

# HIT HANDBOOK

ARAPAHOE COMMUNITY COLLEGE

Health Information Technology Online Program

## Health Information Technology

Earn Your Associate Degree  
and Registered Health Information  
Technician Credentials<sup>2</sup> in 2 Years!



 ARAPAHOE  
COMMUNITY COLLEGE

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## Introduction

Welcome to the Health Information Technology online program at Arapahoe Community College. The coursework and its demands on your time and energy will be great but so too are the rewards. You will learn more than you can imagine, gain unforgettable experiences, develop important skills, and make lifetime friends.

All faculty members are professionals in health information management (HIM) and are committed to providing quality instruction, concentrating not only on book knowledge, but also on the 'real working world' aspects of this profession. We believe that education is a continuing dynamic process and that students must take an active responsibility for their own learning.

The faculty welcomes and encourages you to become familiar with this program guide's contents. It answers many of your questions. It is meant to be used with the ACC Student Handbook, College Catalog, and Health Information Technology Program Syllabi and Assignment Schedules. We encourage you to come to us for answers to other questions, to discuss concerns, desires, goals, or just to talk.

Good luck to you as you start down the path toward your profession in health information management.

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HIT2020/2021, HIT2031, HIT2041

## **Non-Discrimination Statement**

Arapahoe Community College prohibits all forms of discrimination and harassment including those that violate federal and state law or the State Board for Community Colleges and Occupational Education Board Policies 3-120 or 4-120. The College does not discriminate on the basis of sex, gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, veteran or military status, pregnancy status or related conditions, religion, genetic information, gender identity, gender expression or sexual orientation, sex characteristics, sex stereotypes, or any other protected class or category under applicable local, state, or federal law (also known as “civil rights law”) in its employment practices or educational programs and activities. Arapahoe Community College will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

The College has designated Angela Johnson, Human Resources Director, as its Affirmative Action Officer/Equal Opportunity/Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities and grievance procedures. For information, please contact Angela Johnson, Human Resources Director at 303.797.5715, 5900 S. Santa Fe Drive, Littleton, CO 80120.

Students may also contact the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone 303.844.3417.

## **Title IX: Sexual Misconduct, Harassment, Discrimination**

Under Title IX of the Education Amendments of 1972, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” In addition to protecting students, faculty, and staff from discrimination and harassment based upon sex, gender identity, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy or related conditions. A student cannot be treated differently based on their sex as it relates to the student’s parental, family, or marital status.

## **Program Overview**

The Health Information technology program has been a part of the college since 1969. The name was changed from Medical Record Technology to its current title to reflect the changing demands of the profession and the ongoing changes in health care. The Program is currently entirely online. The only exception is HIT2089, which includes a Professional Practice Experience conducted in the field. The HIT curriculum is continually revised to address the healthcare community's needs in managing health information. Upon graduation, the student is awarded an Associate of Applied Science (AAS) degree in Health Information Technology.

The American Health Information Management Association (AHIMA) defines health information management as “the field that focuses on health care data and the management of information sources. It addresses the nature and structure of data and the translation of data into usable forms of information concerning the health and health care of individuals and populations. The Association further identifies the HIM professional as someone who collects, integrates, and analyzes primary and secondary health care data, disseminates information, and manages information resources related to the research, planning, provision, payment, and evaluation of health care services agencies, and other private industry.”

HIM professionals assume a wide variety of technical, managerial, and consulting roles in the health care delivery system. Employment opportunities exist in all types of health care facilities and departments within those facilities. These may include hospitals, nursing homes, mental health facilities, ambulatory facilities and clinics, insurance companies, state and local health departments, other government agencies, managed care organizations, educational institutions, computer firms, human services agencies, and other private industry.

The HIT program is intended to prepare students for entry level HIM positions and the AHIMA national RHIT certification examination. Successful completion of this examination allows the student to use the professional credential of Registered Health Information Technician (RHIT).

### **Accreditation**

The HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education Programs (CAHIIM). Arapahoe Community College is fully accredited by the North Central Association of Colleges and Schools.

### **Advisory Committee**

The Advisory Committee for the Health Information Technology program is composed of health information management (HIM) professionals from many healthcare institutions, faculty, students, and alumni. The purpose of this committee is to review curriculum, policies, and procedures, and make recommendations to the faculty regarding the current practice of the HIM profession.

## **American Health Information Management Association (AHIMA)**

AHIMA leads the health informatics and information management community to advance professional practice and standards.

AHIMA Core Values:

### **QUALITY**

Demonstrated by an abiding commitment to innovation, relevance and value in programs, products, and services.

### **INTEGRITY**

Demonstrated by openness in decision-making, honesty in communication and activity, and ethical practices that earn trust and support collaboration.

### **RESPECT**

Demonstrated by appreciation of the value of differing perspectives; enjoyable experiences; courteous interaction; and celebration of achievements that advance our common cause.

### **LEADERSHIP**

Demonstrated by visionary thinking; decisions responsive to membership and mission; and accountability for actions and outcomes.

## **Professional Organizations**

Students are strongly encouraged to join and actively participate in the American Health Information Management Association (AHIMA) and the Colorado Health Information Management Association (CHIMA). Students may join online at [www.ahima.org](http://www.ahima.org). Student membership provides discounted registration fees to national and local meetings as well as a subscription to the Journal of AHIMA. Scholarships and loan programs are also provided by AHIMA, CHIMA, and NCHIMA. Supporting your professional organization is yet another way to demonstrate professional responsibility and contribute to the growth of the HIM profession.

The following organizations are open to students for membership. HIT students are strongly encouraged to join and participate in the activities of these organizations.

- American Health Information Management Association (AHIMA)
- Colorado Health Information Management Association (CHIMA) (Membership in AHIMA automatically makes you a member of our state organization, CHIMA.)
- Northern Colorado Health Information Management Association (NCHIMA; this is a separate student membership)

## Admission Requirements

The following are the basic requirements for admission to the Health Information Technology (HIT) program:

1. **High School graduation or GED equivalence**
2. **CCPT minimum scores to be considered:** English - 96 or higher in Reading and a 5 on the Essay OR 80 in Reading and a 6 on the Essay.

Mathematics - MAT050 with "C" or better OR 80 or higher in the PADI OR  
Any score on the IADI Accuplacer scores can still be accepted if not older than three years. **Minimum Accuplacer scores to be considered are:**

Reading Comprehension = 80 Sentence Skills = 95 Elementary Algebra = 36

**Students with equivalent ACT / SAT scores** or appropriate **prior college-level coursework** do not need to complete the placement tests. Documentation should be provided with the college (ACC) application.

3. Please request an [Official Transcript](#) be sent to ACC if you have any prior college courses.
4. Submit an [HIT Program Application](#) through the HIT website.
5. Signed **Student Confidentiality** Agreement
6. **Proposed program plan created in by HIT Academic Program Coordinator or HIT Faculty.**
7. NOTE\*\*[Criminal Background Check](#) to be completed prior to taking HIT289 (40-hour practicum)
8. Once accepted [Prior Learning Assessments](#) may be attempted for appropriate classes.

Students must contact Christine Tomas, HIT Academic Program Coordinator, for guidance and program planning before enrolling in any HIT curriculum courses.

New Student Orientation is mandatory for all ACC students who have never completed a college-level course. If you have completed college-level course work, please provide an unofficial transcript to the ACC Admissions and Records Office to be exempt from this requirement: [admissions@arapahoe.edu](mailto:admissions@arapahoe.edu) or call 303.797.5621 for more information.

New Student Orientation can be completed online at <http://www.onlineorientation.net/arapahoe>.

New to college students should complete the New Student Orientation as soon as possible after being accepted at ACC so there will be no problems registering for classes. Please contact the ACC Student Life Office if you have questions regarding New Student Orientation, 303.797.5668 or [orientation@arapahoe.edu](mailto:orientation@arapahoe.edu).

## Program Policies

### Catalog and Student Handbook

Students will be held accountable to the ACC Student Handbook and College Catalog, including all outlined college policies, procedures, and system policies. These documents can be found on the college homepage at <http://www.arapahoe.edu/campus-life/student-handbook>.

### Progression

To progress through the Health Information Technology program, a student must achieve a grade of “C” or better in every course in the Health Information Technology curriculum, including the HPR1040 Comprehensive Comprehensive Medical Terminology course and the Basic Medical Science Courses (MOT1025, MOT1026 and MOT1027). If a student earns a “D” or “F” in any HIT curriculum course (including HPR1040, MOT1025, MOT1026, MOT1027), the student will be allowed to retake the course **one time** unless the HIT Academic Program Coordinator approves exceptions.

### Withdrawal

Students are encouraged to discuss their class status with the instructor or Academic Program Coordinator before withdrawing from the course. See your schedule of classes in the myACC portal for last date to withdraw with a grade of “W.”

### Readmission

Readmission cannot be guaranteed to every student who reapplies, and requests are reviewed on a case-by-case basis. Students who withdraw due to academic difficulties or failure will be eligible for readmission **one time only**. Readmission requests must occur in writing and within a two-calendar year period from the date of completion of the last HIT course. If a student is not successful (i.e., a grade of “C” or higher in any HIT curriculum course) after readmission, a subsequent readmission will not be allowed.

### Leave of Absence

The HIT Academic Program Coordinator may grant a leave of absence from the program by student request, on a case-by-case basis, for the following reasons, including but not limited to:

- Long-term illness
- Family
- Illness/problems
- Personal problems

Decisions regarding leave of absence and readmission are the sole responsibility of the Academic Program Coordinator and all decisions are final. Readmission into the Program may depend upon the student giving prior notice and getting approval from the Academic Program Coordinator and Program Director.

### Grading

The grading scale utilized by the HIT program is as follows:

A	92-100
B	83-91
C	75-82
D	68-74



Course syllabi will identify additional grade parameters. Students should talk directly with the instructor about any concerns, i.e., grading, course material, or special needs. It is the student's responsibility to contact the instructor in a timely manner.

### **Student Responsibility in the HIT Program**

Students should speak directly with their instructor about any concerns, i.e., grading, course materials, special needs or providing information from Disability Access Services regarding academic accommodations. The student is responsible for contacting the instructor promptly with such concerns.

### **Communication and Conflict Resolution**

There is an expectation of mutual respect and civility between instructors and students. If an issue should arise, the student should schedule a meeting with the instructor to discuss the issue. Quite often, issues can be resolved through direct communication between the instructor and the student. After a concern or issue is addressed with the instructor, yet there has been no resolution as determined by either person, a concern or issue can be escalated to the Academic Program Coordinator.

Should a student feel that he or she has been treated unfairly or unjustly and is unable to resolve the matter informally; the student may elect to file a complaint by following the process established through the Student Grievance Procedure available in the ACC Student Handbook.

Please note grades and other academic decisions are not grievable unless there is an allegation that the decision was motivated by discrimination and/or harassment which should be filed under the college's Civil Rights Grievance and Investigation Process.

### **Student Evaluations**

Students are asked to evaluate each course and the instructor at the end. Evaluations are used to help with course and overall curriculum development and review, and faculty development and review. Evaluations are anonymous.

### **Reasonable Accommodations**

1. Students are expected to participate fully in activities required by the program and will be expected to meet all program objectives/expectations/requirements.
2. Students requesting accommodation should first meet the Disability Access Services Office (M2710/303.797.5937). It is recommended that students set up their intake appointment with Disability Access Services before starting the Program. Information regarding the accommodation process can be accessed through the Disability Access Services Office.
3. Students having a temporary medical condition, including pregnancy and related conditions, which inhibit or restrict their activities should contact the Disability Access Services Office. Documentation from the medical provider may be helpful, or in some cases required. Accommodation will be provided if reasonable and possible.
4. Should a student become unable to participate fully in the program's activities and meet the essential functions of the program, the options for the student may include an incomplete or an administrative withdrawal. Once a student can return to the course, program or clinical assignment, medical provider clearance may be required, depending on previous.

conversations and documentation provided to Disability Access Services. Specific questions or concerns regarding returning to a program or course, after medical-related extended absences or medical leave, should be directed to Disability Access Services, who will work with the Program or Department Chair.

5. Reasonable accommodations afforded students in a classroom environment do not automatically transfer or apply to a clinical setting or practicum site. Should a student request accommodation for the clinical setting or practicum site, an additional review is conducted. Through an interactive process, this additional review includes determining whether appropriate, reasonable accommodation is needed for the student to demonstrate the ability to meet technical standards in the clinical setting. In addition, this review includes considerations of both patient and student safety.
6. Once the faculty/instructor receives a letter from the Disability Access Services Office, accommodation is provided to the student. In most cases, accommodation is not retroactive.

### **Pregnancy**

If a student is pregnant or has a pregnancy related condition, the student may be granted accommodations through the interactive process and for as long as a medical provider deems them medically necessary. Nothing in these statements should be construed as a modification to the essential elements or functions of any academic program or course.

- Students who are pregnant or have a pregnancy-related condition will be granted the same reasonable accommodation given to any other student with a temporary medical condition. Please see the Reasonable Accommodations section.
- Accommodations for pregnancy and related conditions may include, but are not limited to, allowance for makeup work, excused absences, extended deadlines, online learning options, and reasonable adjustments to a student's educational environment, even if they are outside of the instructor or faculty's typical practice, course syllabus or program handbook.
- Students are protected from any unwanted attention or reveal of a student's pregnancy status without their consent.
- When a pregnant student returns to school, ACC will take reasonable steps to ensure the student is returned to the same academic status as before the student's medical leave began to the extent possible.
- Breastfeeding students will be allowed reasonable time and space to express breast milk and in an appropriate location.

A student can seek accommodations from the Disability Access Services Office, not through their instructor, faculty, or clinical site/supervisor. Students who are pregnant or in related conditions are encouraged to seek assistance for accommodation as quickly as possible. ACC is limited in its ability to implement accommodations retroactively. Students seeking assistance during the semester of enrollment will have better options than those notifying ACC of their situation after the semester has ended.

If a student is concerned about harassment or discrimination based on sex, please contact the Title IX Coordinator or Deputy Title IX Coordinator. Their contact information is in the 'Non-Discrimination Statement' section.

## Essential Skills and Functional Abilities

for the Health Information Technology (HIT) Program

Individuals enrolled in the ACC HIT Program must perform essential skills in their studies and after graduation. If a student believes that he or she cannot meet one or more of the standards without accommodations, the HIT Academic Program Coordinator must determine, on a case-by-case basis and in collaboration with the Disability Access Services Office, whether a reasonable accommodation can be made. A student is not required to disclose any disability to the Program.

Functional Ability	Standard	Examples of Required Activities
Observation	Ability to participate actively in demonstrations, laboratory exercise, and practicum experiences. Such observation usually requires functional use of visual, auditory, and somatic sensations.	Visual (Corrected as necessary) <ul style="list-style-type: none"> <li>• Able to visually discriminate between a computer screen and/or paper form.</li> <li>• Alphanumeric numbers for entering database.</li> <li>• Able to visually discriminate different numbers.</li> <li>• Able to not transpose numbers.</li> <li>• Recognize and interpret diagnosis codes.</li> <li>• Distinguish color (e.g., color codes on paper charts)</li> </ul> Auditory (Corrected as necessary) <ul style="list-style-type: none"> <li>• Recognize and respond to voices.</li> <li>• Distinguish between direct orders and instructions.</li> </ul> Tactile <ul style="list-style-type: none"> <li>• Ability to turn pages.</li> </ul>
Motor Abilities	<ul style="list-style-type: none"> <li>• Sufficient motor ability to execute the movement and skills required for safe and effective emergency exiting from building, corridors, file areas and tight spaces.</li> <li>• Sufficient motor ability to perform basic filing, shifting, and moving records from various locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate adequate coordination, balance, and speed when entering data into computer.</li> <li>• Move, adjust, and position oneself to bending, stooping, sitting, and squatting for extended periods of time without standing or moving around.</li> <li>• Lift low weight, up to 10 pounds.</li> <li>• Possess finger and manual dexterity necessary to manipulate computer equipment and adding machine.</li> </ul>
Behavioral/ Interpersonal/ Emotional	Ability to relate to colleagues, staff and patients with honesty, civility, integrity and in a nondiscriminatory manner.	<ul style="list-style-type: none"> <li>• Establish rapport and appropriate boundaries with</li> </ul>

	<ul style="list-style-type: none"> <li>• Capacity for development of mature, sensitive, and effective relationships.</li> <li>• Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.</li> <li>• The ability to work constructively in stressful and changing environments can modify behavior in response to constructive criticism.</li> <li>• Capacity to demonstrate ethical behavior, including adherence to professional standards, this Handbook, the ACC Student Code of Conduct, and college procedures.</li> </ul>	<p>patients, clients, and colleagues.</p> <ul style="list-style-type: none"> <li>• Work with teams and workgroups, as needed.</li> <li>• Behavioral skills sufficient to show good judgment and prompt completion of all responsibilities and deadlines.</li> <li>• Adapt rapidly to environmental changes and multiple task demands.</li> <li>• Maintain behavioral decorum in stressful situations. (e.g., upset families requesting medical records for loved one)</li> </ul>
Safety and safe environments	<ul style="list-style-type: none"> <li>• Ability to operate safely in the work environment, academic classroom, and clinical area.</li> <li>• Ability to recognize and minimize hazards that could increase healthcare associated infections.</li> <li>• Ability to recognize and minimize accident hazards in the practicum setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes tasks to ensure work environment safety.</li> <li>• Maintains adequate concentration and attention to detail.</li> <li>• Seeks assistance when assignment, task and/or practicum situation requires a higher level or expertise/experience.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, and other professionals.</li> <li>• Communicate professionally and civilly to peers, instructors, and preceptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to receive and elicit information.</li> <li>• Assess nonverbal communications.</li> <li>• Transmit information to fellow students, faculty and staff, and other professionals.</li> <li>• Receive, write, and interpret written communication in both academic and practicum settings.</li> <li>• Establishes and maintain effective working relations with patients and co-workers.</li> </ul>
Cognitive/ Conceptual/ Quantitative Abilities	<ul style="list-style-type: none"> <li>• Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.</li> <li>• Ability to gather data, to develop a plan of action and establish priorities.</li> <li>• Ability to comprehend three-dimensional and spatial relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately processes and interpret information on printed documents, flow sheets, graphs, graphic sheets, medication administration records, other medical records, and policy procedural manuals.</li> <li>• Interpret digital displays on computer, copy/scanning equipment and clocks.</li> <li>• Add, subtract, multiply, and/or divide whole numbers</li> <li>• Use a calculator</li> </ul>

		<ul style="list-style-type: none"> <li>• Transfers knowledge from one situation to another.</li> </ul>
<p>Punctuality/ Work habits</p>	<ul style="list-style-type: none"> <li>• Ability to adhere to policies, procedures and requirements as described in this Handbook, ACC Student Handbook, and college catalog and course syllabi.</li> <li>• Ability to complete classroom and clinical assignments and submit assignments at the required time.</li> <li>• Ability to adhere to classroom and clinical schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends class and clinical assignments punctually.</li> <li>• Reads, understands, and adheres to all policies related to classroom and clinical experiences.</li> <li>• Contact the instructor in advance of any absence or late arrival.</li> <li>• Understand and complete classroom and clinical assignments by due date and time.</li> </ul>

## Curricula Content

The associate degree curriculum emphasizes the technical component of health information services. This curriculum is designed to prepare entry-level graduates with the knowledge and skills necessary to use, analyze, abstract, code, present and retrieve data in a variety of health care settings.

The curriculum of the Health Information Technology program incorporates appropriate content, reinforced by structured experiences to apply learned principles that include:

General Education Requirements for the A.A.S. degree

Professional course content, at the appropriate level, to support entry-level competencies as identified by AHIMA to include:

- Biomedical sciences, including anatomy, physiology, language of medicine, pharmacology, and medical science.
- Information Technology
- Health Data Content and Structure
- Healthcare Delivery Systems
- Organization and Supervision
- Healthcare Statistics and Data Literacy
- Clinical Quality Assessment and Performance Improvement
- Clinical Classification Systems
- Reimbursement Methodologies
- Legal and Ethical Issues

This program's curriculum is designed to emphasize the Domains, Subdomains, and Tasks (DST). The DSTs are identified by the American Health Information Management Association (AHIMA) as the necessary abilities of a practitioner upon completion of his/her formal education. A complete listing of the Domains, Subdomains and Tasks (DST) is in this handbook.

In addition to providing guidance in HIT curriculum development, the DST statements form the basis for formulation of the national certification examination questions.

## Health Information Technology Curriculum

Relevant Course Descriptions (HIT, HPR, MOT, CIS)

HIT 1001      Health Information Managements Science      3 Credits

Introduces the student to the health record, from inception to completion. Emphasis is on content and regulations impacting the health record in the various settings. Other areas to be discussed include the electronic health record and the responsibilities of the Health Information Department. This course also examines various healthcare delivery systems and healthcare practitioners. Professional and practice-related ethical issues are discussed and evaluated the consequences of a breach of healthcare ethics.

HIT 1005      Principles of HealthCare Reimbursement      3 Credits

Provides students with the knowledge needed to perform necessary tasks involved in healthcare reimbursement systems including payment methodologies, use of clinical data, and compliance.

HIT 1011 Health Data Management & Information Systems 3 Credits

Introduces the electronic health record (EHR) components and health informatics including infrastructure, privacy, security, and legal implications. Federal involvement and its impact on information technology regarding health data will be discussed. Students will study the roles and relationships, in the transformation of data into meaningful information, through research, vital statistics and epidemiology. Data quality, integrity, collection, access, and retention will also be emphasized.

HIT 1012 Legal Aspects 2 Credits

Introduces the student to the legal system and defines the role of the healthcare professionals. Specific Federal and State laws are identified and discussed as they relate to the release of medical information.

HIT 1022 Workflow Fundamentals of Healthcare 3 Credits

Introduces the fundamentals of healthcare workflow, process analysis, and redesign in various healthcare settings. Health information technology culture changes (IT/Clinicians) and project management, including HIT system selection, design, implementation, and support will also be covered. Electronic health record/practice management systems will be evaluated for quality and process improvement, clinical decision support, health information exchange, public health, and population health management in ambulatory and alternative care settings.

HIT 1088 Health Information Practicum I 2 Credits

Provides a directed clinical experience that focuses on the practice of skills related to the application of legal principles, record analysis and abstraction and record retention and retrieval.

HIT 2020/2021 ICD Coding I & II 5 Credits

HIT 2020 Introduces the ICD coding classification system and provides a basic understanding of ICD structure, conventions and principles utilized in code assignment. The student will be introduced to the official coding guidelines. They will apply knowledge of anatomy, physiology, pathophysiology, and pharmacology in the assignment of diagnostic and procedural codes.

HIT 2021 Focus on the intermediate application of ICD structure, conventions and principles utilized to code case scenarios and complex diagnostic and procedural statements. The student will utilize advanced application of coding and reporting standards as they apply to coding.

Students must complete HPR1040, MOT 1025, MOT1026 and MOT1027 successfully before registering for HIT2020/2021.

HIT 2022 Quality Management 3 Credits

Introduces the student to the basic concepts of quality management in the healthcare environment. Requirements by regulatory agencies regarding quality documentation, utilization and risk management are discussed. Data collection, verification, analysis, descriptive statistics, and presentation techniques will be studied. The course emphasizes the ongoing use of objective data and feedback to improve processes, systems, and patient outcomes. Analysis of

documentation for various purposes is also covered.

HIT 2025 Health Information Management 3 Credits

Concentrates on the principles of management as they relate to the administration of the health information management department as part of a health care organization.

HIT 2031 ICD Coding III 5 Credits

Provides an advanced study of ICD coding conventions and principles. DRG and case mix logic and regulations regarding their use with optimization and compliance issues will be discussed. CPT/HCPCS in both the hospital-based outpatient and physician office settings will be studied.

HIT 2041 CPT Coding 3 Credits

Provides the student with skill sets to apply the current procedural terminology (CPT) and HCPCS code set principles and guidelines for application in reporting/communicating information and data about clinical services provided to patients by healthcare providers. Includes understanding what the CPT nomenclature is, how and why it is used, and guidelines for each code category and how it is applied to represent services within each code category.

HIT 2089 Health Information Capstone 2 Credits

Offers student a comprehensive review of all HIT courses in preparation to take national exam, utilizing Study Guides and Mock Exams; offers student a 40 hour professional practicum experience (PPE) to apply classroom knowledge in a clinical setting, practice professionalism, gain insight into the functions of the department, understand the relationship of health records to the facility as a whole, demonstrate the ability to act independently, complete assigned projects and demonstrate a good understanding of health information management concepts.

HPR1040 Comprehensive Medical Terminology 3 Credits

Introduces the student to the structure of medical terms with emphasis on using and combining the most common prefixes, roots, and suffixes. Includes terms related to major body systems, oncology, psychiatry, clinical laboratory and diagnostic procedures and imaging. Class structure provides accepted pronunciation of terms and relative use in the healthcare setting. HPR1040 and MOT 1025, 1026 and 1027 must be completed before a student can register for HIT2020/2021, the first coding class.

MOT1025 Basic Medical Science I 3 Credits

Teaches the anatomy and physiology, pathophysiology, and drug therapy of the immune, musculoskeletal, and digestive systems. A discussion of pediatric implications as they relate to



clinical physiology will also be covered. Students may take MOT 1025, MOT 1026, and MOT 1027 in any order, but all three courses must be completed to meet the basic medical sciences requirement... HPR1040 must be completed before a student can register for MOT coursework.

MOT1027      Basic Medical Science II      3 Credits

Teaches the anatomy and physiology, pathophysiology, and drug therapy of the cardiovascular, respiratory, and dermatology systems. Students may take MOT 1025, MOT 1026, and MOT 1027 in any order, but all three courses must be completed to meet the basic medical sciences requirement. HPR1040 must be completed before a student can register for MOT coursework.

MOT1028      Basic Medical Science III      3 Credits

Covers the anatomy and physiology, pathophysiology, and drug therapy of the Renal, Reproductive, Neurological, and Endocrine systems. Students may take MOT 1025, MOT 1026, and MOT 1027 in any order, but all three courses must be completed to meet the basic medical sciences requirement.

CIS1018 Introduction to PC Applications      3 Credits

Introduces basic computer terminology, file management, and PC system components. Provides an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. Includes the use of a web browser to access the Internet.

## Practicums

Health Information Practicum I (HIT 1088) and Health Information Capstone Practicum II (HIT 2089) deliver structured HIM experiences. While HIT1088 involves a “virtual” practicum experience, with HIM scenarios delivered as online exercises, HIT2089 involves placement in a 40-hour practicum at a clinical site and structured review of HIT curriculum content in preparation for the National RHIT Certification Examination. In most cases, face-to-face practicum hours are completed in a traditional Monday through Friday 8:00 am to 5:00 pm schedule. Students may be asked to vary these hours to ensure maximum exposure to activities at the clinical site.

The Practicum Coordinator will work with the student to obtain placements that are consistent with the student’s area of interest. Whenever possible, the student’s request for a specific site or range of dates is honored. However, the Program does not guarantee placement at the student’s site of choice or within specific requested dates.

### Policy on Service Work in Practicums

Students may not be substituted for paid staff. Students may not take the responsibility or the place of qualified staff. After demonstrating proficiency, students may be employed in the field of study outside regular educational hours, provided the work does not interfere with regular academic responsibilities. The work must be non-compulsory, paid, and subject to standard employee policies.

Per the contract between Arapahoe Community College and the individual health care facilities, the College must submit the following documentation to the health care facility before beginning the HIT 289 Capstone course.

1. Background Check result (no more than one year old)  
A list of disqualifying events are found on the [ACC website](#).
2. Hepatitis B  
Requires 3 vaccinations, Titer or waiver declining the vaccine on file.
3. MMR  
Requires 2 vaccinations or Titer (unless born before 1957)
4. Varicella (Chickenpox)  
Requires vaccination or Titer or documentation of chickenpox disease.
5. Flu Shot (current)
6. Tuberculosis (TB) result (no more than one year old)
7. Current chest x-ray results demonstrating no active disease must be submitted if PPD test result is positive.
8. A drug screen may be required by the health care facility –Students should be aware that healthcare facilities may not accept students using medical marijuana, even if the student has a prescription.

### Student Responsibilities for Practicums

1. Students must adjust their schedules, so they are available for a healthcare site practicum. Most healthcare facilities work on a business schedule, Monday through Friday, 8:00 – 5:00. If students work full time, it may be necessary to request vacation time or time off without pay to be available for a practicum. Students must also arrange for childcare.

Children may not accompany a student to a practicum site.

2. Students must follow all policies and procedures established by the facility. The student shall not exempt himself without specific written permission by the Academic Program Coordinator or Practicum Coordinator.
3. Students must respect the confidentiality of patient information regardless of the source. They must not repeat information outside of the facility.
4. Students must work in cooperation with and respect for other health information management staff.
5. Students must never be under the influence of alcohol and drugs. Please refer to the Drug/ Alcohol Policy in the ACC Student Code of Conduct and the "Reasonable Suspicion Based" Drug Testing policy in this Handbook.
6. Students must exhibit professional behavior while assigned to their sites. Besides the expected behaviors already listed, the student must be on time, call if unable to attend, dress appropriately, respect the facility staff's opinions, and follow the ethics of the health information management profession.

### **Attendance at Practicum Sites**

All Practicums require students to attend the site for the required number of hours outlined in the course's syllabi. Students are responsible for providing their own transportation to the facility.

The student's practicum grade will be reflected as part of the behavioral objectives of these courses, the behavior reflected in punctuality and regular attendance as well as the skills demonstrated and the performance of the student in their work.

1. Students not at their clinical facilities at the appointed time will be considered tardy. Tardiness demonstrates poor planning and a lack of responsibility.
2. **In case of emergency delay or absence, students are required to call clinical facility supervisor and report their name, school, and a message of tardiness or absence.** The student must record the name of the person at the clinical facility that received their message. This must be reflected in the student's log and on the practicum time sheet.
3. *The student must also leave a message reporting any absence from the practicum facility on the instructor's voicemail.*
4. Absenteeism for illness or personal matters must first be cleared with the clinical supervisor and the HIT Program instructor BEFORE the absence.
5. Absenteeism for illness or personal emergency for greater than two days may require a physician's verification.
6. Tardiness or absence of more than 2 hours per week will be reflected in the student's final semester grade. Five percentage points will be deducted for each tardy or unexcused absence beyond the allotted time. The student will be expected to withdraw from the internship if excessive tardiness or unexcused absence endangers the retention of the clinical facility for future practicums.
7. Students must attend for the minimum hours as needed by the practicum site. If for any reason, the student does not meet their requirement this will consider an incomplete practicum, and the student will receive a failing grade. In addition, the practicum facility is under no obligation to allow the student to make up the time.

## Guidelines for Student Conduct

Students enrolled in specialized programs, like the HIT Program, are required to follow the standards specified in their respective program handbook, the Arapahoe Community College Student Handbook, the College Catalog, as well as local, state, and federal laws. Students are subject to the college's authority and civil-criminal authority.

## Standards of Professional Behaviors

HIT students must behave with integrity and respect for others. Students in the HIT Program should apply these principles to his or her academic and subsequent professional careers. The following information describes the professional behaviors of students in the HIT program. The expectation is that students will adhere to these Standards of Professional Behaviors in all settings - the course, practicum facilities and the college when representing the HIT Program.

- **Confidentiality:** The ability to respect the privacy of clients and to respect privileged information at medical facilities.
- **Commitment to Learning** - The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
- **Interpersonal Skills** - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
- **Communication Skills** - The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audience and purposes.
- **Effective Use of Time and Resources** - The ability to obtain maximum benefit from a minimum investment of time and resources.
- **Use of Constructive Feedback** - The ability to identify sources of feedback and seek out feedback for improving personal interaction.
- **Problem Solving** - The ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
- **Professionalism** - The ability to exhibit appropriate professional conduct and to represent the professional effectively.
- **Responsibility** - The ability to fulfill commitments and to be accountable for actions and outcomes.
- **Critical Thinking** - The ability to question logically, to identify, generate, and evaluate elements of logical argument; to recognize and differentiate fact, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
- **Stress Management** - The ability to identify sources of stress and to develop effective coping behaviors.

- **Punctuality and Promptness:** The ability to present oneself on time and ready to begin at prescribed times for course and practicum assignments.
- **Professional Appearance:** The ability to adhere to established dress codes in all clinical and professional settings.
- **Civility:** The ability to practice reflective, courteous, empathetic behaviors and communication when asking questions and interacting with classmates, instructors, the college and practicum staff and clients.

### **Expectation in Reporting Unprofessional Conduct**

During study in the HIT Program, a student may experience behaviors in others that violate academic or professional integrity or actions that could harm another person. Each student must report any questionable activity or behavior to the faculty or Academic Program Coordinator or Director.

### **Disciplinary Procedures**

When a HIT student is alleged to have violated any of the requirements or guidelines outlined in this Handbook or in the ACC Student Code of Conduct, the college will adhere to the student disciplinary procedure. All students should review the Arapahoe Community College Student Handbook section, *Student Rights and Responsibilities: Student Code of Conduct, AP 4-30a; Student Disciplinary Procedure, SP 4-30; Student Grievance Procedure, SP 4-31; Civil Rights Grievance and Investigation Process for Students, SP 4-31a; and Sexual Misconduct Procedure, SP 4-120a.*

Any HIT student found to be in violation of requirements or guidelines outlined in this Handbook or the ACC Student Handbook, including academic misconduct or the Student Code of Conduct, may be subject to discipline up to and including program dismissal and expulsion from the college.

### **Academic and Student Misconduct**

Students should adhere to the highest standards of academic honesty and integrity. Examples of behavior that violate these standards include but are not limited to plagiarism, cheating, illegitimate possession and/or use of examinations and falsification of official records. See *Student Rights and Responsibilities: Student Code of Conduct, AP 4-30a* for a detailed explanation of academic misconduct.

One or more of the following actions (or similar actions) by a student may be grounds for immediate disciplinary action by the College and/or removal from the HIT program:

1. Behavior that creates a threat to the facility to which the student is assigned and/or to the welfare of the patient/client.
2. Behavior that jeopardizes the continued relationship between the college and the facility.
3. Behavior that is discourteous or disrespectful.
4. Violation of patient confidentiality.
5. Failure to adhere to practicum facility policy and/or procedures.
6. Repeated failure to follow instructions.
7. Arguing with peers, health care providers, patients, families, faculty, and college staff.
8. Use of offensive language.
9. Refusal to carry out assigned duties.

10. Failure to follow attendance expectations and/or procedures.
11. Misrepresentation of personal competency level.
12. Failure to alter behavior after constructive feedback.
13. Failure to meet required professional behavior standards.
14. Appearing under the influence of alcohol or drugs.

### **Student Due Process**

In cases of alleged academic or student misconduct in the course or practicum site, faculty will report the matter to the Dean of Students Office. Students will be provided with notice from the HIT Program and the Dean of Students Office and will be provided with an opportunity to be heard regarding the alleged misconduct.

Those found in violation of the alleged misconduct as outlined in the ACC Student Code of Conduct or in this Handbook guidelines and requirements may be subject to disciplinary sanctions up to and including program dismissal and college expulsion. Students should review the Disciplinary Procedures found in the ACC Student Handbook for more detailed information.

If a clinical failure at a practicum site is upheld through this process, the student will receive an academic consequence of a grade of "F" for the course.

### **"Reasonable Suspicion Based" Drug Testing**

This process refers to the use/misuse of, or being under the influence of alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any practicum facility. The use of drugs classified as "controlled, dangerous substances" unless prescribed by a physician for an identified therapeutic effect, are prohibited. Exceptions are not made for a student's use of medical marijuana. The HIT Program may test students on a reasonable suspicion basis.

When a faculty/clinical instructor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait or confusion and these behaviors cause the faculty or practicum site supervisor to suspect the student is impaired by alcohol or drugs, the following actions will be taken:

- The instructor/site supervisor will remove the student from the assigned work area and notify the HIT Program.
- The instructor will then follow practicum facility policies regarding suspected alcohol/drug use.
- Drug screening is required whether the student admits to drug or alcohol use.
- The student will be required to pay all costs associated with the "Reasonable Suspicion Based" drug testing.

If the results of the test(s) are negative for drugs, alcohol, and other illegal substances or for non-prescribed legal substances, the student must have a meeting with the Program Director within 24 hours of the test results, or as soon as reasonable possible, to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation, if warranted, the Program Director will decide on a return to the practicum setting.

If the results of the test(s) are positive for drugs, alcohol, and other illegal substances or for non-prescribed legal substances, the student will be suspended from the HIT Program and administratively withdrawn from all courses.

If a student refuses "Reasonable Suspicion Based" drug testing:

- The instructor/site supervisor will remove the student from the practicum setting pending a full investigation through established practicum site or college procedures.
- The student will not be allowed to participate in the HIT Program until the investigation is completed.

A refusal to test will be considered a positive result and will be subject to appropriate disciplinary action.

## Health and Safety Information

1. Students are responsible for their own transportation and vehicle insurance to and from practicum sites. No coverage is provided for any motorized vehicle not provided by the college.
2. Students are covered by Workers' Compensation while at a practicum site. In the event of an injury the student must do the following:

### At Clinical Site:

1. Report incident to practicum instructor or site supervisor.
2. Follow through with agency requirements for on-site treatment and documentation. Provide a copy of agency documentation to ACC Human Resources. **Follow-up care needs to be provided by ACC Workers' Compensation providers as listed below.**

### In addition, at ACC:

1. Contact the Office of Human Resources, ACC Littleton Campus, Church Street Building, Room 1015, or call 303-797-5715 within 48 business hours of incident.
2. Provide copies of agency report and any billings related to treatment.
3. Complete Worker's Compensation form, available from the ACC Office of Human Resources.
4. Arrange follow-up care through the ACC Office of Human Resources:
  - a. Human Resources will contact Concentra Medical Center to let hospital personnel know that you are on your way or to make an appointment for you and will provide you with a claim number.
  - b. Human resources will provide you with a list of Concentra Medical center sites. All work-related injuries are to be treated at any one of the 11 Concentra facilities (during regular business hours).
  - c. Upon treatment from Concentra, submit the necessary paperwork back to the Human Resources Office for further processing no later than 72 hours after the accident.
5. For emergencies that occur after hours, if possible, seek treatment at:

HealthOne/Swedish Medical Center  
501 East Hampden Avenue  
Englewood, CO 80110

All Non-paid Cooperative Education Students Worker's Compensation: Clinical Experiences are considered non-paid, cooperative education for Worker's Compensation purposes.

**Purpose:** This is to notify you of a Worker's Compensation Workcomp Program that Arapahoe Community College has implemented for non-paid Cooperative Education students. Arapahoe Community College's designated providers are Concentra Medical Center and Swedish Medical Center in Englewood for all medical care associated work-related injuries and illnesses.

The purpose is two-fold, to assure the employees/students access to quality medical care.



and, at the same time, to assure that the employees/students receive necessary and appropriate medical care. Arapahoe Community College feels this goal can be met by Concentra Medical Center and Swedish Medical Center in Englewood.

This program requires all non-paid cooperative education students incurring work-related injuries and illnesses to receive their medical care from Concentra Medical Center and HealthOne/Swedish Medical Center in Englewood. Medical care received from providers other than Concentra Medical Center and HealthOne/Swedish Medical Center will be considered "UNAUTHORIZED" and may not be reimbursed by the insurance company. Life-threatening emergencies are, of course, an exception to the rule. In those instances, the closest medical facility should be accessed. For information concerning Worker's compensation claims call Arapahoe Community College Human Resources Office: 303- 797-5715.

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