technical College	9	<b>HLIN 1105</b> – Computers in Healthcare – (3 cr) <b>OFAD 2233</b> – Database Applications (3 cr) <b>OFAD 2240</b> – Administrative Office Procedures (3 cr)	0
Certified Coding Specialist (CCS)	Pierpont Community and Technical College	10	<b>HLIN 2211</b> – Diagnosis Medical Coding <b>HLIN 2212</b> – Inpatient Procedural Medical Coding <b>HLIN 2213</b> – Outpatient Procedural Medical Coding	0
<b>b. Association for Healthcare Documentation Integrity</b>				
Certified Healthcare Documentation Specialist Certification (CHDS)	Pierpont Community and Technical College	6	<b>HLCA 1100</b> – Medical Terminology – (3 cr) <b>HLCA 2200</b> – Interpretation of Diagnostic Data (3 cr)	0
<b>c. American Academy of Professional Coders</b>				
Certified Professional Coder (CPC)	Pierpont Community and Technical College	8	<b>HLIN 2213</b> – Outpatient Procedural Medical Coding (5 cr) <b>HLIN 2211</b> – Diagnosis Medical Coding (3 cr)	0

*\*Students submitting more than one credential for credit. They cannot double dip credits. For example, the CHTS-P awards for HLIN 1105 and 2203, and the CHTP-IM awards for HLIN 1105 and 2207. If a student came requesting both those certifications, they would be awarded a maximum of 9 credits because they could only count the HLIN 1105 one time.*

## **PROGRAM POLICIES AND PROCEDURES**

### **WITHDRAWAL FROM THE PROGRAM**

Should you decide to withdraw from the HIT program for any reason, an appointment needs to be made with your Faculty advisor to discuss the situation. It is the responsibility of the student to follow the official college policy for withdrawal. Please note: Before withdrawing from the program due to personal problems, please come talk to the instructor or advisor. Instead of withdrawing from the courses or program, it is possible to delay completion of the course.

### **ACADEMIC DISMISSAL FROM THE PROGRAM**

To remain in and graduate from the HIT program, a student must earn a “C” grade or above in every required class in the HIT curriculum and maintain an overall cumulative GPA of 2.0. Any classes accepted as substitutes for curricular classes also require a grade of “C” or above. Students who receive a “D” or “F” in a course must repeat the course before continuing in the program’s course sequence. If students receive two such grades in the same course, they will be removed from the program.

### **FACULTY ADVISORY SYSTEM**

Each HIT student will be assigned a faculty advisor who is a member of the HIT faculty. The primary role of the advisor is to assist the student in selecting appropriate classes to meet the program requirements.

The advisor maintains a file on each advisee that includes high school transcripts, ACT scores and transcripts of any college courses taken and credit earned. The advisor assists advisees in selecting courses needed to meet program requirements. However, it is the responsibility of each student to schedule an appointment with his/her advisor prior to the pre-registration period. Health Information Technology faculty are available for student advising and maintain regular office hours. These hours are made by appointment, and faculty offer the option of virtual or face-to-face meetings.

Although it is not necessary for students to have an appointment with faculty members during posted office hours, prior scheduling of any meetings requiring more than a few minutes of time is highly recommended. Scheduling an appointment will ensure that the student has adequate time to meet with his/her advisor and circumvent problems that might occur when more than one student desires a conference at the same time.

### **GRADING SYSTEM**

The grade scale for all Health Information Technology and Clinical Practicum courses is:

A.....	92-100
B.....	84- 91
C.....	75- 83
D.....	66- 74
F .....	0- 65

In the lecture and lab courses, the grades will be based on periodic quizzes, tests, projects, assignments, and reports. Each course will outline what is required in the syllabus.

The clinical practicum course grades will be based on assignments, reports, attendance (time) sheets, and evaluations by clinical supervisors.

Assignments may consist of readings, exercises in various technical skills, group work projects, oral and written reports. All written assignments are to be typed in Times New Roman 12 pt font, double spaced, and in an acceptable report folder. Assignments submitted in any other form may, at the discretion of the instructor, be corrected but with a reduction in grade. The instructor may choose to accept written assignments in other formats from time to time and the student will be so informed. Material submitted in an illegible form will be returned to the student to be redone and resubmitted in a specified time frame.

### **LATE WORK**

**The student is responsible for any information, assignments, and work missed from courses.** Make up tests and assignments will be given at the discretion of the instructor. The *prior* arrangements must be made individually between the instructor and student being initiated by the student.

All assignments should be turned in by the due date listed. If extended illness or other circumstances, student is still responsible for submitting work unless other arrangements have been made with instructor.

It is the responsibility of the student to review each course syllabi, course schedules and due dates.

## **ATTENDANCE POLICY**

The Health Information Technology Program follows the School of Health Careers adopted Attendance Policy: **Students are required to attend all class meetings as defined in the course syllabus. Students missing 10% of the class meetings will receive a written warning. Students missing 20% or greater will be asked to withdraw from the course or earn a final grade of “F”.**

To remain in and graduate from the HIT program, a student must earn a “C” grade or above in every required class in the HIT curriculum and maintain an overall cumulative GPA of 2.0. Any classes accepted as substitutes for curricular classes also require a grade of “C” or above. Students who receive a “D” or “F” in a course must repeat the course before continuing in the program’s course sequence. If students receive two such grades in the same course, they will be removed from the program..

Attendance is an important component of professionalism and is necessary for successful completion of a course of study and is an integral part of a student’s educational experience. The attendance policy for each course in the HIT curriculum is also included in the course syllabus. Policies may, however, be revised at the beginning of the semester.

### **EMAIL/Blackboard**

Each student is required to activate their unified computer account (UCA) to access email, or Blackboard courses after admission to the college. Your Pierpont email has been established as the main form of communication within the college system. This address will be in effect as long as you are enrolled in college. Email may be used as a communication device with instructors. The instructors within the HIT program use the email to send out specific announcements, job opportunities or other items of information as necessary.

Communication about a particular HIT course should be utilized within the Blackboard communication tool.

## **ACADEMIC DISHONESTY POLICY**

**Plagiarism** is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

Plagiarism includes, but is not limited to, submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, electronic, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including, but not limited to, another individual’s academic composition, compilation, or other product, or commercially prepared paper.

Cheating and dishonest practices in connection with examinations, quizzes, papers, and projects, include, but are not limited to:

1. Obtaining help from another student or unauthorized resources (i.e. Quizlet) during any graded assignment (including but not limited to homework, examinations, quizzes, and on-line assignments).
2. Knowingly giving help or taking help to/from another student during any graded assignment (including but not limited to examinations, quizzes, and on-line assignments), taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his or her own.
3. The unauthorized use of notes, books, or other sources of information (including cell phones) during examinations.
4. Obtaining an examination or any part thereof without authorization.

Forgery, misrepresentation, or fraud includes, but is not limited to:

- Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
- Use of documents or instruments of identification with intent to defraud.
- Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
- Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation.
- Knowingly furnishing false statements in any academic proceeding.

### **PROCESS TO INITIATE A CHARGE OF ACADEMIC DISHONESTY**

To initiate and process a charge of academic dishonesty, including plagiarism, cheating, and academic fraud, and/or to begin the process of issuing sanctions/punishment, the instructor must do the following:

1. Notify the student in writing of the charge and the penalty and schedule a conference within five academic days of discovering the infraction.
2. Meet with the student to discuss the issue, to present evidence, to review all relevant materials, to give the student opportunity for rebuttal, and to complete the Notification of Academic Misconduct (NAM) form as soon as possible but no longer than five academic days following the discovery of the violation.

### 3. Responsibility/Resolution

- a. If the student accepts responsibility for both the charge and the sanctions, he or she signs the misconduct form and the case is closed. Within five academic days of resolution of the case, faculty should make three copies of the NAM form: one for the student, one for faculty records, and one for the Office of the Provost.
- b. If the student does not accept responsibility as charged, he or she may appeal to the Dean of the program. If the student and chair reach a resolution, the chair should make three copies of the NAM form: one for the student, one for departmental records, and one for the Office of Provost. These copies should be distributed within five academic days of resolution of the case.
- c. If the student and the chair do not reach a resolution, the student may appeal to the Student Conduct Board. This appeal must be initiated within five academic days of the student's meeting with the chair.
- d. If the student appeals to the Student Conduct Board, the assigned panel will examine the case, and a decision will be reached.
- e. If the student disagrees with the decision of the Student Conduct Board, he or she may appeal to the Provost, whose decision is final.

### **GRADUATION AUDIT**

It is important to apply early or by the deadlines for graduation and to complete your degree audit appointment to make sure that you are ready to graduate. These must be done one semester prior to graduation. PLEASE NOTE THAT APPOINTMENT TIMES ARE LIMITED AND FILL UP QUICKLY. To schedule an appointment contact your Program Coordinator. Check your student email account and Pierpont's website for degree audit update information. <https://www.pierpont.edu/graduation>

### **COPYRIGHT LAW**

Material presented in this program may be protected by copyright law.

### **STUDY HABITS**

Most collegiate courses require more work outside of the classroom in the form of independent review of material, reports, library researches, etc., than high school. Therefore, HIT students carrying a full load of college courses will discover that they must study more in order to achieve the same grades they received in high school. Therefore, a college student does not have as much free time as it often appears superficially. The successful student is one who establishes a definite schedule for activities and works according to that schedule. It is most important to schedule

adequate time for class work at a rational time of day. If this is done, there will be time to take full advantage of the other learning activities available through a college campus.

Most students do not fail because of lack of intelligence, but for one or more of the following reasons:

1. They do not apply themselves to the job of being a student.
2. They allow extracurricular activities to become more important than class-work.
3. Poor study habits
4. Personal problems beyond the control of the student
5. Inadequate educational background
6. Non attendance
7. Failure to complete assignments on time

Pierpont offers a Learning Strategies Connection which offers students various learning strategies including note-taking, test-taking, etc. It is available on the website at <https://sites.google.com/a/pierpont.edu/pierpont-s-learning-strategies-connection/?pli=1> Please take advantage of these valuable resources!

## **ASSOCIATIONS AND MEMBERSHIP**

### **AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION (AHIMA)**

The American Health Information Management Association (AHIMA) is the premier association of health information management (HIM) professionals worldwide. Students are encouraged to join as student members. It provides a monthly journal, e-newsletters, Toolkits, HIM Body of Knowledge, Legislative Voice, and Advocacy Assistant concerning the health record field as well as continuing education opportunities and information, and job listings. They also sponsor many educational sessions. The organization is very active in providing leadership in the area of health information management. [www.ahima.org](http://www.ahima.org)

### **AHIMA STUDENT MEMBERSHIP**

As part of the program requirement, students are to become student members of AHIMA. The fee is \$49.00. The textbook for HLIN 1100 now bundles the membership with the textbook. This allows access to the web page, publications at discount rates as well as the AHIMA monthly journal and a reduced rate for the national registry exam. Application for membership can also be found on the Internet at [www.AHIMA.org/membership](http://www.AHIMA.org/membership).

## TOP 10 REASONS FOR BECOMING AN AHIMA STUDENT MEMBER

1. **Career enhancement**—AHIMA is there to help you prepare for the climb up your career ladder, making the profession—and you—more visible and well-connected. Plus, AHIMA's Job Bank helps put you in touch with the resources you need to land that first or next dream job in HIM.
2. **Publications** that keep you on the forefront of HIM knowledge—Read the *Journal of AHIMA*, *AHIMA Advantage*, and E-alerts to ensure you know about the latest trends, best practices, and industry news.
3. **Communities of Practice**—A virtual meeting place that lets you collaborate, network, and reach out to peers, mentors, and other students with common interests, issues, and areas of expertise. And the many features—discussion forums, searchable electronic libraries, community resources, e-mail, chat rooms, and more—are available only to AHIMA members.
4. **www.ahima.org**—Getting the information you need, when you need it, is a major benefit, so AHIMA's Web site is the first place members look for credible, useful information. Many of the Web site's valuable features are available only to members.
5. **Leadership**—AHIMA has demonstrated leadership in HIM legislative and regulatory issues at the federal, state, and local levels.
6. **Image**—AHIMA aggressively markets our image to healthcare employers using a variety of outlets, including direct mail, public relations, electronic communications, and more.
7. **E-learning**—Get the best in around-the-clock, from-your-keyboard, educational convenience at AHIMA. Broaden your horizons with expert-led courses like HIPAA Online, Privacy Training, Coding Assessment and Training Solutions, HIS Training, and Coding Basics.
8. **Authoritative textbooks**—at a 20 percent discount—covering the industry's hottest topics and written by working experts.
9. **Special discounts**—Members enjoy opportunities for value-priced long distance, Internet service, insurance coverage, hotel, and credit card options.
10. **The Price** – At only \$45 a savings of 85%, this is the best bargain.

## WEST VIRGINIA HEALTH INFORMATION MANAGEMENT ASSOCIATION

West Virginia Health Information Management Association (WVHIMA) is the state organization that provides various continuing education opportunities and educational sessions throughout the year. [www.wvhima.org](http://www.wvhima.org) As part of the HIT Program, students will be required to participate in WVHIMA activities.

By being a student member of AHIMA, you will also be a student member of the West Virginia Health Information Management Association and receive any publications from this association as well. In this way, you will be kept abreast of the changes in the profession, both nationally and locally.

## **CLINICAL PRACTICUM**

The student will have a physical examination and necessary laboratory work completed prior to scheduling clinical practicum. The physical exam must state student is physically fit to participate in the clinical practice activities. Students will be required to follow the clinical affiliate's site vaccination guidelines to attend the institution. Students are not paid for their Clinical Practicum activities. The Clinical Practicum activities are not to be performed as part of regular job duties at a clinical affiliate where the student is employed. The clinical coordinator schedules all clinical assignments and student hours. Students who are employed are expected to complete their clinical practices during the regular school year semesters and need to arrange their work schedule accordingly. Any conflicts will be discussed with the clinical coordinator.

In facilities that operate three shifts during a twenty-four hour period, the students(s) may be asked to participate in activities that occur on the afternoon and night shift, in order to see the full scope of tasks and activities that occur in that department. Prior to attending some clinical rotations, a student may be required to attend a facility specific training workshop and to meet facility specific health requirements including a criminal background check, and vaccinations.

HLIN 2206/2208 (3<sup>rd</sup> and 4<sup>th</sup> semester) will contain rotations in various facilities. A student must complete at least 40 hours of externally supervised clinical practicum. The student's schedule for the clinical depends on the availability of health care facilities and their schedule for the student. Some Clinical Practice sites request proof of health status and immunizations, as well as background checks. A release form for student's signatures is found in this handbook and will be utilized when necessary.

## **CLINICAL HOURS WAIVER**

In order to recognize students' work experiences and maintain consistency and control over course content, the following policy and procedure has been established:

Students may have an option to reduce clinical hours or completely waive a Clinical Practicum depending on the extent of their experiences. The following criteria must be met:

- Students must have a 3.0 GPA overall, as well as in HIT courses.
- Student's past job experiences must correspond to the type and level of activities ascribed to the clinical being waived/reduced. Student may be required to produce samples of work. Determination will be made by the HIT Clinical Coordinator.
- Student must complete and submit required paperwork prior to the midpoint of the semester before the start of the clinical to be waived/reduced. Clinical Coordinator may require a validation visit to the employer.

For course waiver, student must accrue at least 60 credits in order to graduate with an associate degree.

## CLINICAL REQUIREMENTS

Students may be required to complete a physical examination, vaccinations including Covid-19, background checks and other requirements by the particular clinical affiliate prior to the start of the first day of the clinical rotation. This information will be disseminated and collected by the HIT Clinical Coordinator. *Students will be responsible for the cost of all charges applicable to the clinical affiliate requirements.* A copy of the health form is in this handbook.

## DRESS CODE

Students are not required to wear uniforms while at the clinical affiliates. However, since you are in a program to prepare you for a professional career, each student is expected to dress in an acceptable and professional manner. This would take the following into consideration: neat and well-groomed hair, no denim or athletic shoes, and compliance with any dress code of the clinical affiliate. **The student will be required to adhere to the respective clinical affiliate dress code policy.** Each student is expected to wear their name badge while at any clinical affiliate. **No cell phone use during clinical rotation.**

## STUDENT CONDUCT

Due to the professional training of this program, students are expected to act accordingly. This will involve the following considerations:

- The clinical affiliate is a potential employer and you should strive to make a good impression.
- Be prompt for all assignments. Should you have a problem keeping an appointment, please notify all individuals involved. Call clinical affiliate supervisor and college clinical coordinator if you are going to be tardy or absent. A Leave of Absence Form must be completed for any absences at the clinical affiliate.
- Avoid involvement in "office politics" or factions. It is well to remember for **this** that you are **A STUDENT**.
- Should there be a problem at the clinical affiliate, please inform the clinical coordinator at the college *immediately*.

## CONFIDENTIALITY POLICY

One of the most important professional practice standards of health information is to "uphold the confidentiality of health record information and protect the individual's right to privacy in the collection and disclosure of personally identifiable medical and social information." Medical and social information documented in the medical record is highly personal and sensitive. Because it is the patient's information, it may be disclosed only as the patient authorizes or as required by statute.

Students are required to sign a confidentiality statement specifying that no patient information is to be sought or released without proper consent. Violation of this policy by the student will result in **immediate** dismissal from the HIT program. These reasons will be documented in the student's academic file. Students may be requested to sign an additional confidentiality statement at the affiliate. Most students are required to complete a HIPAA (Health Insurance Portability and Accountability Act) training session at the clinical affiliate site.

## **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY (HIPAA)**

HIPAA is an acronym for the Health Insurance Portability and Accountability Act that was passed by Congress in 1996. HIPAA does the following:

- Provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs;
  - Reduces health care fraud and abuse;
  - Mandates industry-wide standards for health care information on electronic billing and other process;
- And
- *Requires the protection and confidential handling of protected health information*

### **HIPAA FINES:**

Covered entities and specified individuals who “knowingly” obtain or disclose individually identifiable health information face a fine up to \$50,000, as well as imprisonment up to 1 year. Offenses committed under false pretenses allow penalties to be increased to a \$100,000 fine, with up to 5 years in prison.

Individuals such as directors, employees (including students), etc. may also be directly criminally liable under HIPAA in accordance with “corporate criminal liability.”

## **TRANSPORTATION**

Students are responsible for providing their own transportation to the clinical affiliate. This will include any parking fees that are required. Effort will be made to assign students to areas that will allow the student to car pool, but this is not assured. Arrangements to car pool are the responsibility of the student.

Placement of the student at clinical affiliates will be governed by the needs of the student and the availability of the clinical affiliate. This may require the student to travel a distance. You, as a student, should keep this in mind when you prepare the class schedule.

Because the student should have a variety of clinical experience, the use of expanded clinical affiliates is explored on a continuous basis. In this regard, the student can be assigned to multiple facilities.

## ADVANCING YOUR EDUCATION

A Registered Health Information Administrator is the professional responsible for the management of health information systems consistent with the medical, administrative, ethical, and legal requirements of the health care delivery system. As an RHIA, you have the opportunity to innovate and develop health information systems for: quality patient care, facility reimbursement, medical research, health planning, health care evaluation, and health education.

With a bachelor's degree, you can hold various positions such as HIM Department Director; HIM System Manager, Data Quality Manager, Information Security Officer, HIM College Instructor, Consultant.

There are several schools within the United States that offer progression to RHIA through online courses. Currently Pierpont has articulation agreements with these 4-year institutions that will accept our AAS in HIT as their first two years of the BS in HIM.

- St. Joseph's College of Maine (online)
- University of Cincinnati (online)
- University of Chicago
- SUNY
- IUPUI

## NATIONAL EXAMINATION FOR REGISTERED HEALTH INFORMATION TECHNICIAN (RHIT)

The national exam is computerized. The exam and application information may be found on the AHIMA website at [www.ahima.org/certification/RHIT](http://www.ahima.org/certification/RHIT) or write to AHIMA, 233 N. Michigan Ave., 21<sup>st</sup> Floor, Chicago, IL 60601-5809. The exam may be taken Monday through Friday (excluding holidays) at the listed exam sites. At the present time, one of the testing sites is located in Morgantown, WV. The applicant will receive the exam score at the completion of the exam. Repeat exams may be taken the next quarter as the exam times are divided into quarters or every three months. Early testing before graduation is available. ***Students are required to register and pay the registration fee to take the examination before graduation as a requirement to receive credit for HLIN 2995.*** There is an opportunity for students to take the RHIT exam prior to graduation. Please refer to the early testing information at the end of the handbook.

**Pierpont's School code is 491**

Please visit the Certification website at: <http://www.ahima.org/certification/>

**NOTE: As part of the HLIN 2995 course requirement, it is mandatory that all students register and pay for their RHIT exam. The student must submit a copy**

**of their paid receipt to the Program Coordinator before the student receives credit for the class, otherwise, a grade of “Incomplete” will be assigned until the receipt is received from the student.**

## **INSURANCE**

### **Liability Insurance**

Each student is covered by Liability by the State of West Virginia. This applies only to the clinical affiliate. Individual liability insurance is available. See program coordinator.

### **Health Insurance**

Each student is expected to be covered by health insurance. Refer to Pierpont student handbook for further information.

## **AWARDS**

### **Pierpont’s Outstanding Health Information Technology Student**

An awards banquet is held each year to recognize students who have demonstrated exceptional abilities and talents in a specific academic area of the college. The Outstanding HIT Student Award is presented to a graduating student at this banquet. The candidate for this award is chosen by the HIT faculty and is based upon academic excellence in the classroom and outstanding performance in the clinical practicum. The student, his/her family and the faculty of the program are invited to the banquet.

### **West Virginia Health Information Management Association Academic Achievement Award**

WVHIMA annually grants awards to financially assist qualified students who have completed courses in an accredited West Virginia college/university program and are eligible to write the examination for the Registered Health Information Technician (RHIT). <https://www.wvhima.org/members/awards-2/achievement-awards/>

## **SUMMARY**

This HIT Handbook has made an effort to include items that are important to you as a student in the HIT program. However, other things may be called to your attention as you progress through the program. If you have any questions, comments, suggestions, complaints, or problems, please feel free to discuss them with your academic advisor and/or instructors. The advisors are here to provide guidance and support for the students.

You will be asked to sign the form stating that you have received and read the handbook. This will be placed in your student file. The form can be found in the appendix.

For further clarification of college policies refer to Pierpont’s College Student Handbook.

## INSTRUCTORS FOR THE PROGRAM

Amy Cunningham, RHIA, CTR, CPC-I  
Professor of Health Information Technology  
Program Coordinator - HIT Program, Medical Administrative Assistant Skill Set  
Advanced Technology Center, Office 116K  
304-367-4764  
[Acunningham7@pierpont.edu](mailto:Acunningham7@pierpont.edu)  
Office Hours Posted

Vickie Findley, RHIA  
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Stephanie Newbrough, RHIA  
Assistant Professor of Health Information Technology  
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[Snewbrough@pierpont.edu](mailto:Snewbrough@pierpont.edu)  
Office hours posted



## Health Information Technology Student Handbook

I certify that I have received a copy of the Health Information Technology Student Handbook. I declare that I have read, understand, accept and take full responsibility for the policies, information and professional rules of conduct identified within this HIT handbook. I have been given an opportunity to ask questions concerning all information in the handbook.

Signature \_\_\_\_\_

Witness \_\_\_\_\_

Date \_\_\_\_\_



### Release of Information

I, \_\_\_\_\_, do hereby grant permission to the Health Information Technology Program of Pierpont Community and Technical College, to release information regarding my physical examination and immunizations to the appropriate clinical affiliate. This information will be utilized by the affiliate to certify all health requirements are met.

STUDENT \_\_\_\_\_ WITNESS \_\_\_\_\_

DATE \_\_\_\_\_ DATE \_\_\_\_\_



MEMO

To: All Health Information Technology Students  
From: Health Information Technology Program Coordinator  
RE: CONFIDENTIALITY IN THE CLINICAL AFFILIATES

I, as a student in the Health Information Technology Program, understand that I am governed by the confidentiality rules of the health information field. I also understand that I will be required to adhere to the federal HIPAA policies while in the clinical affiliates.

In this area I will neither seek to learn or disseminate information regarding ANY patient in a health care facility. The information contained in the health record with which I work will remain confidential and the confidentiality will not be violated.

I understand that if I so violate this confidentiality in any manner I will incur **IMMEDIATE DISMISSAL** from the Health Information Technology Program at Pierpont Community and Technical College, and the reason for my dismissal will become part of the student record maintained by the program. I also understand if I violate HIPAA policies, I may be imposed with both a monetary penalty as well as jail time.

SIGNATURE \_\_\_\_\_ WITNESS \_\_\_\_\_

DATE \_\_\_\_\_ DATE \_\_\_\_\_



**RELEASE  
USE OF PHOTOS FOR PUBLICATIONS AND/OR INTERNET**

Permission is granted by me for the Health Information Technology Program at Pierpont Community and Technical College to make use of photos for publicity use or in publications promoting the Health Information Technology Program.

I fully understand that some photos may be used for program recruitment including the Pierpont Community and Technical College Web page.

Permission granted      YES \_\_\_\_\_      NO \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**PIERPONT COMMUNITY AND TECHNICAL COLLEGE  
HEALTH INFORMATION TECHNOLOGY PROGRAM**

**LEAVE OF ABSENCE REQUEST FORM**

A *Leave of Absence Request Form* should be filled out by the student for any early dismissal, or full day absence the student plans to take. The form should be submitted to the clinical site supervisor. The student and the clinical supervisor should agree upon a make-up day and time to be completed after the absence has occurred. The clinical supervisor should approve the absence. Grades for a Practicum will not be issued until the absence is made up. The HIT Clinical Coordinator can be consulted before a request is granted and will review and follow up on all requests granted to any student. In the event a student is tardy, this form should also be filled out and a make-up time agreed upon by the student and the instructor. The completed form will be placed in the student files.

Student name: \_\_\_\_\_

Date leave form submitted: \_\_\_\_\_

Date/time of leave requested: \_\_\_\_\_

Reason for request of leave: \_\_\_\_\_

Request approved by: \_\_\_\_\_  
Clinical Supervisor Date

Request reviewed by: \_\_\_\_\_  
HIT Clinical Coordinator Date

Date and time absence will be made up \_\_\_\_\_

I agree to make up clinical time missed due to absence during the date and time listed above.

\_\_\_\_\_  
Student signature Date

The student has successfully made up the time for the absence listed above.

\_\_\_\_\_  
Student signature Date

\_\_\_\_\_  
Clinical Supervisor Date

\_\_\_\_\_  
HIT Clinical Coordinator Date

# Health Information Technology

## Request for Waiver/Reduction of Clinical Hours

**Rationale:** In order to recognize students' work experiences and maintain consistency and control over course content, the following policy and procedure has been established.

**Policy:** Students may have an option to reduce clinical hours or completely waive a Clinical Practicum depending on the extent of their experiences, provided objectives of content and contact hours are met. The following criteria must be met:

- Students must have a 3.0 GPA overall, as well as in HIT courses.
- Student's past job experiences must correspond to the type and level of activities ascribed to the clinical being waived/reduced. Student may be required to produce samples of work. Determination will be made by the clinical practicum coordinator.
- Student must complete and submit required paperwork prior to the midpoint of the semester before the start of the clinical to be waived/reduced. Practicum coordinator may require a validation visit to the employer.
- For course waiver, student must accrue at least 60 credits in order to graduate with an associate degree.

**Procedure:**

1. Complete form below and on reverse side. Submit one form per employer.
2. Supervisor must have signature and job title notarized.
3. For reduction of clinical hours register for course and pay full tuition. Attend clinical the amended number of hours/days, as predetermined by the Clinical Coordinator. Submit completed clinical documentation of all activities, as if performed at clinical site. Full course credit will be transcribed.
4. For course waiver Clinical Coordinator will submit required paperwork to college registrar. No course credit will be transcribed.

**Student Name:**

\_\_\_\_\_

**Last**

**First**

**Middle**

**Student ID Number or Social Security Number:** \_\_\_\_\_

**Phone and/or Email:** \_\_\_\_\_

**Address:** \_\_\_\_\_



**Coordination of Clinical Internship  
HLIN 2206 and HLIN 2208**

**Acknowledgement and Agreement**

I, as a student in the Health Information Technology Program, acknowledge and agree to complete clinical internships for HLIN 2206 (third semester), and HLIN 2208 (fourth semester).

I understand that the clinical internship schedule at the clinical affiliate will be arranged with the site by the clinical coordinator.

I understand that I am expected to complete my clinical internships during the regular school-year semester and that I will need to arrange my work and family schedules accordingly.

I understand that I am responsible for providing my own transportation to the clinical affiliate location. I further realize that I may be required to travel a distance to this location. In order to meet my internship responsibilities, I will be sure to consider traveling time when preparing my class schedule.

I understand that it is my responsibility to complete both clinical internships prior to my planned graduation date, and that my graduation is contingent upon this completion.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Coordinator, Clinical Internship \_\_\_\_\_ Date \_\_\_\_\_

Revised: August 2020

# HEALTH INFORMATION TECHNOLOGY ESSENTIAL FUNCTIONS SIGNATURE FORM

## ESSENTIAL FUNCTIONS

All accepted Health Information students are expected to meet the following nonacademic criteria (essential functions) in order to understand and meet the demands required to be successful as a student/graduate of the HIT program and in professional practice. Failure to meet the essential functions will result in dismissal from the program. Essential functions for acceptance into the HIT program and clinical practical experiences are included below:

### **Essential Functions of Health Information Technology Students**

FUNCTIONAL ABILITY CATEGORY	REPRESENTATIVE ACTIVITY / ATTRIBUTE
<b>GROSS MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Move within confined spaces</li> <li>▪ Sit and maintain balance</li> <li>▪ Stand and maintain balance</li> <li>▪ Reach above shoulders (e.g., filing charts on higher shelves)</li> <li>▪ Reach below waist (e.g., plug electrical appliance into wall outlets)</li> </ul>
<b>FINE MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Pick up objects with hands</li> <li>▪ Grasp small objects with hands (e.g., labels, pencil)</li> <li>▪ Write with pen or pencil</li> <li>▪ Key/type (e.g., use a computer)</li> <li>▪ Pinch/pick or otherwise work with fingers (e.g., assemble pages in a health record and tag deficiencies)</li> <li>▪ Twist (e.g., turn objects/knobs using hands)</li> </ul>
<b>PHYSICAL ENDURANCE</b>	<ul style="list-style-type: none"> <li>▪ Stand (e.g., in filing area to file records)</li> <li>▪ Sustain repetitive movements (e.g., typing, filing, or assembling records)</li> <li>▪ Maintain physical tolerance (e.g. assemble pages in a health record and tag deficiencies)</li> </ul>
<b>PHYSICAL STRENGTH</b>	<ul style="list-style-type: none"> <li>▪ Push and pull 25 pounds (e.g., cart to move records to filing areas)</li> <li>▪ Lift 10 pounds (e.g., lift stack of records)</li> <li>▪ Move light objects weighing up to 10 pounds</li> <li>▪ Carry equipment/supplies</li> <li>▪ Use upper body strength (e.g., filing in high areas).</li> <li>▪ Squeeze with hands (e.g., operate fire extinguisher),</li> </ul>
<b>MOBILITY</b>	<ul style="list-style-type: none"> <li>▪ Twist.</li> <li>▪ Bend</li> <li>▪ Stoop/squat</li> <li>▪ Move quickly (e.g., response to an emergency) .</li> <li>▪ Climb (e.g., ladders/stools/stairs)</li> </ul>
<b>HEARING</b>	<ul style="list-style-type: none"> <li>▪ Hear normal speaking level sounds (e.g., person-to-person interview)</li> <li>▪ Hear faint voices</li> <li>▪ Hear auditory alarms (e.g., monitors, fire alarms)</li> </ul>
<b>VISUAL</b>	<ul style="list-style-type: none"> <li>▪ See objects up to 20 inches away (e.g., information on a computer screen)</li> <li>▪ Distinguish color (e.g., color codes on charts)</li> </ul>
<b>SMELL</b>	<ul style="list-style-type: none"> <li>▪ Detect smoke</li> <li>▪ Detect gases or noxious smells</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>▪ Read and understand written documents (e.g., policies, protocols)</li> </ul>
<b>ARITHMETIC COMPETENCE</b>	<ul style="list-style-type: none"> <li>▪ Read and understand columns of writing</li> <li>▪ Read graphs</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Add, subtract, multiply, and/or divide whole numbers</li> <li>▪ Use a calculator</li> <li>▪ Calculate statistics (e.g. incomplete rate, length of stay, transcription line count)</li> </ul>
<b>EMOTIONAL STABILITY</b>	<ul style="list-style-type: none"> <li>▪ Establish therapeutic boundaries</li> <li>▪ Adapt to changing environment/stress</li> <li>▪ Deal with the unexpected (e.g., upset physicians, crisis)</li> <li>▪ Focus attention on task</li> <li>▪ Monitor own emotions</li> <li>▪ Perform multiple responsibilities concurrently</li> </ul>
<b>ANALYTICAL THINKING</b>	<ul style="list-style-type: none"> <li>▪ Transfer knowledge from one situation to another</li> <li>▪ Process information</li> <li>▪ Evaluate outcomes Problem solve Prioritize tasks</li> <li>▪ Use long term memory Use short term memory</li> </ul>
<b>CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>▪ Identify cause-effect relationships</li> <li>▪ Plan/control activities for others</li> <li>▪ Synthesize knowledge and skills</li> <li>▪ Sequence information</li> </ul>
<b>INTERPERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Negotiate interpersonal conflict</li> <li>▪ Respect differences with co-workers and physicians</li> <li>▪ Establish rapport with physicians</li> <li>▪ Establish rapport with co-workers</li> </ul>
<b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Teach (e.g., physicians about documentation needs)</li> <li>▪ Interact with others (e.g., healthcare workers)</li> <li>▪ Speak on the telephone</li> <li>▪ Influence people</li> <li>▪ Direct activities of others</li> </ul>

#### DISABILITY GUIDELINES

As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, certain accommodations are provided for those students whose disabilities may affect their pursuit of a college education. These students must annually contact the Coordinator for Students with Disabilities, who is located in the Office of Disability Services, if those services are desired. It is the student's responsibility to share their accommodations needs letter with their instructors and clinical trainers by the first scheduled day of class each semester.

**By signing this form, I acknowledge that I understand and am able to perform all essential functions listed above and meet the health and safety requirements for the Health Information Technology Program at Pierpont Community and Technical College and at my clinical affiliate. I understand that my inability to fulfill these essential functions may result in my removal from the Program.**

\_\_\_\_\_

**Student name (Please Print)**

\_\_\_\_\_

**Student signature**

\_\_\_\_\_

**Date**

**EQUAL OPPORTUNITY AFFIRMATIVE ACTION**

Pierpont Community & Technical College is an Equal Opportunity-Affirmative Action institution and provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, religion, age, national origin, disability, or sexual orientation as identified and defined by law.