CHICAGO STATE UNIVERSITY(CSU)

HEALTH INFORMATION ADMINISTRATION (HIA) PROGRAM

STUDENT HANDBOOK

2021-2024

COLLEGE OF HEALTH SCIENCES

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Revised: May, 2019, August, 2020 and August, 2022

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PREFACE

This handbook will provide students with reference information and answers to the most commonly asked questions posed by new and returning students as they progress through their undergraduate program.

It is the responsibility of students to know and observe all regulations and procedures related to the HIA program. In no case, will a policy be waived or an exception granted because students plead ignorance of or contend that they were not informed of the regulations or procedures. Each student receives the Health Information Administration Student Handbook at the HIA new student orientation. It is the responsibility of the student to keep the handbook current and accessible.

All statements and policies published in this Handbook are in effect for the period printed on the cover of the Handbook. Faculty reserve the right to change statements and policies during the year the Handbook is in effect, with the provision that students are provided notification of any changes in writing.

INTRODUCTION

Welcome

Welcome to the Health Information Administration program. We are pleased that you have selected Health Information Management as a career choice and particularly delighted that you have chosen Chicago State University to provide your education. This Handbook is a resource for all HIA students (both professional and pre-professional) to assist with the smooth completion of their college experience. In addition to this Handbook, please obtain a current Chicago State University Catalog and a current Class Schedule Bulletin (from the CSU website) and keep them available for reference. This Handbook does not supplant the "Catalog" or "Class Schedule Bulletin," but instead provides information about services as well as specific rules and regulations that apply to this Program. If there is additional information that you feel should appear in future Handbooks, please let us know. Students play an essential role in the evaluation and improvement of the HIA Program.

You are required to check your CSU email account regularly. This is the **official** email account used by the HIA Program and the University. For information or assistance, contact the Academic Computing Department in Douglas Hall at 995.3963.

Your best resource is the Faculty of the HIA Program. You may call upon them any time you have a problem or question. Office hours will be on the office door of each faculty member. Appointments are strongly recommended but are not needed. In addition, the Program uses adjunct instructors, as needed.   Additional contact information will be provided in class and course syllabus. The HIA Program Full-Time Faculty are listed below:

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www.csu.edu/collegeofhealthsciences/HealthInformationAdministration/index.html

GENERAL INFORMATION

COLLEGE OF HEALTH SCIENCES

The Health Information Administration Program is located within the College of Health Sciences (COHS) along with the Departments of Health Studies, Nursing, and Occupational Therapy. The Interim Dean, Dr. Gregory Paveza, provides leadership for the College and also serves as the Chair of the Public Health. The Interim Chair of the Department of Occupational Therapy is Dr. Stephanie Zuba-Bates. The Interim Chair of the Nursing Department is Dr. Rupa Potti. The College is housed within three campus buildings: BHS, DH, and ADM. Students in the COHS are required to adhere to the Students Behavior Expectations (**Appendix A).**

Preamble, Vision, Mission and Values OF CSU

On December 2019, The Chicago State University Board of Trustees approved the **2020-2025 Strategic Plan**.

As the University works to reach higher levels in all aspects of teaching and learning, we recognize that our human capital is the key to propelling this exceptional academic institution and its constituents to levels of success.

VISION

Chicago State University will be recognized for innovations in teaching and research, community development and civic engagement. We will promote excellence, ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, propel and elevate our students and community to transform lives locally and globally.

MISSION

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice.

VALUES

- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity, Equity, and inclusion
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Creative and innovative thinking and learning
- Pride in self, community, and the university
- Lifelong learning

MISSION OF
COLLEGE OF HEALTH SCIENCES

Mission:
The College of Health Sciences at CSU educates a caring and competent, non-traditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary education experiences, we empower our graduates to be critical thinkers, life-long learners, advocates for reducing health disparities, and providers of quality health care services.

Vision:
The College of Health Sciences at CSU strives to be recognized as a national leader in interdisciplinary healthcare education and excellence in teaching, research and service. We strive to inspire and prepare our students to seek and create innovative healthcare opportunities locally, nationally and globally.

The College of Health Sciences functions consistently within the mission and philosophy of the university. The primary purpose of the College is to promote the educational achievement of undergraduates, and to prepare them to be caring and competent practitioners in a multicultural society. The faculty recruits, educates, and graduates individuals, particularly from groups who are underrepresented in the health professions. As a community of scholars, faculty and students work with communities to develop and implement collaborative projects that enhance health and wellness.

The College provides the opportunity for professional education without regard to race, age, gender, religion, ethnic origin or disability. In promoting excellence in education, graduates are prepared to deliver quality health care to all clients.

Core Values:
Chicago State University (CSU), College of Health Sciences' faculty and staff values:
- Student Learning and Development
- Life-long learning
- Diversity
- Accountability and Responsibility
- Community Service
- Critical Thinking
- Interdisciplinary Education
- Empowerment and Social Justice
- Transformative Leadership
- Professional Integrity

Approved: 10/6/11

MISSION OF THE HIA PROGRAM

Mission:
The mission of the Health Information Administration Program is to prepare confident, competent, and contributing professionals, many of whom are underrepresented in the health care professions, to function in ever-changing health information management and technology systems. Graduates will be equipped through engaging in lifelong learning and will serve as advocates for patients, consumer health privacy and confidentiality.

Vision:
Our vision is to be recognized as a leader in health information and informatics education and to empower individuals to serve as leaders in the health information management profession.

Values:
The core values consist of the following:
- Excellence
- Life-long learning
- Critical Thinking
- Advocacy
- Integrity
- Professional Accountability
- Service

Student Learning Outcomes:

At the end of the Bachelor of Science degree in health information administration program, the graduates will be able to:

1. Produce organization-wide health record documentation guidelines and recommend compliance of health record content across the healthcare system (I.3-5)

2. Analyze clinical data elements to identify trends that demonstrate quality, safety, and effectiveness of healthcare. (I.2 and I. 6)

3. Interpret, create and recommend organization-wide data analytics methodologies and privacy & security strategies throughout the health information life cycle. (II.1-3, III.1-6)

4. Evaluate compliance with regulatory requirements, reimbursement methodologies and manage components of the revenue cycle (IV.1-3)

5. Examine and contribute to the development of evolving networks and applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications. (V.1-3)

6. Evaluate compliance with external forces and analyze the impact of policy on health (V. 1-4)

7. Apply general principles of organizational management and leadership in the administration of health information services. (VI.1-10)

8. Manage human resources to facilitate staff recruitment, training, retention, and supervision. (V1.1-10)

Reference: AHIMA 2018 Curriculum Competencies and Knowledge Clusters – Health Information Management Baccalaureate Degree.

Approved :11/27/13; Revised: 10/08/2021.

ACCREDITATION

University Accreditation

CSU is accredited by the **Higher Learning Commission**, a regional accreditation agency recognized by the U.S. Department of Education. This independent corporation was founded in 1895 and is recognized by the US Department of Education and the Council on Higher Education Accreditation. For further information, please contact **hlc@csu.edu**.

HIA Program Accreditation

The HIA Bachelor Degree Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), www.cahiim.org. The phone number is (312) 235-3255.

2019 – 2020 HIA GOALS AND TARGET OUTCOMES

A Program Evaluation Plan is established each year as a part of the Annual Program Assessment Report (APAR) that is required by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The goals and target outcomes for the current year are listed below:

4900. Faculty will demonstrate current knowledge, skills, qualifications and professional development in the content areas they teach.

Outcome 1:   100% of faculty will receive a minimum of a "satisfactory" rating from students on all areas on faculty evaluation forms completed by students.

Outcome 2:   Faculty will attend at least one professional development activity or complete a self-study activity annually for each course they teach.

2.   Program graduates will demonstrate the HIM entry-level competencies.

Outcome 1:   75-80% of graduates will pass the registration examination during the first year following graduation.

Outcome 2:   All Seniors will attain an overall rating of 4.0 on a five-point scale by their PPE supervisor.

Outcome 3:   Students will be matched with a mentor for a one-year +commitment to assist with professional development.

Outcome 4:   The HIA program will receive a satisfactory rating of at least 80% of employers in all areas on the Employer survey form.

3.   The HIM curriculum will include, at a minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.

Outcome 1:   All areas in the Domains will be included in the curriculum (on syllabi) and taught at the appropriate level. All courses will include practical applications.

4.   The HIM program will demonstrate responsiveness to the needs of the communities of interest.

Outcome 1:   The HIA program will provide effective communication to alums, program supporters, and others.

Outcome 2:   The Senior students will provide a public in-service program for Chicago area HIM professionals.

5.   Increase enrollment and retention by actively marketing and recruiting students for the HIA program.

Outcome 1:   Increase enrollment by 10-15% of new students annually. Retain 80% of the professional students.

HIA CURRICULUM

Overview
The curriculum represents a synthesis of curricular content drawn from general education, principles of management, and information systems and technologies coupled with a unique understanding of the biomedical sciences and healthcare environment and health information content and uses.

Pre-Professional Phase 1 (Freshman & Sophomore Years)
The courses in the freshman and sophomore years include the University's requirements for General Education. The foundation in liberal arts coupled with courses that feature critical thinking and communication skills prepare HIA students to meet the changing workplace and the world around us. The Undergraduate Catalog and **Appendix B** of this Handbook, Recommended Course Sequence, list all of the required courses for both the bachelor degree programs in the suggested sequence.

Professional Phase 2 (Junior & Senior Years)
Descriptions of the professional level courses are located in Appendix B of this publication. Included in the HIA courses are the competencies known as Domains that guide the curriculum to ensure that graduates meet entry-level requirements for practice. A copy of these Entry-level competencies by Domains can be found in **Appendix C**.

The American Health Information Management Association conducts a study periodically to determine the current competencies necessary for entry-level practice. Therefore, the HIA curriculum is dynamic. Since the RHIA certification examination is based on *current competencies*, students should take the registration examination **immediately** upon graduation —to ensure that the education received and the current competencies tested are the same.

Intensive Writing Courses
Writing is extremely important in the profession and is used heavily throughout the curriculum, but emphasized in three courses: HIA 3810, Management I, HIA 4010, Management II, and HIA 4200, Research in HealthCare & HIM.

HIA COURSE OFFERINGS

3011 *ACUTE CARE HEALTH INFORMATION SYSTEMS (4) LECTURE AND LABORATORY (1) Prerequisite: Consent of Program Director.*
Study of the functions of the health information department. Manual and computerized systems are featured. Laboratory practice.

3100 **ALTERNATIVE HEALTH CARE DELIVERY SYSTEMS (3)**
Prerequisite: Consent of the Program Director
Current trends and developments in alternative health care delivery systems.

3200 *CODING AND CLASSIFICATION SYSTEMS (3)*
Prerequisite: ZOOL, 2050; PSLY 204O, HSC, 1104. **Prerequisite or co-requisite**: HIA 3300 or consent of Program Director.
Principles of ICD-9-CM coding. Laboratory practice using both ICD-9-CM codebook and electronic encoder.

3300 **CLINICAL MEDICINE I (3)**
Prerequisite: ZOOL 2500, PSLY 2040, HSC 1104 or consent of Program Director
Introduction to the clinical aspects of selected medical conditions and diseases, Including diagnostic procedures, clinical course, therapy, and outcomes.

3400   COMPUTERS IN HEALTH CARE (3)

Prerequisite: HIA 1000 (CPTR 1060 SHOULD REPLACE HIA 1000)MAB or consent of the Program Director.

Fundamentals of computers in health information management. Includes basic hardware and software as well as an overview of programming. Introduction to health information applications along with security and privacy. Features advanced level of Excel to solve health information problems.

3500   HEALTH CARE STATISTICS (3)

Prerequisite: Math 1200 and 1600; or consent of the Program Director
Health care statistics, reporting requirements; definitions and formulae; data collection, analysis and presentation. Introduction to SPSS.

3600   LEGAL ASPECTS AND ETHICS IN HEALTH INFORMATION ADMINISTRATION (3)

Prerequisite: Consent of Program Director
Federal and state legislation and regulations for health information systems with a focus on privacy and confidentiality; negligence, malpractice and liability; access to health information and advance directives. Ethical situations in health information management.

3810   HEALTH INFORMATION MANAGEMENT I (3)

Prerequisite: Consent of Program Director
An in-depth, practical analysis of issues faced by managers as they relate to the basic management functions: planning and organizing. A case method approach is utilized with problem-solving and decision-making activities. Numerous assignments, projects, are given that require critical thinking skills.

3900   CODING AND REIMBURSEMENT (4)

Prerequisite: HIA 3200 or consent of Program Director
Introduction to HCPCS used for hospital outpatient and physician office billing. Emphasis on CPT coding.

3910   TECHNICAL PROFESSIONAL PRACTICE EXPERIENCE (3) FIELD/ Minimum of 80 hours. NOTE: The COVID-19 Pandemic has impacted the minimum hours. See the most recent update from CAHIIM.

Prerequisite: All junior-level health information courses. Consent of Program Director. Application, under supervision, of technical aspects of health information management in an acute care and an alternative health care setting.

4010   HEALTH INFORMATION MANAGEMENT II (4)

Prerequisites: Senior standing, HIA 3810 or consent of the Program Director
An in-depth, practical analysis of issues faced by managers as they relate to the essential management functions: directing and controlling. A case method

approach is utilized with problem-solving and decision-making activities. Numerous assignments, including projects, are given that require critical thinking skills.

4020   HEALTH CARE FINANCE (2)
Prerequisites: Senior standing or consent of the Program Director
This course provides an introduction to accounting and financial principles used in healthcare. Topics included: budgeting, cost containment, strategic planning, and financial analysis.

4100   EDUCATION AND TRAINING (2)
Prerequisite: Senior standing or consent of the Program Director
Principles of education and in-service education.

4200   RESEARCH IN HEALTH CARE AND HEALTH INFORMATION MANAGEMENT (3)
Prerequisites: Senior standing. Consent of the Program Director
Introduction to basic research and statistics; experience with SPSS.

4300   HEALTH INFORMATION STANDARDS, REGULATORY REQUIREMENTS AND REIMBURSEMENT (3)
Prerequisites: HIA 3011, HIA 3100, HIA 3200, HIA 3900 or Consent of the Program Director
Study of health information services compliance with regulatory compliance and accreditation standards. Overview of reimbursement methods.

4400   HEALTH CARE ORGANIZATION INFORMATION SYSTEMS (3)
Prerequisite: HIA 3400 or consent of the Program Director
Study of systems analysis and design in health care facilities with an emphasis on the computerized patient record.

4600   MANAGEMENT PROFESSIONAL PRACTICE EXPERIENCE (3) FIELD/ Minimum 80 hours. NOTE: The COVID-19 Pandemic has impacted the minimum hours. See the most recent update from CAHIIM of 40 hours externally supervised.
Prerequisite: Completion of all health information administration courses except for HIA 4700 or consent of Program Director.
The student is assigned to a health care organization to work under the direction of an appropriate manager to gain practical knowledge in management.

4700   REGISTERED HEALTH INFORMATION ADMINISTRATOR EXAM PREPARATION (2) Prerequisite: Consent of the Program Director.
Review of health information administration content areas. Strategies for preparing for the national credentialing examination. Comprehensive examination required.

4900   Data Analytics for Research (2)
Prerequisite: HIA 3500 or Consent of the Program Director.
An in-depth, practical knowledge base of Healthcare Data Analytics for Research purposes, provides students with the fundamental knowledge of the concepts of data analytics and informatics. The course includes principles, design, configuration, and application of analytics and informatics as related to

health care problem intervention. It further provides developmental research skills towards formal research methodology.

HIA PROGRAM ASSESSMENT AND EVALUATION

General

The HIA Program evaluates and assesses student and faculty performance regularly. Students complete evaluations of the faculty in each course. In addition, course grades, and student grades from PPE faculty are evaluated and compared annually to be sure that students have the appropriate knowledge to function in a practice environment. Students are advised of progress within the program through memos, email communication, individual conferences, etc.

Specifically, comprehensive examination results are evaluated and compared with prior years. Results of the national certification examination are also analyzed and compared with the previous years' results used to revise the curriculum if needed. Graduates' surveys designed to evaluate of the quality of education compared with work requirements are conducted one year following graduation. In addition, surveys of employers who hire CSU graduates are gathered to evaluate the quality of graduates' education from the employers' perspective one year following graduation.

As a requirement of ongoing accreditation, the HIA Program participates in the Annual Program Assessment Review (APAR) required by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Data reporting includes the program profile, metrics, placement and satisfaction rate, employer satisfaction, certification outcomes, program evaluation plan, and a curriculum review.

University Assessment Program

The HIA program also participates in the University Assessment Program. Assessment plans are drawn up every three years. These plans include the assessment activities to be carried out during the three years. Each year, agreed-upon evaluation instruments are used, and curriculum or policies are changed as a result of these evaluations. Results are reported through scheduled reports to campus administration.
Appendix D details the current metrics used to access program effectiveness.

ADMISSION TO THE HIA PROGRAM

Prerequisites
Students must complete the pre-professional courses with at least a grade of C in each required course. The cumulative GPA necessary for admission to the Program is 2.50.

- University placement examinations in mathematics, reading, and English must be passed or appropriate courses taken.

  - ➢ The mathematics examination may be waived for those students who complete all the mathematics requirements before admission to Chicago State University.

  - ➢ Those who fail placement examinations must complete the required courses before admission to the professional program—that is the junior and senior year.

- If a student is a transfer student, this is taken into consideration, and if all other requirements are met are allowed a semester to complete this requirement.

- Students who have completed the program's mathematics requirement—that is college algebra, and general statistics may obtain a waiver for the mathematics exam.

- Also, students entering the program must demonstrate proficiency in Microsoft Office applications (Word, Excel, Access, and PowerPoint) or register for CPTR 1060 Introduction to Personal Computers I.

- Students that hold an Associate of Arts, an Associate or Bachelor's degree will be deemed to have completed ALL University general Education requirements other than those required by the College, Department, or Program.

- *The required human anatomy (ZOOL 2050) and human physiology (PHYS 2040) must be taken within **five** years of entry to the professional program.*

Admission Process

Students should request an application packet from the HIA Program Office in BHS 424.

- The packet includes an application for admission to the Health Information Administration Program form, pre-professional advising form, physical examination forms, and two recommendation forms (**see Appendix E**).

- The completed application form, essay, pre-professional grade form, physical examination report with proof of current immunization status, and two recommendations.

- are to be returned to the HIA Program by **April 30**. If the date falls on a weekend or holiday then the packet needs to be submitted on the next business day.

- Appendix E contains a sample of the Pre-professional Grade Form, along with a description of the application procedure along with the rating system for candidates.

- Those candidates who return their applications by April 30 will receive a reply by July 15.

- If spaces are still available, applications will be allowed until August 1.

- Students who are denied admission may re-apply the following year if minimum requirements are met.

Admission as an Undergraduate Student:
- Meet the general admission requirements of the university.

- Declare health sciences: health information administration as a major.

- The grade point average for the required ten pre-requisites must be at or above 2.5 for consideration.

  ➢ The anatomy and physiology courses must be taken within five years of admission to the program.

- Complete all 61-credit hours of pre-requisite courses with a grade of "C" or higher before beginning professional coursework.

  ➢ Prerequisite courses required for admission can be repeated only once when the original grade is D or F.

  ➢ Completion of pre-requisite courses (Anthropology or Sociology, Statistics, Psychology, Psychology, Medical Terminology, Human Anatomy, Human

Physiology, Cadaver Lab and 12 Introduction to computers.) with a minimum grade of "C" or better before beginning professional coursework.

➢ Have a minimum cumulative grade point average (G.P.A.)of 2.5 on a 4.0 scale. A limited number of students with a GPA of 2.0 to 2.49 may qualify for conditional admission. Conditional admission status is removed when a student achieves a GPA of 2.5 or better in the professional health information administration program.

• The Health Information Administration Program application and all related documents must be submitted to the department office by the defined deadline.

Examinations

Placement Exams:
Once accepted for admission to Chicago State University, all degree-seeking freshman and transfer students must take the university placement examinations in English, reading, and mathematics **by the end of their first term of enrollment**.

It is necessary to prepare for these examinations as failure to pass could extend your graduation date. Contact the Examinations Office in the Cook Administration Building, Room 200, for a schedule of examinations and study materials. The telephone number is (312) 995-2481.

The CSU Bookstore sells a workbook for the mathematics examination. Study materials are also available on the CSU website under "Examinations." Students may now register online for all placement exams at http://www.csu.edu/examinations/.

Proficiency Exams
The HIA Program provides proficiency examinations in Medical Terminology (HSC 1104), Clinical Medicine (HIA 3300, and for the Coding and Classification, and Coding and Reimbursement courses (HIA 3200 and HIA 3900).

RHIT's and students who have taken courses at an accredited Health Information Technology program may take a proficiency exam for select junior courses (Acute Care Health Information Systems (HIA 3011), Computers in Health Care (HIA 3400), Health Care Statistics (HIA 3500), Alternative Health Care Info Systems (HIA 3100) and Legal Aspects & Ethics (HIA 3600).
• Interested students must discuss their intent with the program director.

• Applications for proficiency examinations may be obtained from the Records Office in the Cook Building or on the CSU website, www.csu.edu.

- Students must pass proficiency exams with a score of 75% or higher to be exempt from the course. See the current CSU Undergraduate Catalog for complete requirements and information about credit given for such examinations.

HIA Student Responsibilities and Expectations

HIA Professionalism embodies the qualities of respect, integrity, honesty, advocacy, and accountability. HIA students are expected to maintain the highest standards of professionalism in all learning settings. All that you do and say, and the way you present yourself visually, either elevates or diminishes your professional image in the eyes of others. HIA students must learn the importance of establishing and maintaining professional boundaries. In a student role, professional boundaries exist between the student and the instructor and between the student and the HIM customer. Students unclear of proper behavior or response to professional boundaries should consult the faculty and/or program director for guidance.

Relevant factors to consider before making a commitment to your education include:
- **Family commitments**: It is demanding to meet the needs of a family while carrying a full college schedule. Academic course requirements may require evening and/or weekend time commitments. Consideration of the impact on family life should be considered prior to enrolling in all HIA courses.

- **Work commitments:** Work requirements may interfere with a student's success. It is recommended to commit to about 2-3 hours of study time per week for every credit hour of a course outside the classroom. Heavy work schedules may make academic success difficult. For example, in your first semester of the HIA program there are 15 credit hours of HIA courses. Therefore, a study plan that consists of 30 – 45 hours per week outside the classroom is recommended in order to be successful.

- **Other commitments**: Having a life outside of getting one's education can be challenging, but it can be accomplished while in the HIA program; however, both require time commitments. To excel in both, it is up to the individual student to be responsible to work out their personal schedules (time management) to keep up with requirements of both

HIA students are encouraged to provide input on decisions including curriculum and teaching/learning process. Students are invited to become active in student

organizations both on campus and in the community. HIA students can become involved in governance in several ways:

- Participate in the course surveys, an end of program survey, and an Alumni survey.
- Provide honest and fair feedback in course evaluations at the end of each course.
- Participate in student forum activities when available.
- HIA students will maintain professional behavior and proper technology etiquette at all times when using cell phones, iPads, iPods, mobile devices, laptops, or other electronic devices:

- Electronic devices may be used only when authorized by faculty and for class/PPE activities. Absolutely no use of electronic devices for personal use.

- Cell phones and mobile devices are not allowed during class or PPEs.

Readmission Policy

For students were either dismissed from the HIA program due to academic performance or personal reasons and are re-applying for admission, a letter of intent form for re-application to the HIA Program may be submitted in lieu of a complete application packet if readmission is within one year. After this timeframe, a complete application packet will be required.

The following rules also apply:

1. Readmission applications must be received by May 1 for fall readmission consideration.

2. All readmissions will be dependent upon space available in the upcoming course sequence.

3. The amount of time granted for a leave of absence (LOA) from the program will be up to a maximum of one year.

4. Students requesting a LOA for one year must be aware of the possibility of repeating HIA courses to ensure competency with current program expectations and must meet the requirement of the existing curriculum pattern.

5. Any student attempting readmission to the HIA program must meet all current undergraduate program admission requirements including cumulative GPA (minimum of 2.5 on a 4.0 scale).

6. For readmission, a student will contact the HIA Program Director in writing.

7. The letter submitted by the student requesting readmission must include the following:

   a. A description of the circumstances surrounding dismissal or withdrawal from program/school.

   b. A description of activities during the interval of leaving school and reapplying that justifies readmission into the program.

   The student's academic plan to promote success upon readmission.

HIA REGISTRATION PROCESS

Registration All HIA Students
Web registration dates are announced in each edition of the Course Bulletin. In order to register on the Web, students will need to procure a PIN from his/her professional advisor. It is best to obtain academic advisement early. You may schedule an appointment with a COHS advisor any time after the Class Schedule Bulletins are available.

Professional program students should schedule appointments around October and March. HIA advisement is also available during registration. The Pre-professional advisor is located in BHS, room 230, or at 773-995-2579. Professional advisors are assigned by the HIA program director to new students. Information regarding advisor assignments is provided upon acceptance into the HIA program.

Working out a long-term plan with the advisor is best done at times other than regular advisement periods for registration.

Concurrent Registration
To enroll for a course or courses at another college or university, a student following a degree sequence at Chicago State University must obtain written approval from the Office of Academic Evaluation.

There may be times when a student will need to take a course that is not being offered at Chicago State University to meet HIA Program requirements for progression in the program. Permission must be obtained from the Office of Academic Evaluation (ADM Building).

Students should be aware that all HIA courses are offered **only once a year** and plan their schedules accordingly. Also, be aware of prerequisites.

Course Completion Requirement
Once a student is accepted into the professional phase of the major, he/she should complete all coursework in the expected sequence. The rapidly changing health care

field requires professionals who possess current information. Students have five years from the date of admittance into the HIA professional phase to complete the program.

PROGRESSION TO GRADUATION

Progression
Once a student enters the professional phase of the program, the following policies apply to progression through the program:

- The HIA curriculum requires completion of 61 credit hours of course work that includes two PPEs.

- Any interruptions or repetition of coursework will result in an extension of the length of the program. To ensure timely completion of the program course

  sequences must be followed. Students who drop a professional level course for any reason resign their status as a professional level student. Re-admission will be by consent of the program director and the admissions committee.

- Progression of students is based on the successful completion of all courses with a grade of C or better and demonstration of proficiency in identified performance competencies.

- Students in the HIA curriculum must maintain a 2.5 (B) average each semester and receive a passing grade in all PPE requirements. Any grade of "D" or "F" must be repeated. Students needing to repeat a course will be placed on a part-time status.

- All students must successfully pass the end of year examinations at the end of year 1 and year 2. The comprehensive exit examination is given in the HIA course (4700) must be passed prior to graduation.

- All degree requirements must be completed within 5-years from the date of initial enrollment in the HIA program.

Grades
All professional courses must be passed with a grade of C or higher. A GPA of 2.5 is required for graduation. A course with a grade less than C must be repeated, and a student who earns less than a C in more than two professional courses will be dismissed from the program

- **Grading Scale**

The grading scale for the professional program is as follows:
A = 90 – 100%; B = 83 – 89%; C = 75 – 82%; D = 70 – 74%; F = 69% and below

> ➢ Students found to be involved in academic misconduct will receive an "F". Academic misconduct is outlined in the Handbook of Student Conduct. All students must earn a grade of "C" or better in all coursework. A 2.5 grade point average is required to graduate from the HIA program.

➢ **Early Academic Warning**
Early Academic Warning (EAW) grades are posted for undergraduate classes every four weeks. It is recommended that you periodically check with your instructor to determine how you are progressing in this class. To locate the EAW grade assigned to you, visit www.csu.edu, click on Cougar Connect.

➢ **Incomplete Grades**
A student may request a grade of Incomplete (I) when extraordinary and unavoidable circumstances prevent them from completing all of the graded course work by the end of the regular semester. Students must complete an Incomplete Grade Request and Contract form. At least 50% of the graded coursework with a passing grade (D or better). All unfinished work must be completed on or before the last day of scheduled classes at the end of the next long semester (fall or spring). Refer to the undergraduate graduate catalog for more information.

Retention Program
The University has several programs to assist students with their academic program and success. These include the Learning Assistance Center (Lib.315), the Counseling Center (CRSUB-190), Abilities Office (CRSUB-190), and Student Support Services (CRSUB-160). In addition, the college and department have several programs to improve the retention and graduation of students. The departmental retention activities include:

- Tutoring programs: Faculty and peer tutors are available for all professional level students. Arrangements for tutoring by faculty are made on an as-needed basis.

- Mentor programs: The Student Health Information Administration Association offers a peer mentor program. Students at the professional level may be matched to community-based mentors who are HIA Professionals.

- The department assessment plan is an integral part of the retention program. This plan includes explicit statements and measures about student learning outcomes, faculty and curriculum effectiveness. The data from the assessment

plan is used to modify the curriculum and monitor the effectiveness of instruction. Data from the program assessments are shared at the student-faculty meetings each semester.

- Advisement: All students receive one-on-one advising throughout the year. The principal academic advisor when indicated makes referrals to other professional resources both within and outside the university.

Probation and Dismissal Policies
Probation is defined as written notification of the student's current status in the professional HIA program.

- Students with a semester G.P.A. of less than 2.5 will be placed on probation. Students with a G.P.A. less than 2.5 after the third semester of three consecutive semesters will be dismissed from the HIA program.

- Students must repeat any PPE in which they receive an unsatisfactory (less than 75% or identified cut off score) performance evaluation. Continued unsatisfactory performance on a repeated PPE will result in the student being dismissed from the HIA program.

- All students must successfully pass the end of year junior comprehensive examination to progress to the senior level. Students will also be placed on probation and based upon their score on the exam, may be placed on part-time status which will subject the student to a delayed graduation date.

- The senior comprehensive exit examination given in the HIA course (HIA 4700) must be passed prior to graduation. A self-assessment and two opportunities to pass the examination are given. The student will receive an "F" for the course and will need to repeat the course one more time. Failure of the repeat course will result in the student being dismissed from the program

- Students that fail the junior or senior comprehensive examination will need to develop and complete a structured remediation program with their faculty

advisor and approval by the program director before enrolling in the repeat course.

- Any course with a grade of "D or F" must be repeated. Students needing to repeat a course will be placed on probation. Repeated failure of the same course will result in dismissal from the program.

- A student who receives a D or F in a repeated course will be dismissed from the program. Students who have been dismissed from the HIA Program for academic reasons may apply for re-admission after a waiting period of one year. The usual application procedure is required. Students with D grades must successfully repeat the courses prior to PPE placement.

- Failure of two professional courses in the same semester will result in the student being placed on probation.

- Students who receive a final rating of unsatisfactory on the department's professional behavior checklist, violate the standards of student conduct or ethical practice including plagiarism in the academic and or clinical education programs will result in the student being placed on probation. Repeated unsatisfactory professional behavior checklist ratings, ethical violations, or ethical/legal misconduct are grounds for dismissal from the program. Standards of ethical and behavior are outlined in the AHIMA's Code of Ethics and the University Policy on Student Conduct at https://bok.ahima.org/doc?oid=105098#.X08wCYtOnUI.

- Contracts are established for students placed on probation, in consultation with the program director and their academic professional advisor, which outlines the requirements for successful progression in the professional program. Failure to meet the requirements of the contract can result in dismissal from the program.

Graduation Requirements

Students must complete 61 credit hours and maintain a cumulative G.P.A. of 2.5 or higher. In addition, the required courses must be passed with grades of at least a C. Students must also complete a research project (HIA 4200) and pass a comprehensive exit examination (HIA 4700) before the degree is conferred.

Students are responsible for applying for graduation before the deadline established for the term in which the student plans to graduate. Those students who plan to graduate have additional costs such as the fee they must submit with their application for graduation, rental of caps and gowns, pictures, and costs to participate in the College of Health Sciences Convocation. These costs vary. The application fee for the graduation application is **mandatory**, but the other expenses are voluntary. Student participation is highly encouraged for the graduation ceremonies.

Upon completion of all academic and PPE requirements, students will be eligible to sit for the national certification examination.

HIA SUPPORT SYSTEMS/RESOURCES

Program Resources
- **Classroom**
  The HIA classroom is located in BHS 502. The classroom is in use most of the day for classes. Students are welcome to study in the classroom when no classes are in session. Any faculty member or the Nursing assistant can open the door. No children are permitted in the HIA classroom or lab without permission.

- **HIA Lab**
  The HIA laboratory is located in BHS 502A. Room 502A is a multi-purpose room. It is a computer lab and a classroom. The computer lab is open from 9:30AM to 5:30PM Monday through Friday unless scheduled for a class.

  ➢ Students are allowed to use the lab when there are no classes in the room. It is a locked room, so a faculty member or nursing assistant will have to open the door. We do ask that you always be sure the door is closed and locked when you leave. Students should be aware that these two rooms are just for our use and endeavor to keep them in order.

  ➢ Students are not allowed to save information to the hard drive of the lab computers or download applications. Any problems with the computers and/or printer in the lab must be reported to faculty or program director. University personnel must do all troubleshooting and repairs. No food or drinks are allowed at the computer stations.

> ➢ The telephone in the Lab should not be used for personal telephone calls. Lab hours will be posted in the room. A lab assistant monitors lab usage. **Food/drinks are NOT allowed at computers**.

- **Books & Periodicals**
  There are a number of periodicals in the lab in the periodical stands. There are also some reference books in the lab and in the classroom. The collections of books held in faculty offices may be available for usage upon request. In addition, there are a number of HIA books recently ordered by the campus library. There is also a Reference Section for Health Information Administration in the library (2nd floor).

  Materials in these two rooms cannot be removed from the room without permission. All books and/or journals must be checked out through the department Faculty or Program Director. The resource room is monitored and inventoried on a regular basis. Misuse of the computers, books or other materials can result in loss of room availability.

  Advisement
  Each student will be assigned to a faculty advisor. Each student must schedule appointments with your advisor as necessary, but no less than two times each semester to review your class performance, academic records, and professional development. The advisor will maintain their student's advising and program plan to ensure that each student meets all the requirements necessary for graduation. In addition, advisement sessions are used to plan each student's coursework for the forthcoming semester. Your advisors will review the student's records and only advisors can sign a student's course schedule or provide a PIN number for registration.

  It is the student's responsibility to seek advice and guidance from his/her advisor. In general, the advisor is available for advice and guidance on any topic related to the student's education and professional growth. Referrals to other resources both within and outside the university are made when indicated.

- **Tutoring programs**
  Faculty and peer tutors are available for all professional level students for tutoring purposes. Students need to make appointments with faculty and peer tutors. Faculty office hours and peer tutor schedules are posted in the HIA office. It is the student's responsibility to take advantage of these tutorial sessions and to schedule additional ones if necessary. Students identified by the HIA faculty to be "at risk" will be required to attend tutoring sessions.

Additional tutors may be available if funds for such personnel are available. A student who is strong in any subject may request to be selected as a peer tutor by contacting the program director. Tutors from the community may also be hired. Arrangements for tutoring by faculty are made on an as-needed basis.

University Resources

- **Gwendolyn Brooks Library**
  The library has many outstanding features that will enable users to find and retrieve information and materials quickly and efficiently. The library now has an automated storage and retrieval system called ROVER (Retrieval Online via Electronic Robot). Library members have placed about 80% of the library collections (including all of the bound periodicals, Black Studies publications, archive materials, microforms and most of the older books) into ROVER.

  A valid CSU ID card is needed to check out materials from cooperating academic libraries. In addition, upon request, the Reference Department may issue "info-passes" which will allow use of most libraries and other resource centers within the Chicago metropolitan area. The library also has computer access and resources. A librarian is available to assist students to access resources. Students can access library databases from home through remote access using CSU user ID and password.

- **Campus Ministry**
  The campus ministry seeks to support, encourage and develop the faith and spiritual life of the University community, students, administrators and faculty. The campus ministry offers opportunities for worship, retreats, community services, peace, and justice awareness activities. The campus ministry offers support to all faiths and denominations. Members of the university are encouraged to utilize the Parker Meditation Room in DH-304, which is designated for reflection, prayer, and worship.

- **Career Development Center**
  The Career Development Center assists students and alumni in investigating career and professional development opportunities. Workshops and individual consultations assist students in identifying career goals, scheduling on-campus interviews by recruiters from corporations, business and graduate and professional schools, as well as developing placement credentials. Services include but are not limited to: resume writing and interviewing skills development, researching jobs and companies, professional image development, computerized career guidance systems, a career resource library and career awareness days.

- **Financial Aid**
  A variety of financial aid programs is available to students. To obtain a more comprehensive view of the financial aid programs, visit the web site at

https://www.csu.edu/financialaid/. The office of Student Financial Aid is located in the Cook Administration building-Room 207. The phone number is 773-995-2304.

- **Student Government Association (SGA)**
  Located in SUB- 268, the SGA exists primarily to address students' concerns and needs, and to provide services, which enhance overall student life and development. The SGA is committed to the representation and advocacy of all students and serves as a liaison to the Administration and other programs of the University community. Students who have paid their fees are automatically members of the SGA and as such, are entitled to vote, chair, and serve on committees and take advantage of all SGA sponsored activities and services. Among the services and activities provided by the SGA office are political campaign forums and panel discussions about social concerns and current events, a variety of social events such as dances, talent shows and other cultural and social programs. In addition, the SGA office assumes a major responsibility for the dissemination of announcements and information relevant to students' needs and interests. The most important feature of the SGA office is the opportunity it provides for students to be involved with self-governance and service to others. Involvement in the SGA office is not only fertile ground for gaining valuable training and experience, but it is also a vital means to contributing to the overall experience of university life.

- **Academic Computing Center**
  The Academic Computing Center is comprised of open labs in the Gwendolyn Brooks Library, and the Cordell Reed Student Union Building, Room 150. These labs are available to students and faculty for research. Dial-up services are available for off-campus access to electronic mail, Moodle, and the Internet. All registered students are issued a user ID and password upon request to access these applications.

- **Academic Support Program (CRSUB 158)**
  The Academic Support Program assists students with qualifying examinations, study and learning skills, counseling, and personal development. Students can contact the office directly at (773) 995-4510 or may be referred by faculty.

- **Counseling Center (CRSUB 190)**
  The center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods, group workshops on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self-esteem development, managing depression, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term psychotherapy or alcohol and substance abuse treatment is indicated. Students may contact the office directly at (773) 995-2383 or may be referred by faculty.

- **Learning Assistance Center (LIB 450)**
  Students may come to the center for free tutoring in English, Mathematics, Accounting, Biology, Chemistry, French, Physical Science, and Spanish. Students must make appointments to receive tutoring services. The telephone number is 773-995-2273.

- **Wellness/Health Center (ADM 131)**
  The Chicago State University Wellness/Health Center is a comprehensive health and educational resource for the campus community. The center provides primary health care and wellness programs, encourages students, faculty and staff to develop healthy lifestyles, serves as a health consultant and referral resource, and acts as a liaison for health issues that affect the university community. Students may be seen by a primary care provider by appointment for a nominal fee with a valid Chicago State University identification card. All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Immunizations needed to comply with registration and the immunization laws are also available through the Wellness/Health Center. Handicapped or physically disabled persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness/Health Center. The telephone number is (773) 995-2010.

- **Abilities Office (CRSUB 190)**
  The Abilities Office provides services to students with disabilities. Students with a verified disability can receive a variety of services to assist with their academic activities. **Students must be registered with the Abilities Office, CRSUB Room 190, (773) 821-2893 and all reasonable accommodations are determined by the Abilities office.**

- **Bookstore (BHS 102)**
  The bookstore is located in the College of Business and Health Sciences building on the ground floor. This bookstore carries texts for HSC and HIA courses. Textbooks are also available in many private bookstores in the community or online. Book vouchers are available in the bookstore at the beginning of each semester. **(The bookstore only carries supplies, books can be ordered at the online bookstore) MAB**

- **Food Service**
  The cafeteria is located on the first floor in the southeast corner of the Cordell Reed Student Union Building (CRSUB). The cafeteria serves hot and cold meals, soft drinks, and snacks. The cafeteria is open from 7:30 a.m. to 10:15 a.m., 11:00 a.m. to 2:15 p.m., and 3:00 p.m. to 8:15 p.m. during the fall and spring semesters. Vending machines are located in each building except the Douglas Library Building.

Additionally, along 95th street within several blocks of the university are fast food eateries such as Wendy's, Burger King, and Popeye's.

- **Cashiers Office (ADM 211)**
  The Cashier Office provides a variety of services such as bus passes, notary public, postage stamps in addition to being the office where students make all payments to the University. The Cashier Office is located on the second floor of the Cook Administration Building.

- **Parking (ADM 213)**
  Parking facilities on campus are $5.00 per entrance to the university. Parking decals are available through CSU Cashier. Parking decals can be purchased by semester for $100 per semester or for full year parking $200. Refer to the Parking Department website for current parking fees and parking rules.

  Student Activities (CRSUB 260)
- Student activities are announced through Up to The Minute flyers posted throughout campus and the HIA department and through CSU email blast. The office of Student Activities is located in CRSUB Room 260.

EXPENSES & FEES

- **University Tuition and Fees**
  Current university tuition and fees may be found in the appropriate "Schedule of Classes" (CSU website). Unpaid tuition and fees will prohibit future registration and graduation.

- **Professional Practice Experience (PPE) Expenses**
  HIA students spend a total 240 hours in simulated and external PPE activities over the two years of professional coursework. CAHIIM require that 40 hours must be externally supervised. Each student is responsible for any expenses incurred, including food and transportation.

- **Professional Liability Insurance**
  The University provides professional liability group insurance for HIA students for Junior and Senior year professional practice experiences. The cost for the liability insurance is covered by the program fees.

- **Background Checks and Immunizations**
  Background Check service is handled by **Certified Background,** www.certifiedbackground.com**.** You will be given a special number for access.

Background checks are required by the program for all field placements and include drug screening. Some institutions may require fingerprinting. Students are responsible for the cost of all required tests not paid with program student fees.

Documentation of immunizations, TB test, and a physical exam are also required for all students. Some facilities may also ask for a flu shot. Lab results are accepted within 12 months; some require six months. Documentation is required **before** placement. See the Clinical Coordinator or Program Director for more information.

- **Lab Coats**
Lab coats are required for all HIA Students and **must be purchased in the fall of the junior year.** The short white lab coat with the College patch is available at Working Class Uniforms, 95th, and Cicero, Oak Lawn, IL. Costs are included in the program fees. Lab coats are to be worn at all College and University events, such as Health Fairs, Induction Ceremony, and Honors Convocation.

PROFESSIONAL ASSOCIATIONS

- **American Health Information Management Association (AHIMA)**
AHIMA is the national professional association that provides leadership in advancing the practice of HIA through education and research. AHIMA ensures that society and the nation's health care systems recognizes and values the benefits of occupation.

  AHIMA represents health information management professionals' interests at appropriate forums including, federal government, other professional associations, and various other national planning boards and health agencies.

  Student membership in the American Health Information Management Association (AHIMA) costs $49 per year. With this membership comes an automatic membership in the State Association, the Illinois Health Information Management Association (ILHIMA). Student members receive the *Journal of the AHIMA* as well as the state newsletter as part of the membership. Students also have access to information from the AHIMA Foundation on scholarship opportunities and opportunities to attend conferences and purchase textbook at **reduced rates** are some advantages of membership.

- **Illinois Health Information Management Association (ILHIMA)**
ILHIMA is a component state association of the American Health Information Management Association (AHIMA). The state association fosters the professional development of its members through education and life-long learning. The current commitment is to promote quality health information for the benefit of the public,

the health care consumers, providers, and other users of clinical data. The website is www.ILHIMA.org.

- **Chicago Area Health Information Management Association (CAHIMA)**

Membership in the Chicago Area Health Information Management (CAHIMA) Association which costs $10.00 per year for students and includes a newsletter and the opportunity to attend educational meetings at reduced costs. **Membership is strongly recommended**. Member applications for CAHIMA are available online at http://www.ILHMA.org.

Health information management professionals must uphold the Code of Ethics (See Appendix F).

HIA Program Policies & Procedures

Professional Behavior

During each course, each student will be evaluated on classroom performance using the program's professionalism metrics (**See Appendix G**). The behavior checklist is to assist each student to develop into a competent and caring professional. In order to progress through the program, it is necessary to demonstrate satisfactory and/or emerging skills of professionalism. An unsatisfactory in any item on the final rating of the checklist will result in the student being placed on probation.

The Program Director or faculty advisor will present the faculties' evaluation of the student's professional behavior during midterm and the final week of the semester. The

Program Director or advisor will discuss strengths and concerns raised by the faculty with the student. Students also use the checklist as a self-assessment tool.

All students are expected to maintain professional behavior and conduct at all times. Students found in violation of ethical practices and university policy on student conduct can be placed on probation. Repeated violations or misconduct may lead to grounds for dismissal.

Academic Misconduct (Cheating Plagiarism)

According to Merriam-Webster's Online Dictionary, to plagiarize is "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source" (http://www.merriam-webster.com/dictionary; July 2009).

At Chicago State University, cheating is a violation of the Student Judicial Code. Cheating includes receipt or transmission of unauthorized aid on assignments or examinations, unauthorized use of examination materials, encouraging academic dishonesty or other forms of academic dishonesty. Plagiarism includes the use of the

ideas or writings of another, as one's own. Neither cheating nor plagiarism will be tolerated in the Health Information Administration Program.

A student who is accused of cheating by a faculty member will have the opportunity to resolve the matter by meeting with the faculty member and Program Director. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying one of the following:
- An oral reprimand.
- A written reprimand presented only to the student.
- A different assignment to repeat the work, to be graded on its merits.
- Adjustment of grade downward (including F) for the test/exam, assignment, paper, course or other related activity.

The student has a right to appeal the grade. In all cases where the student disputes the charge of academic misconduct, the instructor shall refer the matter to the Office of Judicial Affairs.

The Department of HIA has a progressive consequence policy for any student found plagiarizing from a student or any other source, including material without proper citations and references. The sanctions are based on the severity and frequency of such infractions:

For minor offenses:
- Five percent will be deducted from the assignment grade on the first incident and the assignment must be rewritten.
- A repeat incidence of plagiarism will result in zero for the assignment and academic probation.

For major offenses:
- a student will receive a zero for the assignment and be placed on academic probation. Repeat incidence of major offense(s) will result in failure of the course.
- A student can be dismissed from the program due to academic misconduct. Please review the definition of plagiarism and types of plagiarism at the following website, http://www.plagiarism.org and the University policy on plagiarism.

Confidentiality of Health Information
Any information obtained through working with health records is, by law, **confidential**. All information discussed or available in class is confidential and may not be discussed outside the classroom setting. Any information obtained during a professional practice

Experience (PPE) in a healthcare setting which pertains to patients, physicians and or institution matters is also considered confidential. A disclosure violation will result in **dismissal** from the HIA Program.

HIPAA Training

New HIA students will complete HIPAA training in the HIA 3011 course. This training is essential before handling practice medical records and other confidential documents in the classroom or lab setting.

Drug Policy

University: (Does CSU have a policy regarding medicinal marijuana?)

The university absolutely prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol on university premises or while conducting university business off university premises. Violation of this policy may result in immediate disciplinary actions, including student dismissal from the program.

Students who violate this policy will be referred to the Office of Student Affairs for disciplinary action per the Policy on Student Conduct. Possible disciplinary sanctions for failure to comply with the terms of this policy may include one or more of the following: Expulsion; suspension; mandatory participation in and satisfactory completion of a drug/alcohol abuse program or rehabilitation program; referral for prosecution; and probation and restriction of privileges.

Students need to be aware that conviction under state and federal laws that prohibit alcohol and drug-related conduct can result in fines, confiscation of automobile and other property, and imprisonment. A conviction can also result in the loss of a license to drive or to practice in certain professions and be barred opportunities from employment.

Arrest and conviction of a drug law violation can result in the following:
- Fines (up to $500,000 under state law and $250,000 under federal law)
- Confiscation of automobiles and other property
- Imprisonment (up to 60 years under state law and life under federal law)

Attendance
University Policy
The following is the University Attendance and Withdrawal Policy:
Instructors are required to take attendance in their classes on a regular basis.

a) **Non-Attendance**
   Students who have not attended any class sessions during the first two weeks **must** be dropped prior to the final date for total reversal of tuition as given in the course schedule bulletin. These students will be deleted from the official count.

b) **Absences**
   If, during the semester, a student's total hours of absences exceed twice the number of credit hours assigned to the course, the student **must** be dropped from that course with a grade of "W".

   Students should be dropped if they miss: Six (6) 50-minute sessions of a 3-days-per-week course; Four (4) 75-minute sessions of a 2-days-per-week course; Two (2) 170-minute sessions of a 1-day-per-week course; Six (6) 50-minute segments of a course which combines lectures, discussions and/or laboratory work. Appropriate limits should be set for courses that do not fall into the above categories as per the guidelines. Such drops must occur prior to the official final drop date.

Students may appeal for reinstatement to the appropriate dean by documenting extenuating circumstances that caused the absences. The dean's decision will be final.

Students must officially withdraw (by submitting a drop form to the registrar's office) from classes they are not attending, or where their hours of absences exceed twice the number of credit hours for the course before the official drop deadline. The drop form must have the academic advisor's signature.

Failure on the part of a student to officially withdraw from a class (or on the part of the instructor to drop students) before the official drop date will result in a failing (F) grade.

In addition to the University rules on attendance, students are required to attend each class for the total period. Attendance is taken in each class and at meetings. It is the Responsibility of the student to communicate directly with the faculty and/or to the PPE coordinator of the facility where the student is assigned, regarding an unavoidable absence. Tardiness is not acceptable.

It is the responsibility of the student to seek and obtain all course materials and other necessary information missed due to absence or any other reason. It is recommended that students have a "buddy" who can pick up copies of handouts. Excused absences

must be substantiated with appropriate documentation. Failure to attend a minimum of 80% of all classes will result in a failing grade for the course. Students who miss PPE will be required to make up the time. The PPE coordinator will determine the make-up arrangements in conjunction with the site supervisor.

Absences and tardiness can affect your grade, especially your professionalism grade. It is departmental policy that all assignments are due at the beginning of the class session. All assignments must be completed as part of the learning process and to receive feedback. Refer to departmental policy on Assignment submissions (Appendix H).

Students with Disabilities
Students with disabilities who require reasonable accommodations to fully participate in a course should notify the instructor within the first two weeks of the semester. Students must be registered with the Abilities Office of Disabled Student Services, CRSUB Room 190, (773) 995-8393.

Communication Protocol
All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be discussed with the course instructor(s). If concerns continue, they should be brought to the attention of the program director. If you feel your concerns are not addressed by the program director, the student can speak to the Dean of the College of Health Sciences located in BHS 607; at 773-995-3987.

Email Accounts
Each student receives a CSU email account after being admitted to the university. Students are responsible for checking their email regularly. Students can sync their CSU account with their private email account through preference commands. Your email username and password are required to log into the University's internet system.

Emailing assignments to instructors are not encouraged and should only occur on rare occasions and only upon instructions from the course instructor.

Bulletin Boards
The bulletin boards located in the hallways outside the HIA classrooms and office provides students and graduates with information about continuing education and job opportunities. Postings of brochures and job advertisements do not reflect an endorsement by the HIA Department. The bulletin boards are only for informational purposes.

Dress/Attire
Students are expected to dress appropriately for all classes and outside visits. Please see **Appendix A** on Student Behavior Expectations for further information. Students are

expected to be well-groomed and neatly dressed at all times. The following information defines the dress code:

On-Campus:
The classroom policy, up to the discretion of the program faculty, is as follows:
1. Revealing clothing will not be allowed. This includes very low-cut tops, tight provocative clothes, very short skirts or very short shorts.
2. Revealing sleeveless shirts, blouses, or dresses will not be allowed.
3. Shorts must be at least mid-thigh length when standing.
4. Sweatshirts, sweatpants, T-shirts and jeans are permitted when neat and clean without holes or tears.
5. Fingernails should be trimmed close to the fingertips for lab activities.
6. Shirts or clothing with profanity or obscene statements is not allowed.
7. Head coverings, including scarves, are not to be worn in class unless they are a required part of religious attire

On PPE:
Includes all of the above and up to the discretion of the Clinical Instructors. The PPE policy is as follows:
7. The following are not allowed: sundresses, sweatshirts/sweatpants, T-shirts, jeans, tank tops, revealing tops, dress shorts more than two inches above the knee.
8. The following are not allowed for safety reasons:
    a. No large pieces of jewelry (i.e., bracelets, necklaces, earrings)
    b. Fingernails should be trimmed close to fingertips
    c. Socks or hose must be worn at all times
    d. No open-toed shoes, sandals or clogs except with permission of the clinical site supervisor

9. Head coverings, including scarves, are not to be worn in class unless they are a required part of religious attire

The HIA reserves the right to require individual students to follow the above guidelines to meet professional requirements related to appearance, health, and safety.

Phone Usage
The telephones in the department offices and the lab areas are for official use only. Personal calls must be made from student cell phone or public telephones available at various locations in the campus.

Electronic devices (telephones, pagers, etc.) **MUST BE** turned off or on a non-audible setting during class times, PPE, and meetings.

Physical Facilities and Resources

All HIA classes and lab experiences are held in BHS, rooms 502 and 502A. The COHS , located at BHS, 200, ext. 3992, has a key for all classrooms. Students can request that the COHS Nursing Administration Assistant open a classroom.

Lab equipment, supplies, and assessment tools are available for your use during regular business hours. It is expected as part of your professional development, that you take responsibility in caring for these resources, returning items to their proper place and in keeping the physical spaces in a clean and orderly manner. No student can take department materials off-campus without permission of the program director.

Housekeeping

As students will be spending a considerable part of their daily hours in the HIA classrooms, these rooms are like your living space. Everyone in the department shares responsibility in keeping the rooms clean and in proper order.

Individual faculty members will develop and implement plans for student involvement in appropriate responsibilities related to the use of the classrooms, including housekeeping tasks.

Moodle (Learning Management System)

The HIA program uses Moodle as the learning management system (LMS) to supplement classroom instruction. The Moodle system is accessed through the CSU link on the CSU homepage. A tutorial is available in Moodle, and students are oriented to the system during new student orientation, as needed. Many course exams and the end of year examinations are given through Moodle using Lockdown Browser and Monitor. This option is at the discretion of the course instructor.

Research

Students work with HIA 4200 Research faculty on collaborative research projects. To ensure the protection of human subjects, all students must complete human subject training. Information regarding the university's policies on human subject research and policies on the research approval process are available on the CSU website: www.csu.edu/irb/.

HEALTH POLICIES

It is expected that all students abide by the health policy of the University and the PPE sites. These policies include:

1. Yearly check-ups and completed medical forms signed and dated by a physician.

2. **Proof of Tuberculosis Test:**
a. Tuberculin skin test (PPD) done in the past 12 months. Some PPE sites require a test within six months of beginning at the site.

b. If PPD is positive (+), the result of chest x-ray (CXR) must be provided. Initial CXR must have been done within the past 12 months and subsequent ones done every two years.

3. **Immunizations:**
   a. Measles, Mumps and Rubella (MMR): At least **TWO** doses **OR** blood titer demonstrating proof of immunity.
   b. Tetanus (TD): Proof of one booster in the last TEN years.
   c. Chicken Pox (Varicella): Blood titer showing proof of immunity or evidence of immunization.
   d. Hepatitis B: Some PPE sites require that students have immunization against hepatitis. It is good to plan ahead and make sure that you meet this requirement. It requires a three-shot series. Consult with your doctor when you go for your physical examination and/or immunization.

Some PPE sites may have additional requirements regarding health status before they accept students.

All health records are kept in a locked file cabinet in the program director's office and encrypted on HIA computer program files. Access to records is limited to the academic PPE Coordinator and Program Director. For health information to be made available to a PPE site, students must sign a Release of Information agreement (See Appendix I). Health documents needed by the PPE site(s) are emailed to the site supervisor or their official designee.

Pregnancy Policy
Students enrolled in the professional sequence of the HIA program who become pregnant must notify the course instructor and the course director as soon as they become aware of the pregnancy. A meeting with the course instructor should be scheduled as quickly as possible to discuss the student's progression in the course/program and to address any health or safety needs. They must also submit a completed Pregnancy Statement Form to the HIA Program Director (see Appendix J).

Criminal Background Check
PPE sites require a criminal background check. Background checks will be initially conducted during the first semester of the HIA professional program. The College of Health Sciences contracts with an outside agency to complete the criminal background check. The student completes a Release of Information Form to the program, which allows the program to share this information with potential sites. To maintain confidentially only, the program director or PPE Coordinator, and the student has access to the electronic. Cost for the criminal background check is paid for by the program's student fees.

Malpractice Insurance
Students are expected to have a group malpractice insurance for the duration of the educational program, including PPE. Costs for the malpractice insurance is paid for by the program's student fees.

Use of Equipment and Supplies
All students are responsible for maintaining lab areas for safe and efficient use. Any broken or malfunctioning equipment should be reported to the faculty or program director immediately.

Meetings and ILHIMA Conference
All students are expected to attend scheduled meetings and activities of the program, college, and the University. All the students are required to attend the ILHIMA spring Conference at least one day as a professional development obligation.   Student registration for attendance at meetings and conferences are paid by the program's student fees. Other expenses are the responsibility of the student.

Miscellaneous Expenses/Fees
All students admitted to the professional program must assume responsibility for expenses in connection with the academic program, including:
• Required texts, test instruments and supplies including course packages
• Yearly membership to the AHIMA
• Transportation to PPE experiences and field trips

Program Fees
The College of Health Sciences received approval from the CSU Board of Trustees in February 2014 to implement a professional program fee for students enrolled in the professional programs within the college. This fee involves students enrolled in the professional programs in undergraduate and graduate nursing, undergraduate and graduate occupational therapy, undergraduate and graduate community/public health and the undergraduate health information administration.

This fee has been implemented to assist the college in providing the necessary elements of a professional program while reducing student out of pocket costs. The fee is part of the cost of education, which allows the student's financial aid packets to take into consideration the educational expenses and adjust appropriately.

Listed below, though not meant to be all-inclusive, are some of the costs that will now be covered by the departments/programs.
- Criminal Background checks and drug screens
- Liability insurance

- Clinical equipment such as lab coats
- Learning tutorials and exam fees
- Review courses
- Lab equipment for use during the program
- Computer software

PROFESSIONAL PRACTICE EXPERIENCE (PPE)

PPE experiences are an integral component of the educational experiences for a health information administration student. These experiences are intended to provide the student with an opportunity to integrate academic knowledge with practice competencies and allow him/her to practice and refine skills in all components of the health information administration process, including evaluation, strategic planning and implementation, documentation, communication, and professional development. There are two levels of PPE experience, PPE I-Technical, and PPE II-Management.

The student will need to request vacation/personal time off (in a timely manner) from his or her employer during the assigned PPE time.

PPE I (Technical)

PPE, I experiences are designed to enrich academic course work through directed observation and participation in selected aspects of the Health Information Administration (HIA) process. The goal of PPE I is to introduce the student to the PPE experience, develop a basic comfort level with and understanding of the needs of clients.

Students are scheduled one day/week for ten weeks of the semester. The times for the experiences will vary with each site, but each student must plan to be available a full day. The experience is designed to parallel the rigor, intensity, and appropriateness in terms of the students" professional development. The type of settings may vary. Some examples of the sites are hospitals, outpatient clinics, and long-term care facilities.

PPE II (Management)

The purpose of PPE II is to provide an in-depth experience in managing health information administration services. The PPE experience shall be designed to promote critical thinking focused on data-driven problem-solving and decision-making, to transmit the values and beliefs that enable ethical practice and to develop professionalism and competence as career responsibilities.

PPE II provides a synthesizing experience in the management of health information management practices. Students are scheduled for a full-time basis according to the site requirements.

The PPE experiences take place in a variety of traditional and non-traditional settings. The settings provide an opportunity for, encourage professional and personal growth, and provide experiences that promote HIM profession-based practice.

In settings where there is no RHIA on-site, the program will develop a plan with the site to ensure adequate supervision by an onsite supervisor, holding at a minimum, a master's degree in a health-related profession. The academic PPE Coordinator provides availability for communication and consultation throughout the time the student is on-site.

PPE Responsibilities:
Academic PPE Coordinator
A designated faculty member who is responsible for the planning, coordination, and implementation of all PPE experiences under the direction of the HIA Program Director. The academic PPE coordinator is responsible for site development, site evaluation, developing objectives, and assuring the PPE settings are congruent with the program's mission and curriculum design. The academic PPE coordinator seeks input from faculty on program needs, site evaluation, and student placement as well as keeps the program faculty updated on the student's progress during PPE.

PPE Coordinator will ensure that the objectives of the experience are accomplished and that the student has an opportunity for appropriate role modeling of health information administration practice.

The site supervisor will evaluate the student's performance with feedback from other personnel when appropriate. The site supervisors work with the academic PPE coordinator on-site development, student placement, and site and student evaluation.

PPE I and II Faculty Instructor (HIA 3910/HIA 4600)
When the academic PPE coordinator is not the PPE course(s) instructor, the course instructor maintains contact with the student and the site supervisor. A minimum of one onsite visit is required within the semester to a pre-determined number of sites per the site visit schedule.

The course instructor will contact the site supervisor within 48-72 hours of the start of a PPE assignment and at least 24-48 hours before the end of the PPE by telephone or email to discuss the status of the fieldwork. The number of contacts and visits are based on student needs. The faculty instructor helps the student and site instructor to address issues regarding the learning experiences and provides feedback to the academic PPE coordinator and program director, when appropriate, about student performance and the site. If there are significant issues that arise in the PPE, the academic PPE coordinator must become involved.

Academic Faculty

All faculty assist in identifying prospective sites. Placement is the responsibility of the Academic PPE Coordinator in collaboration with the faculty teaching the respective courses (if different), and the Program Director.

Assignment of Students to PPE

Each student completes a placement information sheet upon entering the program (See Appendix J). The student is requested to identify any special needs or considerations that must be considered with PPE placement, such as the use of public transportation, childcare restrictions, and medical issues. Students are requested to identify practice areas of interests.

The majority of sites will be within the Chicago metropolitan area, including surrounding suburbs and the northwest Indiana area. Although consideration for personal needs and proximity of the PPE location (travel time) will be given, the primary concern for the selection of sites is maximizing the learning experience for each student.

Any students interested in a PPE outside the Chicagoland area is asked to identify the city and state of interest. Each student is asked to update their information sheet each semester as they progress through the program.

Students Responsibility

Students may suggest additional sites that the academic PPE coordinator can investigate regarding appropriateness and availability. The academic PPE coordinator is responsible for contacting the site and securing a placement if judged a viable experience. No student can begin a PPE placement without a signed affiliation contract/agreement. A significant amount of advance notice must be given if a student is interested in an out of state PPE placement. PPE sites are challenging to secure. Many difficulties can be encountered, including last-minute changes/cancellations.

Descriptive manual for PPE I and II sites are available for student inspection (BEING DEVELOPED). Each folder contains an HIA PPE data form which is updated annually and provides information about facility/agency type, HIA program, facility administration. Files will be updated with additional details as required.

PPE Coordinator's Role in Student Assignment

The PPE coordinator, in consultation with the faculty and the program director, determines the appropriate placement for each student. The significant factors that are the basis for site selection for each student include but is not limited to maximizing learning experiences, availability of site, and minimizing extreme hardship, if any, for a student. Attempts will be made to notify students of their PPE assignment, at least 2-4 weeks before the start of their PPE assignment. Student assignments are distributed in writing by the PPE coordinator or by our computerized system (EValue).

Requests for changes in PPE placements must be submitted on the PPE Petition form at least one month before the start of the proposed PPE placement (See Appendix K). Assigning an alternate site is depended upon the availability of sites. Students must be aware of the fact that clinical sites may cancel a placement due to unforeseen events such as changes in staffing patterns. The PPE coordinator will attempt to reassign a student as soon as possible when there is a cancellation, but it cannot be guaranteed that the student will be immediately placed (see policy on Reassignment below).

Reassigning Students
All students must complete their PPEI and II experiences.
Failure to complete Level I PPE will fail the course no matter what other grades the student may have. Therefore, reassignments of students who do not complete original PPE assignments according to the planned sequence are rescheduled on the following priority basis:

- **PRIORITY I:** Students whose PPE placement is canceled by the PPE site.
- **PRIORITY II:** Students who notify the academic PPE coordinator in advance of documented significant change in life circumstances, i.e., health or family matter that would interfere with previously assigned placement.
- **PRIORITY III:** Students who are out of sequence due to repeating a course.
- **PRIORITY IV:** Students who have been terminated from scheduled PPE and/or failed the PPE.
- **PRIORITY V**: Students who have withdrawn from or refused a PPE placement.

Student Responsibilities After Receiving PPE Placement
All PPE students must:
- Telephone or e-mail the site supervisor at least two weeks in advance of the starting date of the PPE experience, confirming the dates and arrangements for the PPE experience. The student may request additional information as needed. This may include directions to the site, dress requirements, arrival time and place, and any materials pertinent to the assignment.

- Comply with all policies and procedures of the PPE education site as specified by the site supervisor.

- Fulfill all duties and assignments made by the Clinical Instructor and Academic PPE Coordinator within the specified time requirements.

- Comply with all health policies of the PPE site. Students must sign a Release Form to have requested health information provided to PPE sites.

- Notify the PPE site supervisor and academic PPE Coordinator (and PPE course instructor, if different from PPE Coordinator) of any changes of address or telephone number.

- Complete and submit promptly, all required evaluation forms, including those required by the PPE site.

Absence from PPE

All students must make up time missed while on PPE I and II. The student must report this to the Academic PPE Coordinator. The Academic PPE Coordinator and the Site supervisor will confer to ensure availability of the site. Once approved, the student and the site supervisor will work out a schedule which will be sent to the Academic PPE Coordinator. The time scheduled for making up the missed PPE cannot interfere with any other class or PPE requirements, which may mean the student, will have to use weekend or evening hours. Failure to complete missed time from PPE could influence a student's grade and successful completion of PPE.

Evaluation of PPE

Evaluation of a student's PPE performance is a joint responsibility between Academic PPE Coordinator and site supervisor. The academic PPE coordinator grades Part 1-Simulation activities and other assignments and grades Part 2-Professional Development activities and the student PPE report. The site supervisor assesses the performance of the student while on-site using the Chicago State University PPE I Evaluation Form (see Appendix K).

PPE II is graded on Part 1-Professional Development activities, Part 2-Presentation of PPE projects to the HIA faculty. The site supervisor assesses the performance of the student while on-site using the Chicago State University PPE I Evaluation Form (See Appendix K).

To receive a passing grade, a student must earn a minimum of 75% from all combined categories from all sources.   Any student who receives a failing score from their PPE evaluation will need to repeat the course per HIA policy. This will require the student to re-register and pay for the course. The probationary/dismissal policy described previously also applies to PPE courses.

Students evaluate PPE I and II experiences using the Student Evaluation of PPE Site form (**see Appendix K**). The evaluation forms are kept as part of the HIA program files.

<div align="center">**Grievance Policy**</div>

Students are directed to become familiar with and follow the university and college grievance policies. Based on the University and College grievance policies, the Health Information Administration Program has adopted the following procedures:

Program Level Student Grievance Procedure

Prior to the filing of a formal grievance, an earnest effort should be made to resolve the matter at the level of occurrence. If the matter cannot be resolved at the student-instructor level, the following formal procedure is to be followed. All documentation is to be signed and dated by each individual involved in the process.

Step 1. Conference between student and instructor.

A student who has a grievance against an instructor should first complete the grievance form "Petition for Hearing" obtainable from the program office and submitted to the program director and instructor. Please see Appendix IX for a sample form.

A formal meeting with the instructor concerned is then held within 5 school days in an attempt to resolve their differences. The student may request their advisor attend the conference as a neutral party. The instructor will document the outcome of the meeting and notify the student grievant in writing within five (5) school days. A routing form is obtainable from the program office and all pertinent material are to be forwarded to the program director/chair. Please see sample form in Appendix X.

Step 2. Conference between student and program director/chair

If an equitable solution cannot be reached in Step 1, the student grievant must make a request, in writing, to the program director/chair for a formal meeting to discuss the matter. The instructor against whom the complaint is made may, at the discretion of the program director/chair be included in the meeting. The program director/chair will prepare a written report of her/his recommendation on the outcome of the deliberation and provide it to the student grievant and the instructor within five (5) school days.

Step 3. Hearing before program level grievance committee.

If an equitable solution is not reached in Step 2, the program director/chair will appoint a program level grievance committee within five (5) school days.

The members of the program level grievance committee will include:
- The program director/chair or her/his representative (chair of the committee).
- One faculty member from the program
- One student member from the program

The program level grievance committee will be responsible for conducting a hearing with the student grievant and the instructor and evaluating all information. The committee will submit a written report of its recommendations after deliberation to the

student grievant, the instructor, Program Director and the Dean within five (5) school days.

Step 4. Hearing before college level ad hoc grievance committee.
If an equitable solution is not reached in Step 3, either party must submit a written appeal to the Dean of the College of Health Sciences and the Program Director within 5 working days. From this point on, the college level grievance procedure takes effect. Students grieving can continue in classes until a resolution has been reached. Therefore, close attention must be paid to the time frame for the grievance process. Students may not progress to PPE II while grieving. If the outcome of the deliberation requires the student to repeat a course, the student will be dropped from other coursework, and a contract developed that outlines the student requirements and progression through the program.

College Level-Student Grievance Procedure
The programs in the College of Health Sciences provide professional level students with a written copy of procedures for grievances and the student and instructor responsibilities. Causes for grievances include:
- Admission to the professional course sequence
- Admission to clinical experiences.
- Evaluation of student performance in courses, PPE settings, or other program-related activities.

Student grievance procedures and guidelines and the Petition for Hearing" are available from the respective programs.

Steps Prior to Hearing:
1. To initiate a formal grievance, the student must file a completed Petition for Hearing with the student's program director/ chairperson.
2. Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below: (Each department may have detailed procedures for action at each level.)
- Conference between instructor and student.
- Conference between program director/ chairperson and student.
- Hearing before program level grievance committee.

Composition of College-Level Grievance Committee
- The Dean of the College or his/her representative from the College of Health Sciences.
- One faculty member from the program involved.
- One College of Health Sciences faculty member not from the program involved.
- One College of Health Sciences student not from the program.5. One student from the program involved.

Resolution of the committee will be based on a two-third majority vote. Decisions are forwarded to the Dean of The College of Health Sciences. The decision of the dean will be final.

University Level Grievance Procedure
The purpose of the university's grievance procedure is to provide students with a fair method of resolving conflicts with faculty, staff, and administrators. When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days after the grade has been rendered. Petitions or grievances initiated after the 60-day deadline will not be considered. Students should take the following steps when filing a petition or grievance:

1. Students who receive failing grades because of nonattendance are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.

2. When a grade or evaluation dispute occurs, students should discuss with the instructor how the grade or evaluation was determined. This conference should be held as soon as possible after the grade has been rendered. As far as possible, the student and the instructor should attempt to resolve the issue among themselves. Many times, questions about grades can best be resolved through communication with the instructor.

3. If questions still remain following the conference with the instructor, the issue should be referred first to the department chairperson or program director. The department chairperson or program director will arrange a meeting with the student and the instructor and attempt to resolve the issue. In accordance with established departmental procedures, the chairperson or program director may appoint a committee to hear the student complaint and provide recommendations. Nearly all student complaints should be resolved at this level.

4. If the program director is unable to arrive at a resolution that is satisfactory to both the student and the instructor, the issue may be referred to the appropriate academic dean. The dean will appoint a grievance committee to hear the complaint and provide advice. The committee shall consist of three faculty members and two students appointed by the dean in accordance with established college procedures. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing, together with legal counsel; and the right to present and inspect evidence. Specific procedures for the hearing, of each case, shall be determined by members of the committee. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson or program director, to the instructor, and to the student. The decision of the dean will be final.

5. If the student requests and the instructor does not object, the dean may resolve the problem without the intervention of a grievance committee.

Complaints, grievances, and appeals relating to financial assistance, faculty oral English proficiency, student conduct, and other issues that are not covered in the catalog or in the Student Handbook are referred to the University Ombudsperson.

HIA Faculty Compliance with Policy
Each HIA course syllabus contains a statement concerning the terms upon which a student will be dropped from that particular class in accordance with this policy. It is important that HIA students adhere to these terms. It is also important for a student to take responsibility for officially dropping a course and not depend on a faculty member to do so. Remember that it will be your (F) grade.

EMERGENCIES

Adverse Weather
When adverse weather conditions necessitate class cancellation or closing, announcements will be made on local radio and televisions. No announcements will be made when the University is open. CSU does not ask students to assume the undue risk when traveling to class. Students who are prevented by weather from reaching classes when the campus is open should contact the instructor at the phone number provided in the course syllabus as soon as possible.

Announcement System
KUVRR (pronounced as cov-er) is the new Chicago State University safety App and Platform, being deployed to better serve the safety and crisis management needs of our students, faculty, administration, staff and visitors.
https://www.csu.edu/csupolice/Kuvrr.htm
Emergency Evacuations
All emergencies occurring on campus, life-threatening and non-life threatening should be reported to the campus police by calling ext. Two thousand one hundred eleven from any campus phone and either 911 or (773) 995-2111 from a cell phone. Evacuate a building when the fire alarm sounds, you smell gas or smoke, see fire or is instructed to do so by staff or emergency personnel. You may also receive instructions over the university's public address system and KUVRR, the emergency notification system.

Emergency Notification Program
If possible, assist individuals with disabilities who require assistance to egress from an upper floor or sub-ground floor of a building. Once an evacuation has been mandated, all evacuees should meet at a designated location where attendance must be taken. If

anyone is missing, emergency personnel must be informed immediately. Visit
https://www.csu.edu/csupolice/Kuvrr.htm.

Fire

If the fire alarm sounds, students are to leave the building in an orderly manner and wait for a safe distance from the building until they are permitted to return.

Students should report fires using the alarms on each floor or if a telephone is available and there is time, call CSU Security at Extension 3681.

Illness and Accidents

Report illnesses and accidents requiring emergency treatment to CSU Security at Extension 3681.

Notice of Disclaimer

Disclaimer
The HIA Program, The Office of the Dean, The College of Health Sciences, and Chicago State University, reserves the right to make corrections verbally and editorially and/or changes.

APPENDICES

Chicago State University
College of Health Sciences
Students Behavior Expectations
Appendix A*

Students enrolled in the College of Health Sciences courses are expected to:

1. Complete assigned readings prior to class.

2. Meet assignment, task, and schedule deadlines.

3. Attend all classes and off-campus visits and trips.

4. Be punctual to all classes and off-campus visits and trips.

5. Contribute positively to classroom discussions and activities.

6. Maintain positive non-verbal demeanor in class.

7. Interact with peers and instructors in a respectful and professional manner.

8. Turn off beepers or cell phones in class-No text messaging in class.

9. Exhibit appropriate habits of self-care, hygiene, and grooming.

10. Dress appropriately and decently to class. Tank tops, cut off shorts, "see-through" dress is not permitted.

11. Dress professionally (semi-formal or formal dress) for presentations and all arranged off-campus visits and trips.

12. Abide by the university policies, procedures, and code of conduct. Refer to the university catalog.

As of June 2012

*The COVID-19 Pandemic has impacted the student expectations. The University has suspended face-to-face classes for Fall term of 2020. All HIA courses will be delivered remotely through Moodle with Videoconferencing. Netiquette guidelines will be followed.

RECOMMENDED COURSE SEQUENCE
FOR
HEALTH INFORMATION ADMINISTRATION (HIA)
BACHELOR DEGREE CANDIDATES
Appendix B

Pre-Professional - General Education Requirements

Fall Year 1	Credit hours	Spring Year 1	
ENG 1230/1270 – Composition I	3	ENG 1240/1280 – Composition II	
MATH 1200– College Algebra/Lab	3	PSYC 1100 – Intro to Psychology	
BIOL 1080 – Biological Science Survey I & Lab	3	MATH 1600-Basic Statistics & Probability	
ELECTIVE	3	ELECTIVE	
CMAT 2030- Speech	3	PHYS 1000-Physical Science	
Total	15	Total	
Fall Year 2		**Spring Year 2**	
ZOOL 2050 – Human Anatomy & Lab	4	PSLY 2040- Human Physiology & Lab	
HSC 1104-Medical Terminology	3	CPTR 1060- Intro to computers	
HSC 2150- Intro to Health Professions	3	SOC 1250- U.S. Diversity	
ELECTIVE, HUMANITIES- Fine Arts	3	HSC 3321 Service Learning	
PHIL 1020 or PHIL 1030 Critical Thinking	3	**Total**	
Total	**16**		

Professional Phase

Fall Semester- Year 3	Credit hours	Spring Semester	
HIA 3011 Acute Care Health Info Systems	4	HIA 3100 Alt. Health Care Delivery Systems	
HIA 3300 Clinical Medicine I	3	HIA 3200 Intro ICD-9-CM Coding	
HIA 3400 Computers in Health Care	4	HIA 3600 Legal Aspects & Ethics in HIA	
HIA 3500 Health Care Statistics	3	HIA 3910 Technical PPE (OPTIONAL)	
HIA 3810 Health Info Management I	3	**Total**	
Total	**17**		
Summer Semester	Credit hours	Fall Semester- Year 4	
HIA 3910 Technical PPE	3	HIA 3900 Ambulatory Coding	
Total	**3**	HIA 4010 Health Info Management II	
		HIA 4020 Health Care Finance	
		HIA 4100 Education and Training	
		HIA 4200 Research in Health Care & HIM	
		Total	
Spring Semester -Year 4	Credit hours		
HIA 4200 Research in Health Care & HIM	3	61	
HIA 4300 Health Info Stds, Reg & Reimbursement	3	Total Program Hours	
HIA 4400 Health Care Org. Info Systems	5		
HIA 4600 Management PPE	3		
HIA 4700 RHIA Exam Prep	2		
HIA 4900 Data Analysis for Research	3		
Total	**16**		

All students must fulfill HIA Department requirements and the University's requirements. * 773-995-2552
https://www.csu.edu/collegeofhealthsciences/healthinformationadministration/

For

*State Revision: Effective Fall of 2020-6 hours of foreign languages is no longer required. The six hours has been reassigned to 3 hours in the category of fine arts and 3 hours in the category of general elective.

2018 Health Information Management Baccalaureate Degree Curriculum Competencies

Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)
Pathophysiology and Pharmacology
Anatomy and Physiology
Medical Terminology
Computer Concepts and Applications
Math Statistics

Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Compare diverse stakeholder perspectives through the delivery of health care services.	5
I.2. Analyze strategies for the management of information.	4
I.3. Evaluate policies and strategies to achieve data integrity.	5
I.4. Recommend compliance of health record content across the health system.	5
I.5. Utilize classification systems, clinical vocabularies, and nomenclatures.	3
I.6. Evaluate data dictionaries and data sets for compliance with governance standards.	5

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Recommend privacy strategies for health information.	5
II.2. Recommend security strategies for health information.	5
II.3. Analyze compliance requirements throughout the health information life cycle.	4

Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1 Examine health informatics concepts for the management of health information.	4
III.2. Analyze technologies for health information management.	4
III.3. Interpret statistics for health services.	5
III.4 Examine health care findings with data visualizations.	4
III.5. Compare research methodologies pertaining to health care.	5
III.6. Manage data within a database management system.	5
III.7 Identify standards for exchange of health information.	3

Domain IV. Revenue Cycle Management	
Competency	**Bloom's Level**
IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	5
IV.2. Manage components of the revenue cycle.	5
IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.	5

Domain V. Health Law & Compliance	
Competency	**Bloom's Level**
V.1. Comply with legal processes impacting health information.	5
V.2. Evaluate compliance with external forces.	5
V.3. Analyze components of risk management as related to a health organization.	4
V.4. Analyze the impact of policy on health care.	4

Domain VI. Organizational Management & Leadership	
Competency	**Bloom's Level**
VI.1. Facilitate fundamental leadership skills.	4
VI.2. Assess the impact of organizational change.	5
VI.3. Analyze human resource strategies for organizational best practices.	4
VI.4. Leverage data-driven performance improvement techniques for decision making.	5
VI.5. Verify financial management processes.	4
VI.6. Examine behaviors that embrace cultural diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Facilitate consumer engagement activities.	4
VI.9. Facilitate training needs for a healthcare organization.	4
VI.10. Compare project management methodologies to meet intended outcomes.	5

Revisions 3.20.2019:
Corrected IV.10 competency.

AHIMA-Revised Bloom's Taxonomy

Taxonomy Level	Category	Definition	Verbs
1	Remember	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Choose, Define, Find
2	Understand	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present

Adapted from *Teacher Created Resources Quick Flip Questions for the Revised Bloom's Taxonomy*. (2017). Madison, WI: Edupress.

HIA PROGRAM ASSESSMENT METRICS

The National Certification Examination (DA#1) is administered continuously throughout the year. The examination consists of 180 questions with 160 multiple-choice scored questions, delivered electronically over a 4-hour testing period. As a program assessment metric, the overall number of CSU new graduates writing the examination for the first time is compared to the current year's national average pass rate. In addition to comparison to the national average. Additional analysis consists of the Program's current students' pass rates to those of students taking previous examinations with an expectation of improvement in overall scores or at least a similar result.

> The data is used to monitor HIA course content, etc. If there is a significant decrease that cannot be explained, triggers further review of the course and add additional content, tests, projects, study guides, etc. **Source: Ahimareports.com**

Senior Comprehensive Examinations (DA#2) is given to students in HIA 4600—the Review Course, which is preparation for writing the national certification examination. Students must pass this last course to graduate. There are two attempts provided to pass. The questions are similar in number in each Domain in the level of difficulty as described for each registration examination by AHIMA. The categories are tied to courses so that the exam results reflect student learning in specific categories (courses). Analysis of these exams provides a means of evaluating the effectiveness of courses and indications for reviewing and changing the curriculum. Source: Exam Results Report-May & August

Junior Comprehensive Examinations are given to students who have completed their junior level courses. The results are broken down according to the corresponding entry-level domains. The categories are tied to courses so that the exam results reflect student learning in specific categories (courses). Analysis of these exams provides a means of evaluating the effectiveness of courses and indications for reviewing and changing the curriculum. Source: Exam Results Report May-July

Results of HIA 4600 Management Professional Practice Experience (PPE) (IA#1): During March and April in the final semester prior to graduation, senior students enroll in HIA 4600—Management Professional Practice Experience.—a course, which includes tasks that a new graduate in an assistant director position in an acute care setting is expected to perform.

The evaluation by clinical supervisors in technical skills, management skills, and professionalism, along with a detailed presentation, are a good indication of a student's preparedness for practice. Several categories are evaluated. A summary of these evaluations provides a good indicator of the students' abilities to perform the expected AHIMA-prescribed professional entry-level tasks. Source: PPE Evaluation Results Report-May

Survey of Graduates Done One Year Post Graduation (IA#1): Graduates will be surveyed at the end of HIA 4600 to determine their self-efficacy regarding entry-level competencies. The survey feedback provides information that can be used by the program to determine if the skills acquired during their studies enabled them to perform at an entry-level of capability. Source: HIA 4600 Debriefing Meeting

Survey of Employers Done One Year Post Graduation (IA#2) Employers of program graduates will be surveyed one-year post-graduation to determine their level of satisfaction with the entry-level competencies of our students. This provides information that can be used by the HIA program to determine if the skills acquired by program students are meeting the expectations and requirements of employers. Source: Survey from Survey Monkey needs migration to Qualtrics-Summer

<p style="text-align: center">Appendix E</p>

CHICAGO STATE UNIVERSITY
HEALTH INFORMATION ADMINISTRATION (HIA) PROGRAM
REQUIREMENTS FOR ADMISSION

ADMISSIONS PROCESS

The following information concerns the practices and procedures of the Health Information Administration Program to insure the equitable consideration of all applicants.

1. **Academic Requisites**
   A student shall have at least a 2.50 cumulative GPA plus a grade of C in all required pre-requisite courses for admission to the HIA Program.

2. **Standards of Ethical Practice**
   The Health Information Administration Program conforms to the Federal, State, and University Policy of non-discrimination.

3. **Application Procedure**
   A)   Complete online application
   B)   Return the completed application forms to the Director of the HIA Program by April 20
          Include
          1. Application for Admission to the Health Information Administration Program
          2. Essay
          3. Pre-professional Grade Form and a current Degree Evaluation (CSU students)
          4. Physical Examination Report with proof of current immunizations.
          5. The Evaluators may e-mail two completed Recommendation Forms directly to the Program Director.
   C)   If the applicant has not taken the pre-professional HIA courses at Chicago State University, he/she will be asked to come in for an interview. The Program may request interviews of other candidates also.

4. **The Rating System**
   Candidates are rated according to their cumulative GPA's, professional knowledge, written and oral communication skills, and supporting recommendations. A point system is utilized to score applicants.
   A.) GPA carries the most weight and accounts for 40% of the points.
   B.) Professional knowledge accounts for 20% of the points. The work-related experiences and community and volunteer experiences listed on the application, along with the essay, determine professional knowledge. We are attempting to determine the amount of knowledge a candidate has about the profession as well as evidence of leadership.
   C.) Written communication skill accounts for 15% of the total points. The essay will be evaluated for content along with structure and grammatical use of English.
   D.) Verbal communication skill accounts for 15% of the total points. This skill may be judged in an interview or through experience with a student in the class.
   E.) Supportive documents. Recommendations from Evaluators chosen by the Applicant account for 10% of the total points.

5 **Applications Accepted after April 30 Deadline**
   If the quota is not met, applications will continue to be accepted through July 15 or later for fall admission.

CHICAGO STATE UNIVERSITY
HEALTH INFORMATION ADMINISTRATION (HIA) PROGRAM
REQUIREMENTS FOR ADMISSION

Guidelines for Completing the Admission Application Rating Form

1. **Categories/Percent and Weighted Factors**

		Factor
Academic Performance as evidenced by cumulative GPA (a grade of at least a C is required for all prerequisites)	40%	8
Professional Knowledge	20%	4
Written Communication Skill	15%	3
Verbal Communication Skill	15%	3
Supportive Documents (Recommendations)	10%	2

2. **Description of Content Categories**

Academic Performance
Academic performance is based on the cumulative GPA. A minimum GPA of 2.50 is required.

Professional Knowledge
Look in the employment section, volunteer section, and at the essay to determine knowledge of the profession. Work experience in the health information department should be given more consideration than other kinds of work experience. Volunteer activities indicate signs of leadership. The essay may shed light on how much research about the profession the candidate has done—especially for those without work or volunteer experience.

Written Communication Skill
Since this is an integral activity of a professional health information practitioner, the essay should be judged on content, structure, punctuation, and grammatical use of English.

Verbal Communication Skill
If the evaluator has first-hand knowledge of an applicant's verbal communication skill through classes or advisement, an interview is probably not necessary. In any event, the applicant's ability to communicate his/her thoughts and feelings about the profession and to present clear, concise, and adequate information is an important consideration.

Supportive Documents
Review the recommendation forms for personal qualities listed. Pay attention to the Evaluator and relationship to the applicant.

3. **Rating Scale for Cumulative GPA**
    2.0 – 2.3 = 1
    2.4 -- 2.7 = 2
    2.8 – 3.0 = 3
    3.1 – 3.4 = 4
    3.5 – 4.0 = 5

4.   **Rating Scale for Admission Criteria:**

		Excellent	Very Good	Good	Fair	Unsatisfactory
1.	Academic Performance	5	4	3	2	1
2.	Professional Knowledge	5	4	3	2	1
3.	Written Communication Skill	5	4	3	2	1
4.	Verbal Communication Skill	5	4	3	2	1
5.	Supporting Documents	5	4	3	2	1

5.   **Other**
Any special comments about the applicant or materials presented may be noted on the back of the rating form. All notes should be dated and signed by the writer.

6.   **Evaluating Recommendations**
To evaluate the recommendation forms, assess based on the percentage of categories evaluated. Eliminate the NAs in other words.

Rating Scale
Excellent 90% - 100%   =   5
Good   80% - 89%   =   4
Fair   70% - 79%   =   3
Poor   60 - 69%   =   2

7.   **Totaling Points**
The number circled in each column and for each item rated is multiplied by the factor for each category.

For example, if a student has a GPA of 4.0 and receives a 5 rating, the 5 is multiplied by 8 (the factor) for a total of 40 points (this also represents the maximum for this category)

CHICAGO STATE UNIVERSITY
College of Health Sciences

HEALTH INFORMATION ADMINISTRATION (HIA) PROGRAM

Admission Rating Form

Student ID #_____

Name: _____   Date: _____

No. Of Applicants _____   Maximum Achievable Points: ____100____

Recommended Action: _____Accept   _____ Do Not Accept

_____Accept With Provision   _____

_____Place on Waiting List   _____Evaluate Further

Date of Action _____   Student Notified Date _____

		Excel-lent	Very Good	Good	Fair	Unsatis-factory
1.	Academic Performance	5	4	3	2	1
2.	Professional Knowledge	5	4	3	2	1
3.	Written Communication Skill	5	4	3	2	1
4.	Verbal Communication Skill	5	4	3	2	1
5.	Supporting Documents	5	4	3	2	1

Reviewer for Items 1 – 5 _____

Interviewed by _____

Total Points

Academic Performance (GPA_____)   _____ X Factor _____8_____ = _____

Professional Knowledge   _____ X Factor _____4_____ = _____

Written Communication Skill   _____ X Factor_____3_____ = _____

Verbal Communication Skill   _____ X Factor_____3_____ = _____

Supportive Documents   _____ X Factor_____2_____ = _____

Total   _____   _____ _____

Notes:

HIA PROGRAM SUBMISSION AND ASSESSMENT OF LATE ASSIGNMENTS POLICY

1. Every assignment has a due date. Students are expected to submit assignments on or before the assigned due date.

2. Assignments submitted after the due date will receive the following point deductions (the maximum cumulative point deduction is 20% of the assigned points). This late policy will apply to all assignments for which no application for extension has been made.

    - Homework submitted one day late   = 10%-point deduction
    - Homework submitted two days late   = 05%-point deduction
    - Homework submitted three days late =   05%-point deduction
    - Assignments will not be accepted after three days past initial due date.

3. In the event of extenuating circumstances, a student may request an extension (this must be in writing- preferably an e-mail.) Instructor approval must be granted at least 24-hours in advance. Reasons for which an extension may be granted must be significant, unusual or unpredictable circumstances.

    - Examples of acceptable reasons include treatment by a physician for a serious illness, a personal emergency such as a family death or other crisis (documentation must be provided.)

    - Examples of unacceptable reasons include broken printer or computer virus, behind on other assignments, cannot get to a library, cannot access the on-line CSU library because of computer problems, unable to buy a book, didn't understand the assignment, going out of town for personal or family business (except emergencies), job interviews, or doctor /dentist appointment.

4. Any assignments submitted late as a result of a "negotiated extension" will be marked without penalty if submitted on the re-negotiated due date.

Dev. 2015
Rev. 2019

Appendix F

Health Information Administration (HIA) Release Form To Professional Practice Experience Site(s)

Date:

Professor_____,

I, _____ hereby give permission to the HIA Program to submit the following information and test results to the PPE site (Site Supervisor) where I will be doing my PPE:

- Results of Background Check
- Results of Drug Screen
- Copy of physical Exam
- Copy of Immunization Record
- Copy of TB Results
- Copy of Unofficial College Transcript, if applicable

_____   _____
Student Signature   Date

Appendix H

CHICAGO STATE UNIVERSITY
HEALTH INFORMATION ADMINISTRATION (HIA) DEPARTMENT
MANAGEMENT PROFESSIONAL PRACTICE EXPERIENCE
STUDENT EVALUATION FORM*

STUDENT'S NAME:_____   DATE:_____

INTRODUCTION: The following evaluation form represents a subjective evaluation of the student's performance as perceived by the clinical site supervisor in the work environment. This evaluation is intended to address the expectations of a new graduate in a probationary situation. Circle the number or item, which most closely identifies the student's perceived performance level. For those items not performed or inapplicable, leave blank.

The underlined key words or phrases are used as a qualifier when selecting the appropriate level of performance.

Evaluation Scale:

5	4	3	2	1
Superior	Commendable	Competent	Needs Improvement	Unsatisfactory

I. Professional Knowledge
As demonstrated in the student's daily work performance
  5- Formally presented new ideas or concepts
  4- Offered new ideas/concepts
  3- Demonstrated adequate professional knowledge
  2- Demonstrated inconsistencies in professional knowledge
  1- Has serious gaps in professional knowledge

II. Technical Knowledge
As demonstrated in the performance of routine functions following initial orientation or training
  5- Performed with accuracy and no difficulty
  4- Performed with accuracy and minimal problems
  3- Had minor accuracy and procedural problems
  2- Work inaccurate and/or did not follow procedures
  1- Difficulty performing routine work

III. Productivity
As demonstrated by student's collective performance on all functions and special projects
  5- Assignments completed on time along with extra assignments
  4- Consistently completed on time or early
  3- Completed on time
  2- Did not complete on time
  1- Rarely completed on time

IV. Judgment
As demonstrated in daily decision-making
  5- Ability to make sound decisions independently
  4- Made sound decisions with some consultation
  3- Required frequent consultation in decision-making

2- <u>Failed</u> to make decisions or seek consultation when necessary
1- Made <u>inappropriate</u> decisions

Evaluation Scale:

5	4	3	2	1
Superior	Commendable	Competent	Needs Improvement	Unsatisfactory

V. Professional Writing Skills
As demonstrated in written assignments
5- Wrote professional documents correctly and with <u>no guidance</u>
4- Wrote professional documents correctly with <u>minimal guidance</u>
3- Required <u>two drafts</u> before correctly completing written assignments
2- Required <u>multiple drafts</u>
1- <u>Unable to write</u> professional documents even with guidance

VI. Professional Verbal Skills
As demonstrated by the student's interaction with hospital and medical staff
5- Demonstrated <u>ability to describe complex concepts</u> , which were understood by all
4- Communication skills were <u>consistently</u> concise, clear and timely
3- Verbal skills were concise, clear, and timely but <u>not consistently</u> demonstrated
2- Verbal communication skills were <u>inconsistent</u>
1- <u>Unable</u> to convey ideas at all

VII. Personnel Skills
As demonstrated by the student's interaction with hospital and medical staff
5- Demonstrated a <u>clearly</u> superior ability to work with employees and elicit their assistance and

    cooperation
4- Demonstrated the <u>ability</u> to work with the employees and elicit their assistance and
    cooperation
3- <u>Worked</u> effectively with employees but needs further work to develop personnel skills
2- Experienced <u>problems</u> in working with employees
1- Department staff <u>complained</u> about working with the student

VIII. Problem Solving Skills
As demonstrated in ability to analyze and offer solutions or alternatives to problems
5- Systematically analyzed and documented problems and their resolution with no
    assistance
4- Analyzed and documented problems and their resolution but <u>required some assistance</u> in
    the process
3- Demonstrated analytical and evaluative skills, but <u>experienced difficulty</u> applying them
    in the actual work environment
2- Demonstrated <u>some</u> analytical and/or evaluative skills, but needs further development
1- <u>Did not demonstrate</u> any analytical and/or evaluative skills

IX. Work Initiative
As demonstrated by day-to-day work performance and utilization of additional time at work
5- Self-starter. <u>Did not require</u> daily guidance
4- Self-starter but required <u>some daily</u> guidance
3- Required <u>daily</u> guidance
2- <u>Needed prompting</u> in the performance of assigned duties

1- Was a <u>disruption</u> in the department, because of inattention to assignments

Evaluation

5	4	3	2	1
Superior	Commendable	Competent	Needs Improvement	Unsatisfactory

X. Attendance

As demonstrated by the student's attendance during the practicum
5- <u>No</u> <u>incidences</u> of illness, tardiness or extended lunches or breaks
4- Followed departmental policies. <u>Provided</u> <u>proper</u> <u>and</u> <u>timely</u> notification when absent and/or tardy
3- Met <u>minimum</u> <u>standards</u> of performance
2- <u>Failed</u> <u>to</u> <u>consistently</u> follow departmental and facility policies regarding attendance
1- <u>Failed</u> <u>to</u> <u>notify</u> site supervisor or coordinator regarding absence or tardiness

XI. Communication

As demonstrated by the student's ability to listen, understand and provide feedback
5- Listened <u>attentively</u>, asked <u>appropriate</u> questions, and provided <u>follow-up</u>
4- Listened <u>attentively</u>, asked <u>appropriate</u> questions, and provided <u>follow-up</u> but <u>was</u> <u>not</u> <u>consistent</u>
3- Had to be <u>reminded</u> of activities and responsibilities
2- Required constant monitoring to determine comprehension
1- Did <u>not</u> communicate at all

XII. Appearance

The student may not have a professional wardrobe, but personal appearance factors still apply.
5- Noticed appearance, because it was very professional; student wore lab coat
4- Did not notice appearance because it was appropriate and fit into the environment
3- Noticed student's dress <u>on</u> <u>occasion</u> because inappropriate
2- Student requested to change some aspect of appearance because consistently inappropriate
1- Appearance was <u>inappropriate</u> and was not corrected after notice was given

COMMENTS:

EVALUATION OF PARTICIPATION IN SPECIFIC PROCEDURES

Rate each activity, using the same evaluation scale and use NA to identify any activity, which was not performed or observed.

A. _____   Revision of a job description
B. _____   Revision of a job policy and/or procedure
C. _____   Assistance with budgets
D. _____   Conducted a departmental meeting
E. _____   Conducted or assisted with an in-service
F. _____   Served as supervisor or point person for a day or part of a day
G. _____   Made recommendations concerning a personnel problem
H. _____   Offered recommendations for procedural improvement
I. _____   Completed a QI or RAC study
J. _____   Contributed appropriately at outside meetings
K. _____   Demonstrated understanding of DRG process
L. _____   Completed a special project
M. _____   Other (Explain)

_____
Evaluator

_____
Title

_____
Date

_____
Student's Signature

* Adapted from Student Evaluation Form
  Illinois State University Health Information Management Program Professional
  Practice Handbook for Management

Chicago State University
Health Information Administration
Professional Practice Experience 3910/4600 Instruction Evaluation
STUDENT'S EVALUATION OF SITE

Student Name_____Clinical Site_____

Semester of PPE: _ Fall _ Spring _ Summer Year: _____   PPE Dates:
_____

Please rate the following questions about your PPE using the following scale:

5 = Strongly Agree   4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree NA=Not applicable

1. This experience gave me a realistic preview of HIM functions.   5   4   3   2   1
    NA

2. Adequate preparation was made for my PPE by the site supervisor.   5   4   3   2   1
    NA

3.   I received appropriate supervision during my PPE.   5   4   3   2   1
    NA

4.   I had opportunity to ask questions.   5   4   3   2   1
    NA

5.   I received feedback in a constructive and helpful manner.   5   4   3   2   1
    NA

6.   Directions were given clearly.   5   4   3   2   1
    NA

7.   I understand the assigned tasks.   5   4   3   2   1
    NA

8. The work I performed was challenging and
    stimulating.   5   4   3   2   1
NA

9.   I felt comfortable enough to express my
     knowledge, doubts or related thoughts.   5   4   3   2   1
    NA

10. I did not feel that too much was expected of me.   5   4   3
    2   1   NA

11. I feel my PPE at this site was valuable.   5   4   3   2   1
    NA

12. As a result of my PPE, I have a better understanding
    of concepts, theories, and skills in HIM.   5   4   3   2   1
NA

13. I would recommend this facility as a clinical site in the future.   5   4   3   2   1
    NA

14. Overall, how would you rate this PPE? _____
       a.   Excellent learning experience
       b.   Good learning experience
       c.   Average learning experience
       d.   Below Average learning experience
       e.   Poor learning experience

15.   Other Comments (suggestions and/or recommendations)

==