BRYAN UNIVERSITY

HEALTH INFORMATION MANAGEMENT PROGRAM

HIM-299
PROFESSIONAL PRACTICE
STUDENT HANDBOOK

TABLE OF CONTENTS

WELCOME

Dear Student,

Welcome to the Health Information Management (HIM) Program! We're excited to have you join a community of learners preparing to become skilled professionals in one of the most essential and rapidly growing fields in healthcare.

Throughout your time in the program, you will build a strong foundation in the various aspects of HIM. Each course is designed to help you grow both academically and professionally, with real-world connections to the healthcare information management (HIM) workplace.

We're here to support you every step of the way—from your first class to your final course. Be curious, stay motivated, and make the most of every opportunity to gain experience and grow. Your future in HIM starts now, and we cannot wait to see all that you will accomplish.

Welcome to the program—we are so glad you're here!

Health Information Management Program Faculty

INTRODUCTION

All students in the Bryan University Health Information Management Associate's degree program enroll in the capstone Supervised Experiential Learning (SEL) course, HIM-299, upon successful completion of prerequisite courses: HIM-200, HIM-210, HIM-220. RHIT Exam preparation is integrated into each course throughout the program, ensuring continuous exposure to exam content and skill development. As part of HIM-299, students will also complete a pre- and post-RHIT mock exam to support credential exam readiness.

Authentic supervised experiential learning (SEL) activities **(See Appendix D: Experiential Learning Activities)** are integrated throughout the program, starting in the first year. These activities are designed to resemble real-world health information management responsibilities and provide students with opportunities to apply their knowledge and practice essential competencies in various environments—whether virtual, onsite, or simulated. These authentic learning experiences help build both confidence and capability by encouraging hands-on engagement with HIM tasks and scenarios.

Before graduation, each student must participate in at least one supervised experiential learning experience outside the classroom, under the guidance of an external healthcare information management (HIM) professional. This experience serves as a culminating application of classroom and lab learning, allowing students to demonstrate their ability to perform HIM-related duties in a real-world context.

HIM-299 is a capstone experience that bridges the academic journey with professional practice. Students will be regarded as informed novices, expected to understand the underlying principles of HIM processes and systems, while gaining valuable insight into how these are carried out in the field.

Through this final course, students will reinforce their competencies, build professional confidence, and prepare to transition into the health information management workforce.

Good luck and enjoy the journey!

Health Information Management Program Faculty

Purpose of SEL Handbook

The purpose of the Supervised Experiential Learning (SEL) Student Handbook is to provide a comprehensive guide that helps students understand, prepare for, and successfully complete the practical learning experiences required as part of the Health Information Management (HIM) Program.

This handbook outlines what supervised experiential learning is, how it fits into your overall education, and what is expected of you before, during, and after your SEL activities. It provides important information about:

- Course requirements and objectives for HIM-299 (the capstone SEL course)
- Competencies you will be expected to demonstrate
- Roles and responsibilities of students, instructors, site supervisors, and program coordinators
- Professional expectations, including ethics, communication, and conduct
- Tools and resources like checklists, evaluation forms, templates, and a copy of the AHIMA Code of Ethics

The SEL Handbook is designed to help you feel confident and prepared as you take your classroom learning into real-world settings—whether virtual, simulated, or on-site. It is your go-to resource for navigating this critical part of your HIM education and making the most of your hands-on learning experience.

MISSION, VISION, & CORE VALUES

Mission

We believe in liberating the innate greatness in people. In doing so, Bryan graduates are prepared with the knowledge and practical, productive skills that lead directly to professional careers. They are preferred by employers because they are dedicated, intelligent, immediately productive in the workplace, and pursue a lifetime of learning.

We are tightly focused, selective, and targeted, having carefully researched the fields associated with each program.

We aspire to create learning environments that will transform the lives of the people we serve, enabling them to have a greater positive impact on their communities.

We strive to open the doors of knowledge and learning to those who are educationally disadvantaged.

We strive to engage in charitable and humanitarian efforts.

Vision
We provide an inclusive educational experience for our students, driven by the core belief that all students can succeed, regardless of their diverse life experiences, cultural backgrounds, economic conditions, attitudes, beliefs, or personal characteristics. This experience includes a disciplined focus on providing excellent learner support and continuously improving learner outcomes.
Our vision encourages an employment culture where each of our employees is valued and respected. We celebrate our diversity, recognizing that our differences make us stronger.
Our vision requires a long-term focus on organizational sustainability. To this end, we seek diverse revenue sources that align with our core competencies, while staying true to our mission and organizational values.

Core Values
Deliver Delight Every Time
We keep learner success at the center of every interaction to provide exceptional service and a delightful student experience.
Trust and Be Trusted
We act with integrity, empathy, and transparency, while assuming positive intent in each other's communications and decisions.
Own It
We take ownership of our responsibilities and actions to students, staff, and faculty.
Win Together
We navigate challenges and celebrate successes together as a diverse, educational community.
Continuously Improve
As lifelong learners, we intentionally find opportunities to grow and evolve as individuals and as an institution.

Accreditations

Bryan University has been granted a seven-year grant for institutional accreditation by the **Northwest Commission on Colleges and Universities**. This covers all programs from non-degree to graduate studies, as well as our branch campus in Toronto, Canada.

The Healthcare Program accreditor of Bryan University is the **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)**. The College's accreditation for Associate of Science degree in Health Information Management and Support Services has been reaffirmed through 2025. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 2353255; or by email at info@cahiim.org.

Health Information Management Program Full-Time Faculty

Mechel McKinney, MBA, RHIA - Program Director
Donna Francis-Clark, MBA, RHIA - SEL Coordinator
Amy Higgins, MPH, CCS, CPC – Faculty, Certifications
Gerry Gordon, MPH, CPC, CPB, CRC, CCS - ACT Team Supervisor
Cris Bennett, MHA, RHIT, CRCR

Experiential Learning Roles & Oversight

Certification and Experiential Learning Analyst
Role Description: Assist with site location, site approval, and student-site matching
Contact: Tieasha Liburd
Email: tieasha.liburd@bryanuniversity.edu
Appointment Link: Click Here

SEL Coordinator Role
Role Description: Manage SEL Prep Course, execute agreements and required document completion, monitor externship progress, and student advocacy.
Contact: Donna Francis-Clark
Email: ppe@bryanuniversity.edu
Appointment Link: Click Here

Site Supervisor Role
Role Description: manages students during externship at their site (schedule, activities, supervise and evaluate performance).
Contact: Varies

HIM 297 SEL Course Instructor Role
Role Description: Manages students in the capstone course (grading, course activities, etc.)
Contact: Varies

SEL Staff
Role Description: Respond to general student and site inquiries, send communications to students and sites, and handle other support activities to manage the SEL process.
Contact: Varies
Email: ppe@bryanuniversity.edu

HIM-299 – PROFESSIONAL PRACTICE EXPERIENCE

Course Description:
Students will review and practice Health Information Management (HIM) and coding concepts from the Bryan University HIM program, focusing on skills crucial for certification exams. This course encourages self-directed review to identify areas of strength and opportunities for growth as they study and prepare for exam mastery. Additionally, this course includes a supervised experiential learning experience(s) with healthcare organizations and HIM professionals, applying acquired technology skills. Students gain practical knowledge of health information management functions and systems and complete a capstone project under the guidance of healthcare information management (HIM) professionals.

Prerequisites:
HIM-200, HIM-210, HIM-220

Course Objectives
- Cultivate readiness for certification and professional practice
- Integrate technology applications in real-world healthcare settings
- Develop foundational competencies in Health Information Management principles
- Reflective analysis of milestones, opportunities, and goal-oriented career planning.
- Complete a capstone project under the guidance of HIM professionals.

Course Summary
- RHIT Exam Prep
- Technical Skill Builder Activities
- SEL Participation
- Public Speaking and Presentation

What to Expect in HIM297?
This capstone course is designed to bridge your academic learning with professional practice. So, this course operates with a structure that is distinct from previous courses in the program to support its unique goals of professional competency development and ensuring readiness for your career. While the course maintains an 8-week duration, the listed due dates serve primarily as guides for effective time management. Recognizing the dynamic nature of experiential learning and potential scheduling needs, these due dates offer flexibility and may be adjusted to accommodate practicum activities and unforeseen circumstances.
While students may progress through and complete various sections of the course, final eligibility for passing this course is contingent upon satisfying all CAHIIM-approved requirements as determined by faculty. It helps to foster the development of essential professional competencies. It serves as a critical transition, equipping you with the skills, knowledge, and understanding necessary to excel as a health information management professional. The course structure and requirements are aligned to ensure you are well-prepared for the demands and expectations of the field.

Associate Degree Competencies:
All HIM Associate Degree Entry-Level Competencies may be addressed in this course. **(See the list of Domains and Subdomains in Appendix A)**

EXPERIENTIAL LEARNING POLICIES AND PROCEDURES

SEL Prep Course
The SEL Prep Course is a key resource that guides you through your supervised learning activities. Featuring self-paced modules, this course equips you with essential knowledge, skills, and understanding necessary to navigate the SEL process effectively. Engaging with this course is vital for a successful transition to your externship experience.

Attendance
Your experiential activities are a vital part of your Health Information Management (HIM) education, designed to mirror real-world employment expectations to prepare you for the real workplace. Sites generously volunteer their time and resources to support your learning—often during their regular daytime business hours. As such, students are expected to accommodate the site's schedule, not the other way around. So, this may require a student to adjust their work and personal schedules. This requirement notice is being provided in advance to give the student time to plan accordingly.
As a student, when attendance is required (virtual or onsite), you are expected to demonstrate professionalism by adhering to the same attendance and reliability standards expected of employees in healthcare organizations.

- **A minimum of 40 total hours is required** for the SEL (externship). Participation in both virtual and on-site components counts toward this total.
- **Regular attendance is mandatory** and must be documented on the Attendance and Activity Tracking Form including the dates and hours **(See Appendix B: Attendance and Activity Tracker Form).**
- Once your schedule is set with the site, submit a copy to the Bryan University SEL Coordinator and Team.

Absence, Delays, Early Departure
- **Do not leave early.** If you must depart due to an unavoidable situation, get approval from the Site Coordinator
- **If you are running late,** contact the Site Coordinator with your expected arrival time.
- **If you must miss a scheduled day** due to illness or emergency, notify both the Site Supervisor (using their preferred method) and the SEL Coordinator and Team at Bryan University (send email to ppe@bryanuniversity.edu).

Rescheduling or Practicum Termination
- If the site requires or allows you to makeup the time missed, schedule makeup time and complete the hours.
- If the site must reschedule your hours due to operational needs, comply with their request—site participation is entirely voluntary and at the discretion of its leadership.
- Excessive absences or tardiness may result in termination of the externship, jeopardize future placement, and affect projected timelines for course completion and/or graduation.

Environment
As part of your Health Information Management (HIM) practicum experience, you will engage in real-world learning through professional placements arranged outside of the Health Information Management (HIM) program. It is important to note that in the Bryan University

HIM program environment, the term *onsite* refers broadly to any externship completed externally—whether conducted in person or remotely. To help clarify what to expect, the following definitions outline the difference between *onsite* and *virtual* experiences as they apply to your practicum:

- **Onsite** means **in person**. You physically go to a specific location, such as a doctor's office, hospital, clinic, office building, etc., to perform work, attend meetings, or participate in an activity.
- **Virtual** means **online or remote**. You participate using the internet and digital tools (like Zoom, Teams, or a web portal) without being physically present at the location.

Dress Code & Professional Appearance

Students must adhere to the externship site's dress code and maintain a professional appearance at all times, whether attending on-site or participating virtually. When attending meetings or engaging with department leaders, directors, or physicians, attire should reflect elevated professionalism, as you are representing both yourself and the HIM Program. Discuss the site's dress code with your Site Supervisor before your first visit.

- Business or business-casual attire is required. Jeans, t-shirts, capris, shorts, flip-flops, and tennis shoes are not permitted. Clothing must be clean, neat, modest, and in good repair.
- No denim or logoed clothing unless specifically approved by the site.
- Skirts should be just above the knee or longer, tops should not show cleavage, and your midsection and backside must be completely covered.
- No tattoos or body piercings (other than ears) should be visible. You may need to wear long sleeves to cover tattoos. Other jewelry should be limited for safety reasons.
- No strong perfumes or colognes.

If you have any questions about appropriate attire, contact your SEL Coordinator (email ppe@bryanuniversity.edu)

Professional Conduct and Communication

You are expected to model the behavior of a professional in a healthcare setting. This includes demonstrating respectful and appropriate communication, maintaining a positive and cooperative attitude, and upholding high ethical standards, including confidentiality. Whether in person or participating remotely, your conduct reflects not only on you but also on Bryan University and the HIM program. Professionalism extends to all forms of interaction—verbal, written, and virtual—and is essential for building trust, fostering collaboration, and succeeding in the workplace.

A. Conduct

Students are expected to demonstrate professional behavior at all times during the practicum experience. This includes:

- Arrive prepared each day by reviewing relevant SEL protocols and course materials. Bring a notebook and pen for note-taking and task tracking.
- Perform assigned duties under the supervision of site personnel. Once oriented, actively participate in tasks as appropriate.
- If you complete your assignments early, take initiative to request additional work. If staff are unavailable, engage in self-directed learning such as reviewing policy manuals, observing operations, or conducting informational interviews with staff.
- Maintain professional relationships by avoiding personal conversations with staff or

peers.

- Refrain from gossiping or complaining about your practicum experience with site staff or other students.
- As a developing professional, you are expected to manage minor challenges independently. If a situation cannot be resolved, it should be reported to the Site Supervisor and/or the Bryan University SEL Coordinator and Team for further assistance.
- Use cell phones only during designated break or lunch periods. Personal device use, including texting or other applications, is not permitted during work hours.

B. Communication

Effective, respectful communication is essential in professional practice. Students are expected to:

- Maintain regular contact with the Site Supervisor, as their schedule permits. Prepare a list of questions in advance to make the most of available opportunities for discussion.
- Ask thoughtful questions to gain a deeper understanding of tasks and processes. Keep in mind that workplace procedures often have underlying rationale that may not be immediately obvious.
- Express thoughts and ideas clearly and respectfully. Use a growth mindset—view challenges as learning opportunities and feedback as a tool for development.
- Observe and learn during meetings, even when not participating. Attendance at facility or departmental meetings is at the discretion of the Site Supervisor. Do not contribute to the discussion unless invited; save any questions for a private follow-up with the Site Supervisor.
- Communicate professionally by listening actively, not interrupting, following site policies, and turning off electronic devices during work hours.

Attitude

A professional and positive attitude contributes significantly to your success during externship. Students are expected to:

- Respond constructively to feedback and suggestions—these are integral to the learning process.
- Remain composed and professional during unexpected or challenging situations. Assist when appropriate, or observe quietly. Remove yourself only if necessary and in a respectful manner.
- Demonstrate a willingness to learn by observing how experienced professionals manage complex or difficult circumstances.
- Keep an open mind and avoid assuming that academic theory is always superior to practical application. Every setting operates differently; adaptability is key.
- Exhibit openness to new ideas and maintain a consistently positive and respectful attitude.

Ethics & Confidentiality

Students are expected to uphold the highest standards of ethical behavior and maintain strict confidentiality at all times during the externship. This includes:

- Adhere to the AHIMA Code of Ethics, demonstrating integrity and professionalism in all actions. Access the AHIMA Code of Ethics here: AHIMA Code of Ethics

- Comply with all HIPAA regulations and applicable laws regarding patient privacy and the confidentiality of health information.
- Follow all facility-specific policies and procedures, including those related to information security, data access, and professional conduct.
- Maintain discretion in all communication. Do not repeat or share any critical or unfavorable comments made by staff, whether about individuals, procedures, or the organization.

Virtual Professionalism

When taking part in virtual meetings, students are expected to present themselves professionally, just as they would in an on-site setting. This includes being on camera unless otherwise instructed, ensuring proper lighting, and choosing a quiet, distraction-free environment with a neutral background. **Bryan University-branded virtual backgrounds are available and recommended for use if your environment is not appropriate.** Dress appropriately in business or business-casual attire and avoid multitasking during meetings. Maintain eye contact, engage actively, and mute your microphone when not speaking to minimize background noise. These behaviors reflect your commitment to professionalism and respect for others in the virtual space.

EXTERNSHIP PLACEMENT RESPONSIBILITIES

As part of your Health Information Management (HIM) program, you are required to complete a minimum of 40-hour externship designed to provide firsthand exposure to real-world HIM environments. Participating professionals and host organizations allow students to observe and engage in a range of HIM activities, offering valuable insight into the profession's diverse roles within healthcare. To ensure a successful experience, students must be adequately prepared before engaging with the externship site. The following outlines key actions and responsibilities to help guide you through the externship placement process.

Service Work Policy
As a student participating in Supervised Experiential Learning (SEL), it is important to understand the expectations regarding service work and professional responsibilities within the externship setting:

- **Non-Substitution for Paid Staff**: You are not permitted to take the place of paid or qualified staff. While you may participate in meaningful work-based learning activities, you must not be used to fill staffing shortages or perform unsupervised duties designated for employees.

- **Demonstrating Proficiency**: Once you have demonstrated appropriate competency in specific tasks, you may be permitted to perform those activities under **careful and continuous supervision** from qualified site staff.

- **Employment at the Site**: You may be employed by your externship site outside of your designated educational hours; however, employment hours must not overlap with your professional practice hours. SEL hours must be clearly distinguished from any paid work hours.
  In addition, you may not use your regular job duties or employment functions to fulfill practicum requirements. The activities you complete for your practicum must be separate from your job and should involve different functions, responsibilities, or take place in a different department or area. This ensures the externship remains focused on academic and professional development, rather than routine employment tasks.

- **Compensation Policy**: You may not receive payment or compensation for time spent in your externship unless you are formally enrolled in an approved paid internship program offered by the site.
  Planning & Set-Up Phase
  This is a crucial step in your program. During this phase, students work with the SEL Team to prepare for placement. This includes identifying or confirming an approved externship site, completing required documentation, and ensuring readiness to begin the experience.

Mandatory Externship Seminar Enrollment
The self-paced Mandatory Externship Seminar is a vital resource designed to guide you through each stage of the externship process. This course typically appears on your Canvas Dashboard around Carousel 5 and must be completed in Carousel 7 before the HIM299 capstone. Should you not see the course on your Canvas Dashboard as expected, please

promptly contact the SEL Team to request access.

Site Search & Selection

There are several ways to secure an externship site for your Supervised Experiential Learning (SEL) externship:

- **Student-Led Site Search**: You may identify and suggest your own externship site.
- **Apply to SEL Team-Advertised Opportunities**: The SEL Team posts approved externship opportunities online.
- **Request Assistance**: You may reach out to the Certification and Experiential Learning Analyst for help finding a site.

Regardless of how a site is found, **all sites must be officially approved** before you can begin your externship.

- **SEL Team-Advertised Sites**: These sites have already been vetted and approved; however, you still need to be approved as a student match for the site.
- **Student-Located Sites**: If you find your own site, it must go through the full approval process. You can start this process by:

    - Scheduling an appointment with the Certification and Experiential Learning Analyst on the SEL Team
    - Emailing the SEL Team directly (ppe@bryanuniversity.edu)

  Note: If you are working with the Certification and Experiential Learning Analyst, they will help facilitate or initiate the site approval process on your behalf.

Once your site has been approved and your placement confirmed, you will receive an **official approval confirmation email**. Be sure to save this message—it serves as your proof of site approval and may be required during your HIM299 course or by the SEL Team.

Meeting Site-Specific Prerequisites

In addition to Bryan University's standard externship requirements, some externship sites may have additional prerequisites that must be met before your start date. These requirements are set by the facility and may vary depending on the type of healthcare setting or organization.

Background Checks or Fingerprinting

While Bryan University requires students to complete a general background check for this program, this may not meet the specific standards or formats required by individual sites. Some sites require an enhanced or Level II background check, which may include fingerprinting, federal checks, or screenings through specific agencies beyond what is required by the university.

How It May Affect Your Career in HIM

Certain offenses may limit or bar your eligibility for:

- Externship placement at partner healthcare facilities
- Certification through professional organizations (e.g., AHIMA, AAPC)
- Employment in hospitals, clinics, government agencies, or insurance companies

These may include, but are not limited to:

- Fraud or theft (especially healthcare-related)
- Drug or substance abuse offenses
- Identity theft or cybercrime
- Violent or sexual offenses
- HIPAA violations (for returning professionals)

Even sealed or expunged records may appear, depending on state laws and the level of clearance required.

What You Should Do

- Be honest when submitting background check information. Falsifying or omitting facts can be more damaging than disclosing a record.
- Consult your program advisor or externship coordinator if you are unsure whether something on your record may be a concern.
- Take initiative to address any past issues, such as completing rehabilitation programs, requesting expungements, or gathering letters of recommendation that speak to your character and growth.
- Understand state and employer policies—what may disqualify you in one setting may be acceptable in another, depending on the role and level of access to patient information.

Drug Screening

Some externship sites require students to complete a drug screening prior to beginning their supervised experiential learning experience. This is a standard part of onboarding for many healthcare facilities and is used to ensure a safe and compliant environment for patients and staff.

Drug screenings typically test for commonly misused substances and may be conducted at a lab or clinic designated by the site or its third-party vendor. Requirements may include:

- A urine or blood test
- Completion within a specific timeframe
- Use of a specific provider or testing facility

Important: The cost of the drug screening is the responsibility of the student and is **not covered by Bryan University**. You will be notified of the process and timeline if your assigned site requires a drug test.

Proof of Immunizations and Health Screenings

Some sites may require proof of immunizations and recent health screenings as part of their onboarding process. Commonly required documentation may include:

- **Tuberculosis (TB) Testing**: A recent negative TB skin test (PPD), TB blood test (e.g., QuantiFERON), or chest X-ray if there is a history of positive TB results.

- **COVID-19 Vaccination**: Some sites may require full vaccination and/or documentation of boosters. In rare cases, medical or religious exemptions may be considered by the site but are not guaranteed.

- **Influenza (Flu) Vaccine**: A current flu shot is often required during flu season (typically October through March).

- **Routine Immunizations**: These may include documentation of immunity or vaccination for:

- **MMR** (Measles, Mumps, Rubella)
- **Varicella** (Chickenpox)
- **Hepatitis B** (including proof of series or titer)
- **Tetanus, Diphtheria, Pertussis (Tdap)**

Other Possible Site Requirements
Some sites prerequisite requirements may also include attending a site-specific orientation, completing HIPAA or OSHA compliance training, providing proof of personal liability or health insurance, or signing confidentiality and non-disclosure agreements. In some cases, students may also be asked to provide documentation of current Basic Life Support (BLS) Provider certification. It is the student's responsibility to complete all required steps by the stated deadlines and to cover any associated costs. Failure to comply may result in a delay or cancellation of your externship experience.

SUPERVISED EXPERIENTIAL LEARNING (SEL) PHASES

Pre-SEL (Externship) Phase

Once your site has been found and approved, begin coordinating with your Site Supervisor to discuss your availability and decide a proposed schedule that meets both the site's needs and the required externship hours. Make sure a copy of your schedule is submitted to the SEL Team. **Arranging your work, school, and personal schedule around your externship is essential**, as consistent attendance is a key requirement for successful completion.

Keep in mind that scheduling flexibility varies by site. Some facilities have fixed days and hours when they can accommodate students due to factors such as staffing levels, workspace or computer access, and supervisor availability. Others may offer more flexibility and will work with you to establish a mutually agreeable schedule. Regardless of the site's structure, **students are expected to adjust to the site's availability—not the other way around.**
To help ensure a smooth first day:

- **For onsite PPEs**: Make a "dry run" before your first scheduled day. Visit the facility, find where to park, go inside the building, and locate the correct office or department. This preparation will help reduce stress and avoid delays.

- **For virtual PPEs**: Test your technology in advance. Check your Zoom, Skype, or other platform settings to ensure audio, video, and internet connections are working properly. Also, organize any onboarding materials or documents that were provided ahead of time.

Being proactive and prepared will help you make a positive first impression and support a successful start to your externship experience.

SEL (Externship) Engagement Phase

During your externship, you are expected to actively engage with the site environment, observe professional workflows, and complete assigned course activities. As part of your documentation, you must maintain a detailed record of your hours and tasks using the Attendance and Activity Tracker **(See Appendix B: Attendance and Activity Tracker Form).** This tracker serves as formal documentation of your externship experience, provides a narrative of your daily activities, and will support your completion of required assignments, including reflections and final portfolio components.

Use this time to observe how the department operates and how various roles and functions are interconnected. Pay close attention to the systems, communication, and workflows that support the department's contribution to the broader healthcare setting. Whenever appropriate, take the initiative to ask questions and learn from professionals at your site.

Additionally, you are responsible for completing the accompanying externship assignments in your HIM299 course on Canvas. These assignments are designed to enhance your learning by connecting real-world experiences to academic concepts.

Your professionalism, curiosity, and consistent documentation during this phase will not only fulfill course requirements but also strengthen your readiness for a career in Health Information

Management.

Post-SEL (Externship) Phase

As your externship concludes, there are important final steps to complete in order to successfully close out your experience and meet all course requirements. You will need to complete an evaluation of your site and overall externship experience, which will be submitted in your HIM299 course in Canvas. In addition, ensure your Site Supervisor completes your performance evaluation and that it is submitted promptly through the designated Canvas assignment.

It is essential to express genuine appreciation for the time, mentorship, and expertise provided by your site's staff. At a minimum, you should offer a personal thank-you note to your primary Site Contact. Thoughtful gestures like this help leave a positive and lasting impression of both yourself and the Bryan University Health Information Management program, paving the way for future students to be welcomed at the site.

Finally, make sure to complete any remaining assignments in HIM299, including final presentations, portfolio submissions, and any other outstanding documentation. These closing tasks are vital to demonstrating what you've learned and fulfilling the academic components of your supervised experiential learning.

APPENDIX A

HIM ASSOCIATE DEGREE ENTRY-LEVEL COMPETENCIES
(STUDENT LEARNING OUTCOMES)

HIM ASSOCIATE DEGREE ENTRY-LEVEL COMPETENCIES

Domain I. Data Structure, Content, and Information Governance	
Competency	
I.1. Describe health care organizations from the perspective of key stakeholders.	
I.2. Apply policies, regulations, and standards to the management of information.	
I.3. Identify policies and strategies to achieve data integrity.	
I.4. Determine compliance of health record content within the health organization.	
I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	
I.6. Describe components of data dictionaries and data sets.	
I.6. **DM** Evaluate data dictionaries and data sets for compliance with governance standards.	

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	
II.1. Apply privacy strategies to health information.	
II.2. Apply security strategies to health information.	
II.3. Identify compliance requirements throughout the health information life cycle.	

Domain III. Informatics, Analytics, and Data Use	
Competency	
III.1. Apply health informatics concepts to the management of health information.	
III.2. Utilize technologies for health information management.	
III.3. Calculate statistics for health care operations.	
III.4. Report health care data through graphical representations.	
III.5. Describe research methodologies used in health care.	
III.6. Describe the concepts of managing data.	
III.7. Summarize standards for the exchange of health information.	
III.6. **DM** Manage data within a database system.	
III.7. **DM** Identify standards for exchange of health information.	

Domain IV. Revenue Cycle Management	
Competency	
IV.1. Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	
IV.2. Describe components of revenue cycle management and clinical documentation improvement.	
IV.3. Summarize regulatory requirements and reimbursement methodologies.	
IV.1. **RM** Determine diagnosis and procedure codes and groupings according to official guidelines.	
IV.2. **RM** Evaluate revenue cycle processes.	
IV.3. **RM** Evaluate compliance with regulatory requirements and reimbursement methodologies.	

Domain V. Health Law & Compliance	
Competency	
V.1. Apply legal processes impacting health information.	
V.2. Demonstrate compliance with external forces.	
V.3. Identify the components of risk management related to health information management.	
V.4. Identify the impact of policy on health care.	

Domain VI. Organizational Management & Leadership	
Competency	
VI.1. Demonstrate fundamental leadership skills.	
VI.2. Identify the impact of organizational change.	
VI.3. Identify human resource strategies for organizational best practices.	
VI.4. Utilize data-driven performance improvement techniques for decision making.	
VI.5. Utilize financial management processes.	
VI.6. Examine behaviors that embrace cultural diversity.	
VI.7. Assess ethical standards of practice.	
VI.8. Describe consumer engagement activities.	
VI.9. Identify processes of workforce training for health care organizations.	

APPENDIX B

ATTENDANCE AND ACTIVITY TRACKER

Attendance and Activity Tracker

Download the up-to-date Attendance and Activity Tracker form in Canvas (under Forms).

Follow the samples shown for a record of each on site experience.

Attendance and ActivityTracker
Instructions for Completing Form *Use this form for one of the following purposes:* *1. Externship Schedule Planning* *2. Attendance and Activity Documentation*
Externship Schedule Planning: Use the table on page 2 of this form in advance of an onsite externship to outline the planned schedule, activities and expected hours the student will complete at the externship site. Use one form per onsite externship.
Attendance and Activity Documentation: Use the table on page 2 of this form must be used throughout both onsite and virtual externships to accurately record actual attendance, hours earned, and the nature of the student's participation. For virtual externships, use one form per BU course. For onsite externships, use one form per externship and form must be signed by both student and site representative.
Page 2 Header Instructions: *Student (Pink Section): Print your full name. For onsite externships, enter the name of the site and sign your name to verify accuracy. For university-based virtual activities, enter the course name and the week(s) (1–8) in which the activity occurred. A student signature in NOT needed.* *Site Representative (Blue Section): For onsite externships, print and sign your name. Enter the date of signature. Signature confirms approval of reported attendance and hours or externship schedule.*
Activity Log Table Columns: *Date – Enter the date the activity occurred or is scheduled to occur.* *Department – Indicate the department or unit where the experience took place.* *Focus of Experience – Describe the main task, function, or learning focus.* *Personnel Worked With (Onsite) / Software Used (Virtual) – For onsite activities: list the staff member(s) or job title(s) involved. For virtual activities: list the software or tools used.* *Hours – Record the number of hours completed or is scheduled to be completed for each date.* *Measure – Select one of the following:* *Performed Task – The student completed the task (onsite only).* *Observed Only – The student observed the task being performed (onsite only).* *Both – The student both observed and performed the task (onsite only).* *Virtual – Used only for classroom-based virtual assignments or simulations.*
Definitions: *Onsite – Externship activities conducted at an approved location outside the BU classroom.* *Virtual – Externship activities conducted in a BU classroom using simulation, educational software, etc.*
The Supervised Experiential Learning (SEL) Experience is an unpaid externship opportunity where students gain real-world work experience as a graduation requirement.

Student Name (Print):_______________________________			**SEL Site:** ______________________________				
Student Signature:							
(SEL Site Personnel Section Only)							
Site Representative Name (Print):							
Signature:					**Date:**		
					MEASURE		
DATE	**DEPARTMENT**	**FOCUS OF EXPERIENCE**	**PERSONNEL WORKED WITH (ON-SITE) / SOFTWARE USED (VIRTUAL)**	**HOURS**	*Performed Task*	*Observed Only*	*Virtual*

APPENDIX C

SITE EVALUATION

OF

STUDENT

PERFORMANCE

Download the up-to-date evaluation form in Canvas, under Forms.

HEALTH INFORMATION MANAGEMENT PROGRAM PPE On-SITE – EVALUATION OF PROJECT & PERFORMANCE

Student Name: ____

Directions: Please provide feedback regarding the student's project completed at your site as a requirement of the Professional Practice. Use the key which follows. Add comments as desired and on all scores of unacceptable.

Key:
5 = worked independently/met all expectations
4 = worked fairly independently/met most expectations
3 = required moderate guidance/met some expectations
2 = required much guidance/met few expectations
1 = unacceptable/did not meet expectations

1. <u>Ability to initiate project</u>: Was the student able to begin the project (assist in identifying a topic as desired, gather appropriate material, interview appropriate personnel, write the Project Statement, etc.) independently?

   Circle One: 5 4 3 2 1

2. <u>Understanding</u>: Were the student's questions/comments appropriate, the number reasonable, and did they indicate that she/he understood the purpose of the project?

   Circle One: 5 4 3 2 1

3. <u>Initiative</u>: Did the student complete the project independently and seek solutions to problems which might have developed on his/her own?

   Circle One: 5 4 3 2 1

4. <u>Final Product</u>: Did the student complete the project as anticipated, within the time frame agreed upon, and did it meet your expectations?

   Circle One: 5 4 3 2 1

5. <u>Appearance</u>: Did the physical appearance of the project meet your expectations?

   Circle One: 5 4 3 2 1

Student Performance

Directions: Use the key which follows to assign the point value (or NA) that best describes the student's performance at your site. Add comments as desired and on all scores of unacceptable.

Key: 4 to 5 points =student presented a very good to excellent understanding of the concept and/or performed the activity satisfactorily with minimal direction

2 to 3 points = student presented an adequate understanding of the concept addressed and/or performed the activity satisfactorily after moderate direction
1 point = unacceptable; student required review of the concept addressed and/or could not perform the activity without significant direction
NA= not applicable; health record department does not perform this activity or it was not included in this practice

1. Reports to assignment on time	**5**	**4**	**3**	**2**	**1**	**N/A**
2. Presents a professional appearance	**5**	**4**	**3**	**2**	**1**	**N/A**
3. Adheres to institutional policies, procedures, rules and regulations	**5**	**4**	**3**	**2**	**1**	**N/A**
4. Follows directions and procedure sequences	**5**	**4**	**3**	**2**	**1**	**N/A**
5. Seeks assistance when appropriate	**5**	**4**	**3**	**2**	**1**	**N/A**
6. Asks pertinent questions	**5**	**4**	**3**	**2**	**1**	**N/A**
7. Acts on own initiative when possible	**5**	**4**	**3**	**2**	**1**	**N/A**
8. Accepts responsibility for assigned tasks	**5**	**4**	**3**	**2**	**1**	**N/A**
9. Performs tasks in a timely manner.	**5**	**4**	**3**	**2**	**1**	**N/A**
10. Relates appropriately to departmental and professional personnel	**5**	**4**	**3**	**2**	**1**	**N/A**
11. Modifies behavior appropriately in response to a given situation/criticism/ suggestions	**5**	**4**	**3**	**2**	**1**	**N/A**
12. Respects confidentiality of patient information and departmental communications	**5**	**4**	**3**	**2**	**1**	**N/A**

______________________________ ____________________________________

Site Coordinator Signature Date______

Comments____

____

APPENDIX D

EXPERIENTIAL LEARNING ACTIVITES

Experiential learning allows students to gain real-world insights by actively engaging in professional and educational environments beyond the classroom. These activities help bridge the gap between theory and practice, reinforce key competencies, and promote professional growth. As part of your program, you may be asked to complete or reflect on a variety of experiential learning opportunities, such as:

- **Webinars and Online Workshops**: Attend virtual educational sessions hosted by industry experts, then summarize key takeaways and how they relate to your academic or career goals.

- **Professional Association Meetings and Conferences**: Participate in events hosted by organizations such as AHIMA or your state HIM association. Reflect on your experience, noting relevant trends, networking opportunities, and professional insights gained.

- **Professional Interviews and Reflections**: Conduct informational interviews with professionals in the health information field. Write a reflection summarizing what you learned about different roles, career paths, or workplace settings.

- **Externships and Field Experiences**: Engage in supervised hands-on learning at an approved site. Reflect on your responsibilities, challenges, accomplishments, and how the experience contributed to your development.

These activities not only support your coursework but also prepare you for lifelong learning and career readiness in the HIM profession.

OBJECTIVES AND ACTIVITY LISTS

You will be exposed to a variety of HIM experiences and applying HIM concepts as you work through the activities delegated to you for externships and field experiences. Although each site may organize its functions and perform activities differently, the list below will help you to identify potential activities and tasks that you can observe or perform during an externship or field experience.

Topics:

The following content areas are presented in the following pages. These areas will help you to identify what activities are performed within and the objective of the activities:

- Registration/Admitting/Intake
- Record Content and Documentation Practices
- Quantitative Analysis and Incomplete Records
- Data Management and Abstracting
- Health Record Storage and Retrieval
- Confidentiality and Release of Information

- Registries and Indexes
- Coding and Revenue Management
- Quality and Process Improvement
- Electronic Systems and Technology
- Personnel and Operations

REGISTRATION/ADMITTING/INTAKE

OBJECTIVES

At the conclusion of this practice, the student should be able to:

1. Describe the relationship of the Admitting/Registration/Intake Office to the facility in general and to the Health Information Department in particular.
2. Describe the format and content of the Master Patient/Enterprise Index.
3. Identify personnel that input information in the MP/EI and when this is done.
4. Describe the process for identifying if a new or repeat patient.
5. Describe the patient numbering system used.
6. Describe the method by which patient numbers are assigned and how the number register is maintained.
7. Explain how duplicate numbers/records are identified and corrected.
8. List and discuss the consents/releases/notices that are signed by or provided to the patient as a part of the admitting/registration process.
9. Describe any unique number assignment done for business purposes (i.e. does billing use the same number used for the patient health record?).
10. Describe the general process for admitting privilege/provider approval and the categories of health care providers that may apply for approval/treat patients.
11. Describe the procedure for processing new patients/clients within the Health Information Department.

Registration/Admitting/Intake Activities

Identify patient as new or repeat
Locate patients in Master Patient/Enterprise Index (MPI/MEI)
Update MPI/MEI for past patients
Add new patients to the MPI/MEI
Assign patient number
Access records of previous patients
Reconcile duplicate numbers
Reconcile duplicate records

RECORD CONTENT AND DOCUMENTATION PRACTICES

OBJECTIVES

At the conclusion of this practice, the student should be able to:

Paper-based systems:

1. State the method in which current records are stored when the patient is active.
2. State the method in which previous patient records are stored while the patient is active.
3. Cite the criteria for record thinning if used.
4. Describe the steps in and method of transporting discharges/visit/service paper records from the nursing unit/service area to the Health Information Department.
5. State the difference, if any, between the sequence of documents in active and inactive records.
6. Describe the record assembly process.
7. State at what point records are placed in folders/binders.

Both paper-based and electronic record systems:

8. Identify the organizations that accredit, certify or license the facility and their record content standards.
9. Describe the process for including content standards in internal documentation policies and procedures.
10. Discuss the use of color/form numbering/shading or the lack of it in the patient record for report identification.
11. Describe the forms/computer screen approval process and the components of the record content management program.
12. Describe any problem-oriented recording used by health care providers.
13. Discuss differences in record content based on type of services (e.g. obstetric versus medical patient), level of care (e.g. ICU versus medical unit), etc.
14. Discuss the types of laboratory, pharmacy, imaging, testing, etc. documentation found in the record and whether images, tracings, pictures become part of the record.
15. Describe the clinical documentation improvement program and personnel involved in it.
16. Describe the timing of and criteria used for qualitative documentation audits performed by the facility.

Record Content and Documentation Practices Activities

Paper-based systems:
Assemble paper records in proper sequence
Place paper records in folders

Both paper-based and electronic systems:
Determine record content evaluation criteria
Compile data for documentation qualitative audits

QUANTITATIVE ANALYSIS AND INCOMPLETE RECORDS

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. State whether quantitative analysis is performed concurrently, retrospectively, or automatically via automated system.
2. Describe the quantitative analysis procedure used to determine the completeness of a record.
3. Describe the sequence of activities within Health Information for insuring that all patient records are processed.
4. Describe types of healthcare data collected for other purposes, if any, during or immediately following record analysis.
5. List any special notations placed in the master patient/enterprise index at discharge.
6. Describe the HIM incomplete record system from the point that deficiencies are entered to completion by the physician/care provider.
7. Discuss the behavior of physicians/care providers in relation to record completion and appropriate response behavior by health information professionals.
8. Describe the criteria for record delinquency and the process for informing care providers of the status.
9. Discuss the effect of “delinquent” records upon admission and/or other physician privileges and related medical staff policies.
10. Discuss the impact of physician’s/care provider’s absences due to vacation, meetings, etc. on the record completion sequence.
11. Describe any difference in completion procedures if the facility is a teaching institution.
12. Identify all possible locations where physicians/care providers can complete (dictate, review, etc.) patient records.

13. Describe the procedure and situations for permanent archiving of a medical record as “incomplete”.

14. Describe statistics maintained by facilities in relation to incomplete and delinquent records.

Paper-based systems:

15. Describe the methods used for pulling paper records for doctors/care providers, i.e. advance phone call or a “demand” situation.

16. Describe procedures and controls used for mailing/delivering paper records or orders for completion.

Quantitative Analysis and Incomplete Record Activities

Identify records requiring quantitative analysis
Record date of discharge, death or other required notations in MPI/MEI
Perform quantitative analysis on patient records
Complete and send deficiency notices
Enter record deficiencies into control system
Verify and update status of records after completion
Generate data for delinquency notices
Compute incomplete/delinquent record statistics

<u>Paper-based systems</u>:
File/retrieve paper records for physician/care provider completion
Route completed paper records to appropriate area

DATA MANAGEMENT AND ABSTRACTING

<u>OBJECTIVES</u>

At the conclusion of the practice, the student should be able to:

1. Identify when and by whom health record information is abstracted for reports.

2. Describe the systems and processes used for abstracting, and/or special data reporting.

3. Describe the data required for established industry data sets.

4. Describe existing databases and data dictionaries and the process for their development.

5. Explain data quality control efforts and processes followed if discrepancies are found.

6. Explain what control techniques are used to insure that all pertinent records have been evaluated for reports within established deadlines.

7. Describe reports generated from gathered data.

8. Identify the healthcare statistics routinely maintained by the facility (e.g. census, LOS, visit types, percent occupancy, death rate, autopsy rate, payment category)

9. Identify when, where and by whom facility statistics are compiled and maintained.

10. Describe any routine statistics compiled by the Health Information Management Department for department administrative purposes.

11. Describe the role of the facility in filing the major types of vital registration certificates.

12. Give the length of time allowed for the completion of each certificate, i.e. the deadline for registering the event with the appropriate government official.

13. Discuss the availability of a newborn's name or absence of name and impact on registration.

14. Describe the content of a birth certificate and areas that may require special processing.

15. State whether or not a copy of the vital registration is placed in the patient's record and the value of the document to the record if it is.

16. Describe deaths referred to a medical examiner/coroner.

17. State special qualities the interviewer should possess when interviewing mothers and/or fathers for birth certificate information.

18. Describe procedures and forms required on death/removal of a patient and the Health Information Department's role in the process, if any.

19. Describe the facility's role in patient research.

20. Describe the impact of patient research projects on the health record and on HIM Department processes.

Data Management and Abstracting Activities

Identify appropriate patient records/data for a report
Abstract/enter/submit data for a report or project
Resolve data questions/track absent reports
Develop reports using abstracted data
Calculate health care statistics from gathered data
Calculate department administrative statistics
Verify number of births
Obtain data to initiate birth certificate worksheet
Interview mothers/fathers to obtain remainder of information
Complete a birth certificate
Update MPI with newborn information
Complete a fetal death/death certificate

Mail/transmit certificates to Registrar

HEALTH RECORD STORAGE AND RETRIEVAL

OBJECTIVES

At the conclusion of the practice, the student should be able to:

Paper-based systems:

1. State the method of filing of paper incomplete records, permanent files, microfilmed records and any other files.

2. Describe the paper record control system, i.e. type of outguide and record tracking system used and information recorded.

3. Describe the record filing equipment used and state advantages and disadvantages of it.

4. Discuss the impact of high volume record file areas on storage and retrieval systems.

5. Describe the folder used for paper records.

6. Discuss the impact of drop-in's/walk-in's/emergencies on manual record retrieval systems.

Electronic systems:

7. Describe the supplemental (loose/late) paper report procedures.

8. Describe the steps required to prepare paper records for scanning into an electronic system.

9. Describe the process of indexing and scanning used for inserting paper records into an electronic health record.

10. State the steps in batch management and scanned record quality control including correction of errors.

11. Discuss the process for importing dictation/transcription.

12. Describe any back-up systems used for automated records.

Both paper-based and electronic systems:

13. Describe other activities involved in the health record microfilm/fiche/optical disk/scanning process.

14. Describe any "off-site" storage for health records and the process used to retrieve records.

15. Identify the established retention period for health care records.

16. Describe the method used to identify records appropriate for destruction and the frequency that this process is performed.

17. Describe the health record destruction process and documentation required for it.

Health Record Storage and Retrieval Activities

Paper-based systems:
Retrieve and sign out paper records in response to requests
Place paper record in proper location for pick-up/delivery
File loose paper reports in prescribed record locations
File paper records into permanent files
Use chart tracking system to locate records

Electronic systems:
Prepare health records for scanning
Index and scan records into electronic system
Review scanned records for quality control purposes
Edit/rescan records where errors are found

Both paper-based and electronic systems:
Operate microfilm/fiche/optical disk/scanning equipment
Request or retrieve records from remote storage
Identify and prepare records for destruction

CONFIDENTIALITY AND RELEASE OF INFORMATION

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Provide the facility's definition of its health care record.

2. List items of information which can be released without the consent of the patient and factors affecting this policy.

3. Describe the process for de-identifying a record and for releasing de-identified information.

4. List the items essential to a proper authorization.

5. Discuss how HIV test results and other specially protected information are handled in relation to requests for records.

6. Describe the procedure for processing requests for x-ray, EKG's, scans, films, and other images/ or tracings.

7. Describe the use of microfilm/optical disks/scanned documents in responding to requests.

8. Discuss the difference in procedures for releasing information to third party payers, Workman's Compensation offices, other care providers, attorneys, physicians, patients,

the media, etc.

Discuss the techniques used to handle walk-in and telephone requests for information.

Define subpoena, subpoena duces tecum, and court order and explain the difference in responses to each of them.

9. Describe the proper procedure for acceptance of a subpoena.

10. Describe how acceptable certified copies of health records are prepared.

11. Describe record copy charges and reimbursement practices used.

12. Describe control techniques to monitor the status of request processing.

13. Discuss the role of any contracted service for provision of release of information services and processes assigned to it.

14. Discuss procedures used for patient care review agencies' record reviews.

15. Describe situations where information requests may be subsequently referred to risk management and the process for doing so.

16. Describe the process for providing requested addendums or corrections to records.

17. Describe restrictions on access to health records by employees and how restrictions are determined.

18. Describe the use of access trails for electronic systems and possible actions based upon breach of the system.

19. Describe the process to report breach of access to the federal government.

Confidentiality and Release of Information Activities

Receive, date and log in information requests
Review the authorization for content and validity
Respond to request if invalid authorization received
Locate and access the patient's record
Review the health record for material requested
Copy/send needed documents
Calculate appropriate charges and prepare invoice/response
Update/complete log information
Receive subpoena/court order
Prepare record certification document
Complete form to request records from another care provider
Respond to external/internal telephone request for patient information
Respond to emergency request for patient information
Respond to walk-in request for patient information
Process record addendums/corrections

REGISTRIES AND INDEXES

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Discuss how patients and their records are identified for registries or indexes.
2. Describe the types of and sources for data abstracted for the registry/index.
3. Describe the equipment and supplies used for registry/index systems.
4. Explain procedures for follow-up done on registry patients.
5. Identify sources other than direct letters used for follow-up on registry patients.
6. Identify reports routinely generated from the registry/index.
7. Describe reports required by government agencies and identify those agencies.
8. Describe any special coding done for registry data.
9. List the registers necessary for recording events of birth, death, etc.
10. State how these registers are used in health information practice.

Registry and Index Activities

Complete information in birth/death register
Complete information in a diagnostic/procedure index
Identify patient records for another type of registry/index (tumor, emergency, etc.)
Abstract record information for and enter a patient in another registry/index
Code records using a specialized registry coding system
Identify patients due for registry follow-up contact
Contact pertinent individuals and obtain follow-up information
Update registry with information obtained
Prepare registry/index data report
Assist in a tumor conference
Compile data for an annual report

CODING AND REVENUE MANAGEMENT

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Identify the systems used for coding diagnoses and procedures.

2. Describe the record documentation used to determine accurate codes.

3. Describe the encoders, groupers, computer assisted coding, and other resources used in coding and related reporting.

4. Describe timing of coding (on admission, concurrently, upon discharge, etc).

5. Describe the physician query system used and its effectiveness in resolving documentation questions.

6. Describe the use, content, and process for updating the chargemaster.

7. Explain the process used to monitor accounts receivable and any impact on coding.

8. Describe the steps used for bill reconciliation or if payment denials or over-payments are received.

9. Describe the RAC process and the roles of HIM personnel in it.

9. Describe measures taken to ensure that quality and ethical coding occurs.

10. Explain how coders are informed of coding and guideline updates.

Coding and Revenue Management Activities

Code and sequence diagnoses and procedures
Use an encoder/grouper
Initiate a physician query
Update the chargemaster
Monitor accounts receivable levels
Perform bill reconciliation research
Follow-up on payment denials/over-payments
Contribute to a coding/grouping validation audit

QUALITY AND PROCESS IMPROVEMENT

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Describe the role of the HIM Department in facility quality care activities.

2. Identify the core measures applicable to the facility and the HIM Department's role in reporting them.

3. Describe the role of the HIM Department in infection control efforts.

4. Explain the role of the HIM Department in identifying and reporting safety and risk issues.

5. Describe medical necessity and severity of illness monitors and the personnel involved in monitoring them.

6. Explain the role of case management in patient treatment and continuity of care.

7. Describe the process used to identify and evaluate problems in quality activities.

8. Identify any benchmarks used in HIM processes and the source of each benchmark.

9. Describe the quality standards in place for HIM Department processes and the methods used to and frequency of monitoring them.

10. Describe the types of reports generated from quality evaluations.

11. Describe changes made in processes or equipment as a result of quality review activities.

Quality and Process Improvement Activities

Abstract information for a quality assessment activity
Perform quality or performance problem analysis
Compile a quality assessment report including graphs/charts

ELECTRONIC SYSTEMS AND TECHNOLOGY

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Identify the major computer systems (internal or external) used by the health care facility.
2. Describe any interface of these systems (e.g. patient management) with the patient record system.
3. Describe the status of the facility in moving toward an electronic health record (EHR).
4. Describe all patient record components that are generated electronically.
5. Identify documentation systems that feed content to the EHR or receive data from it (e.g. practice management, imaging, pharmacy, etc.)
6. Describe use of any decision or knowledge support systems in conjunction with the electronic health record.
7. Identify established levels of access to the health record and provide examples of personnel from each category.
8. Describe security features for the record system including the use of passwords and audit trails.
9. Describe responsibilities for monitoring and review of audit trail findings.
10. Describe any limitations to accessing the patient record off-site.
11. Describe the patient record unauthorized access reporting system including reporting timelines.
12. Describe the consequences on facility personnel for security breaches.
13. Describe the notice of breach reporting process.
14. Identify the back-up systems used for the EHR and for HIM Department data and the frequency of creating the back-ups.
15. Describe measures used by the facility and HIM for maintaining data integrity.
16. Describe the use and limitations of patient portals, email, text messaging, etc. as a means of communication with patients.
17. Describe the use of dictation or speech recognition software in compiling record parts.
18. Describe health records or record parts maintained in micrographic fo

19. Identify the computer systems used in the Health Information Department.
20. Identify all HIM process software applications.
21. Identify the other major equipment used in the Health Information Department.
22. Describe the major equipment/system acquisition process.
23. Describe how problems with systems/equipment are identified, monitored, and corrected.
24. Describe the process used to identify needs, purchase and manage supplies.

Electronic Systems and Technology Activities

Perform a computer system security/integrity audit
Copy records maintained via a micrographic format
Use a variety of health information software applications
Use equipment found in the HIM Department
Identify needs and complete a supply order

PERSONNEL AND OPERATIONS

OBJECTIVES

At the conclusion of the practice, the student should be able to:

1. Identify the facility and department's vision, mission, and values and describe the process used to develop them.

2. Describe the facility's strategic and operational planning timeline and process.

3. Describe the facility budget process and components of the HIM Department budget.

4. Describe the facility's process for identifying personnel needs.

5. Identify the components of a complete facility job description.

6. Describe the HIM Department's organizational structure.

7. Describe the recruitment, hiring, and orientation process used for HIM personnel and the roles of HIM leadership in them.

8. Describe how the department leadership identifies employee training needs.

9. Describe internal and external training opportunities available to HIM personnel.

10. Describe other department or facility activities that contribute to employee development and retention.

11. Describe the scheduling process used by the HIM Department.

12. Describe any productivity standards used for processes performed in the HIM Department and how they were developed.

13. Describe facility steps in the disciplinary process and the involvement of a union in them, if applicable.

14. Describe the employee performance evaluation system used and the frequency and timing of evaluations.

15. Identify the teams or committees, if any, operating as part of the HIM Department.

16. Relate efforts used to address ergonomic requirements of individuals in the department.

17. Describe the format of department policies and procedures and the frequency of their review.

18. Describe the general work flow in the department and its efficiency.

19. Describe any recent efforts for job or process redesign and the reason for them.

20. Describe the role of HIM personnel in facility teams or committees.

21. Identify facility departments that have regular interactions with the HIM Department and the focus of those interactions.

22. Describe interactions of HIM personnel with physicians and other care providers and the focus of those interactions.

Personnel and Operations Activities

Perform a budget variance analysis
Develop a department/section employee schedule
Summarize employee productivity information
Complete an agenda/minutes for a team or committee meeting
Revise a job description, policy, or procedure