HEALTH & HUMAN SERVICES
HEALTH INFORMATION TECHNOLOGY & MEDICAL CODING SPECIALIST
PROGRAM STUDENT HANDBOOK
2023 – 2024

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Note: This handbook is accurate at the time of publishing. Policies contained herein are subject to change without notice. It is the student's responsibility to keep informed of changes. The online document, accessible through program Canvas courses, is the most current version.

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SECTION ONE: MORAINE PARK TECHNICAL COLLEGE

1.1 Moraine Park Mission, Vision and Strategic Priorities

a. Mission
Growing minds, businesses and communities through innovative learning experiences.

b. Vision
Your home for lifelong learning to achieve lifelong dreams.

c. Strategic Priorities

Enrollment Objectives
- Enhance delivery methods, schedules, student success metrics and credentials to increase enrollment and retention.
- Improve teaching and learning practices to achieve student success through the use of emerging technology, equipment, facilities, teaching methodologies, program review and faculty expertise.
- Provide integrated, targeted support services that promote individual student success, holistic growth and wellbeing.
- Expand recruitment and retention efforts for both K-12 and adult learners.
- Promote, embrace and recognize the success of the College's diverse learner population.

Workplace Culture Objectives
- Pursue competitive talent strategies to recruit and retain talented employees who align with MPTC values.
- Provide and encourage career development opportunities to promote employee professional growth.
- Empower employees to collaboratively improve institutional processes and effectiveness.
- Embrace and advance a culture of diversity, equity and inclusion.
- Enhance efforts to create a safer and more secure College environment.

Economic Driver/Community Impact Objectives
- Advance collaborations to ensure job placement opportunities and provide graduates the skills to meet workforce needs.
- Strengthen and grow learning experiences for students to develop and exhibit career and life skills.
- Expand and promote seamless career pathway opportunities for all learners.

- Develop credentials for the evolving workforce.
- Foster philanthropic stakeholders to develop new revenue sources.
- Encourage environmental sustainability.

1.2   College Accreditation

Moraine Park Technical College is accredited by the Higher Learning Commission. Accreditation is official recognition that an institution meets industry standards of quality through external peer review. The quality standards encompass faculty, administration, curriculum, student support services, financial management, governance, and institutional integrity.

For additional accreditation information please see Accreditation

1.3   The Moraine Park Technical College District Community

Moraine Park Technical College has campuses in Beaver Dam, Fond du Lac and West Bend, annually serving almost 14,000 students thru the offering of six-degree options and more than 100 programs and customized training opportunities.

For additional information regarding the campus and community, students are encouraged to visit this site Campus and Community Information.

1.4   Career and Life Skills

Moraine Park has recently updated and is in the process of transitioning the College's common learning outcomes from *Core Abilities* to *Career and Life Skills*. Transition continues to move all occupational programs and general education courses to have Career and Life Skills integrated into their curriculum. Once this transition is complete, Core Abilities will be discontinued. The five Career and Life Skills are:

- Communication
- Reasoning
- Professionalism
- Engagement
- Awareness

SECTION TWO: MPTC STUDENT RESOURCES AND STUDENT SERVICES INFORMATION

2.1   Student Resources

a. Students are encouraged to review the Academic Calendar throughout the year.

b. Admissions, Registration and Student Records Information regarding admission, registration and student records can be found both on the MPTC website or via the MPTC Catalog.

c. Course Description

d. Financial Aid
Students are encouraged to visit the college catalog (Financial Aid) or the college website (Financial Aid) for additional information.

e. Grading and Academic Standards

Moraine Park Technical College is committed to assisting its students for success to meet their academic goals. As an institution of higher learning Moraine Park Technical College has established minimum standards for student academic performance. These standards will include procedures for registration, grading, graduation, and completion. Student compliance with these standards will be monitored by the Registrar and the Financial Aid Office (satisfactory academic progress for Title IV Federal Aid) to ensure compliance with external stakeholders and regulators. For more specific information, please visit the Grading and Academic Standards portion of the Student Handbook.

f. MPTC Student Handbook
The contents of the MPTC Student Handbook provides important information regarding various support services and institutional policies. Please take the opportunity to review this information, as it will be helpful in each student's academic career at Moraine Park.

g. Student Policies

h. Student Life at Moraine Park Technical College offers a variety of campus activities and events; student government and clubs; leadership development; community service; volunteerism; and award recognitions. Getting involved in student activities is linked to academic success.

i. Student Portal
Moraine Park Technical College offers a Student Portal to all enrolled students, containing valuable information to support success throughout the educational journey.

j. Weather Closings (School Closing/Cancelation of Classes)
Moraine Park Technical College utilizes the Rave Alert System as the official method to announce cancellation of classes and closure of MPTC campuses in the event of severe weather or other emergencies as determined by the MPTC administration. Decisions are made by approximately 5:30 a.m. if conditions are present in the morning. If the college closes in the morning, all evening classes are also canceled. If inclement weather conditions develop during later in the day, decisions for evening classes will be made by 2:00 p.m. MPTC.edu, the college website, will have information about class cancelation and campus closures.

When students are assigned to clinical/field placement rotation and the school is closed or class canceled, the students must refer to the assigned instructor for further directions. If the campus is not closed, but the weather is questionable, each faculty reserves the right to cancel their class. The faculty will notify the class participants and communicate their expectations.

The easiest and most effective way to receive college closing notifications is by signing up for MPTC Alerts. This service is only available to current students and employees.

2.2   Student Services

Moraine Park Technical College offers a wide-array of services to support student success. Student Services staff are dedicated to supporting all students to achieve individual educational goals, with many committed professionals in a wide variety of support offices that can help both in-person and online. These services are included as part of the cost to attend MPTC; therefore, students are encouraged to take advantage of the expertise and knowledge of the

Student Services team. For additional information regarding the services available at MPTC, please visit Student Resources.

SECTION THREE: STUDENT HEALTH AND SAFETY

3.1   Student Health and Safety

Moraine Park Technical College is committed to the health and safety of students, visitors, and employees. Students are encouraged to review this information in entirety.

a. Student Injuries
Any accidents/injuries occurring on College property or in the course of education must be reported immediately to College personnel. MPTC Incident Reports are to be completed and submitted as soon as possible after the accident/injury. Medical bills (physician and/or hospital) incurred as a result of an accident/injury are the responsibility of the individual.

A Significant Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

If a student experiences a significant exposure incident at MPTC:

1.   Thoroughly wash the affected area with soap and water.
2.   Immediately contact the course instructor.
3.   Seek medical treatment from a licensed healthcare professional.
4.   Complete an MPTC Incident / Witness Report

If a student experiences a significant exposure incident at an off-site location (clinical, job site, etc.):

1.   Thoroughly wash the affected area with soap and water.
2.   Immediately contact the clinical Site Supervisor/ course instructor.
3.   Follow the protocol at the site for the incident.
4.   Complete an MPTC Incident / Witness Report

b. Student Insurance
Enrolled students may be covered by the Student Accident Insurance Plan (SAIP). The SAIP is secondary to any health insurance program by which a student is currently covered. The student is responsible for accessing their SAIP account, printing their insurance card, and providing it to any healthcare providers if they receive medical treatment for a covered activity.

c. Hazards and Risks
Persons working in health and human services occupations can be exposed to occupational hazards which may include, but are not limited to, the possibility of physical injury, fatigue, bruises, contusions, broken bones, concussions, paralysis, exposure to bodily fluids, bloodborne pathogens, communicable disease, needle sticks and sharp injuries, damage/destruction to property, and even death.

In consideration of the possible hazards and risks related to a health or human services field of study, each student is required to complete and submit an Acceptance of Risks and Responsibility Agreement and Release of Liability at the beginning of each enrolled course.

SECTION FOUR: STUDENT RIGHTS AND RESPONSIBILITIES

4.1   Student Rights & Responsibilities
Exercising individual student rights and acting in a responsible manner go together. It is the expectation of MPTC that all students comply with the policies and procedures as stated in the MPTC Student Code of Conduct and obey all public laws. This compliance assures all students the opportunity of having the best possible educational experience in a respectful and safe environment.

4.2   Final Grade Appeal
The purpose of the final grade appeal process is to provide a vehicle and structure for students to appeal final course grades. The grade appeal procedure only applies to final grades and not individual graded assignments.

Faculty members have the authority to establish course requirements and standards of performance within the college's established curriculum process. It is the responsibility of the faculty to articulate and communicate course requirements and grading standards to students at the beginning of each course via the syllabus. Instructors will apply grading criteria uniformly and in a timely manner. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

All final grade appeals must be initiated by the student within **thirty (30) calendar days** of the grade being available via myMPTCStudent.

4.3   Citizenship
Students enrolled in a health program who are not citizens of the United States should be aware that, based on federal law, they may not be eligible to take licensing or certification examinations given by the state, region, or nation upon completion of the program. Non-citizens are advised to seek further information from appropriate agencies, specific to your occupation.

4.4   Fair and Equal Treatment:
It is the policy of Moraine Park Technical College to maintain an Affirmative Action and Equal Opportunity Compliance Plan. This Plan ensures equal opportunity and nondiscrimination for all employees, students and non-employees by demonstrating its commitments and efforts toward equal employment opportunities and equal educational program opportunities that are conducive and supportive of cultural and ethnic diversity.

4.5   Student Concerns / Issues / Grievance
Any student who has a concern, issue, or grievance is encouraged to seek to resolve the issue with the faculty member or employee concerned. In the event that a student is unable or uncomfortable doing so they can contact the appropriate Associate Dean for academic issues or the Director of Student Development for nonacademic issues.

4.6   Title IX: Title IX Pregnancy and Parenting Protections:
Moraine Park Technical College is committed to creating and maintaining a community where

all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by [Title IX of the Education Amendments of 1972](). Title IX prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. Title IX requirements cover sex discrimination, sexual harassment, sexual misconduct, sexual violence, and pregnant and parenting students.

Students must contact the Directorof Student Development/Title IX Coordinator to ensure Title IX protection plan is correctly administered. It is the student's responsibility to contact the Director of Student Development and provide all the documentation required. Adjustments cannot be provided retroactively so timeliness is important.

Students are encouraged to work with their faculty members and Moraine Park Technical College's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible.

SECTION FIVE: HEALTH AND HUMAN SERVICES

5.1   Overview of Health and Human Services

The Health and Human Services Department's (HHS) goal is to provide exceptional education for students seeking occupations in health care or human services professions. Over twenty-five programs (including associate degree, technical diploma, or local certificates) are offered through the Health and Human Services Department. The information that follows begins with information common to all programs in the HHS Department and ends with information specific to each program area. Additional information pertaining at the course level will be found in the course syllabus, made available at the start of each course. Any questions or concerns regarding this information can be directed to the Associate Dean of the corresponding program area.

Health and Human Services Student Handbook: It is the intent of this handbook to follow the MPTC Student Handbook and Student Code of Conduct regarding grievances and student concerns/issues. Students should refer to these publications for their specific situation.

Quick Phone/E-mail Reference

Contact	Phone/Email
Dean of Health and Human Services	920-924-3319
Admin Assistant-Health and Human Services	920-924-3320
Associate Dean of Health	262-335-5757
Admin Assistant-Health	262-335-5710
Associate Dean of Health Sciences	262-306-5313
Admin Assistant-Health Sciences	262-306-5314
Associate Dean of Human Services	920-924-3330
Admin Assistant-Human Services	920-924-3270
Canvas Support	877-230-3509 https://www.morainepark.edu/technology/
Technology Help Line	877-230-3509

	https://www.morainepark.edu/technology/
Student Services	800-472-4554

5.2 Programs Offered

a. Health
- Diagnostic Medical Sonography
- Health and Wellness
  - Health and Wellness Technician
  - Chiropractic Technician Certificate
- Health Information Technology
  - Medical Coding Specialist
- Medical Office Management
  - Medical Assistant
- Medical Laboratory Technician
  - Phlebotomy Specimen Collector
- Nursing – Associate Degree with a Practical Nursing Exit Point
- Nursing Assistant
- Radiography
- Respiratory Therapy
- Surgical Technology

b. Human Services
- Criminal Justice
- Emergency Medical Technician (EMT)
- Advanced Emergency Medical Technician (EMT)
- Paramedic Technician
  - Emergency Medical Technician (EMT)-Paramedic
- Early Childhood Education
  - Child Care Services
  - Early Childhood Administrative Credential Certificate
  - Early Childhood Preschool Credential Certificate
  - Infant/Toddler Credential Certificate
- Fire Protection Technician (Starting Spring 2024)
- Substance Use Disorders Counseling (SUDC)
  - Substance Use Disorders Counseling Certificate

SECTION SIX: HEALTH and HUMAN SERVICES - POLICIES AND PROCEDURES

6.1 Academic Standards

Moraine Park Technical College has in place college-wide policy and procedures related to academic standards. Students are encouraged to review this information throughout their time enrolled at the college. Dependent upon the program enrolled, there may be additional program specific academic standards that apply. Details surrounding these additional academic standards may be found in Section Eight of this handbook and on individual course syllabi.

6.2 Required Documentation

Criminal Background Check
For the most up to date information regarding applicable policies regarding the completion of a criminal background check, please review the following link: https://catalog.morainepark.edu/student-policies/criminal-background-check/ Additional information can be found on specific program pages.

Although most/all students completed a required criminal background check/BID as part of the program admission process, there are times when there may be a need for additional criminal background check to occur during the time enrolled in a program. Should this need occur, additional cost would be incurred by the student. Furthermore, there are times when additional personal background documentation (criminal and/or health related) prior to and during clinical/field placement might also delay and/or prevent clinical/field placement.

Self-report: Health and Human Services program accepted students are required to report any new criminal charges that impact their criminal background check (CBC) within seven business days. They are informed of this requirement at the point of application as well as at points throughout the program. When a student reports a new charge to a designated official they will be directed to complete a new electronic Background Information Disclosure (BID) Form.

This form is processed and applicable information is added to their Student Record for internal use. The appropriate Program Associate Dean will then review the updated form and will indicate which letter template should be emailed to the student notifying them of required next steps.

Once the charge is closed, the student is responsible for submitting their court documents with disposition listed to the Criminal Background Check email address. These court documents are shared with the Program Associate Dean for review and potential action. If the charge and disposition lead to the student being ineligible for their current program, the student is communicated with and removed from their program by the Program Associate Dean.

If a student fails to report a new charge within the seven-day reporting period, the student may be immediately removed from their program for nondisclosure or a letter may be sent to student with required next steps.

** NOTE: MPTC makes no guarantee of future employment based upon an individual's criminal background check.

Health Requirements/Drug Screen
Many of MPTC health programs require all students to train at off-site agencies, external to the College. As such, students must remain compliant with established health requirements. These

health requirements are set based upon external agency requirements, and in accordance with [College Policy AP 605 Student Health Records](#). Each student will be provided a document outlining current health requirements, due date, and method for submission to all MPTC health students. Depending upon the specific program, the student may access the Health Requirement Checklist from the program advisor, within the Canvas course, or from the Health and Human Services Program Specialist at the core program meeting. Should the student be assigned to a clinical agency with additional requirements this will be communicated in advance with an expectation that the student will comply within the provided timeline in order to continue program progression. Falling out of compliance with established health requirements may prevent the student from progressing in, or result in an administrative removal from, their program of study.

*NOTE: Clinical/Field placement will not occur if the student fails to meet either or both the requirement for an up to date Criminal Background Check and Health Requirements / Drug Screen.

6.3   Health Program Petition Process

Several health programs at MPTC currently require [petition](#) to move from pre-core into the core courses of the program. For the most up to date information visit the Program Petition section of the program of interest (example: [Nursing Petition](#)).

6.4   Readmission Policy and Procedure

Applicable Programs: Diagnostic Medical Sonography, Health and Wellness, Health Information Technology, Medical Assistant, Medical Laboratory Technician, Nursing, Paramedic, Radiography, and Surgical Technology.

Readmission Policy Statement
This policy and procedure applies to those students who have been required to exit from a health program for one of the reasons outlined below. Such students may elect to apply for Program Readmission through the Health Sciences Readmission Review Committee:

1. **Academic:** Student was unable to continue in a Health Science program due to either the student withdrawing after the midpoint of a course and/or received a grade of *D, F* or *NC* twice in the same core/program course or in two different core/program courses.

2. **Interruption of Study:** Student exited from a Health Science program for a continuous period of one to three years from the program.

3. **Clinical/Skills Readmission:** Student received a failing grade in either a skills or clinical course due to unsafe or unprofessional behavior resulting in removal from the program.

A student is only allowed to apply one time per program enrollment for a Readmission Review and only if the student had extenuating circumstances that impacted the student's grades in their core/program courses. If Program Readmission is granted and a student receives a grade of D or F in another program course (or withdraws after the midpoint), the student is ineligible to apply for Readmission again and will not be able to continue in their program.

In the event a student is registered for a future semester but is now ineligible to continue pending readmission, it is the student's responsibility to withdraw from future semester courses. If Program Readmission is granted, course placement will be determined based upon available

openings, current students will have placement priority. The student must meet with their academic advisor to enroll in program/core courses.

The MPTC Academic Program Requirements Policy [(AP714)](#) applies.

Readmission Process Steps
A student seeking readmission must complete each of the following steps:

1. Submit a letter requesting program readmission and the necessary documentation to the Director of Enrollment Management. It is the student's responsibility to ensure receipt of this information by the due date listed below. Please submit via hard copy or email to the Director of Enrollment Management at 235 N. National Ave., P.O. Box 1940, Fond du Lac, WI 54936-1940 or readmissionshs@morainepark.edu by 4:30 p.m. the Friday **before** the requested meeting date. The information included in the letter sent <u>must</u> include:

   - Your name, address, current phone number, student email address and student ID number.
   - Name of the course(s) involved, along with dates enrolled.
   - Reason for the withdrawal and/or unsatisfactory grades in courses, including the extenuating circumstances accounting for your performance in each of the impacted courses.

     An extenuating circumstance is defined as any one of the following:

     - Death of an immediate relative of the student
     - Injury or illness of the student
     - Other circumstances that result in undue hardship to the student

   Supporting documentation must be included with the request for readmission to substantiate one or more of the criteria. Requests without documentation and/or not meeting one of the above criteria will be deemed incomplete; therefore, not reviewed by the committee.

   - Actions taken and plans to resolve or correct the unsatisfactory performance.
   - Include in your letter whether you wish to appear in person before the Readmission Review Committee.

   Be specific in describing these actions. Letters without evidence of clear actions or planning will be deemed incomplete.

2. Upon receipt of the letter, the Director of Enrollment Management will determine if all eligibility requirements have been met. If so, an email/letter from the Director of Enrollment Management will be sent to the student as acknowledgement of receipt of information and notification of the timeline for the appeal review.

3. **Readmission Committee Review:** Unless the student included in their written appeal letter a request for an in-person appearance, all other reviews will be conducted by the members of the Readmission Review Committee. *The Health Sciences Readmission Review Committee is composed of the Director of Enrollment Management, the Director of Diversity, Accessibility and Student Support, Dean of Health and Human Services, Director of Student Development, and a representative of program faculty.*

The outcome of the Readmission Review Committee will be communicated to the student via a letter from the Director of Enrollment Management identifying the Committee's decision, which will include one of the following:

a. Readmission denied with rationale.

b. Readmission decision contingent upon the outcome of a Skills Competency Check-off and Safety Standard Review. Completion of a Skills Competency Check-off and Safety Standards Review is a required component of the Readmission process for any student seeking return following failure of a skills or clinical course due to unsafe and/or unprofessional behavior. Additionally, where required by the Readmission Committee, a student may be required to complete the Skills Competency Check-off and Safety Standard review as part of the readmission application process.

c. Readmission granted (See below for additional details regarding Readmission).

4. For those students required to complete a Skills Competency Check-off and Safety Standard review, the following steps applies:

a. **Complete a Skills Competency Check-off and Safety Standard review:**
This hands-on assessment will be used to determine currency of occupational skills of the last passed clinical and/or skills course. This process is outlined in greater detail on the next page. The outcome of this assessment is two-fold: (1) further inform the Readmission Committee in making their final determination of Readmission and (2) establish at what course the student will re-enter the program, or if they need to repeat a course already passed.

In advance of the Skills Competency Check off review, students will receive information in writing from the program director outlining the expectations of the evaluation. Included in this communication will be: (1) a date/time for the student to complete competency assessment. (2) a detailed description of what to expect during the Skills Competency Check-off and Safety Standard review including required skills and scoring rubric. The student will be asked to demonstrate each competency of the skills or clinical class(es) for which they last passed. This assessment will be completed with a member of the program faculty. Also present may be the program Associate Dean or designee.

Safety Standard Review: Completed along with the Competency Check-off, individuals seeking readmission due to a clinical safety concern must also complete a 1-hour Safety Standards review with program faculty.

The outcome of this evaluation will be submitted to the Readmission Committee for consideration. If the student is unable to achieve a *pass* on the competencies for the clinical or skills course last passed, the student may be required to repeat coursework previously passed (financial aid implications would apply). This decision of the skills competency assessment is final.

Readmission: Students permitted to re-enter a health program based upon Readmission Policy and Procedure will be required to complete each of the following:

1. **Advising:** Students permitted to re-enter a health program based upon Readmission should then work with their academic advisor to register for the appropriate course(s) identified.

2. **Student Success Center:** Recognizing that a student returning under this readmission process may only be enrolled in a limited number of course(s), it is important for student to remain proficient in their overall understanding of all course material previously covered. Therefore, it is required that all students entering under the Readmission Procedure spend dedicated time in the Student Success Center throughout the semester they return in to help them achieve success once they return to a full semester of coursework. Program Faculty will identify specific review materials to complete throughout the semester. As an example: a student may be required to complete a 2-hour "boot camp" tailored to the student need week in the Student Success Center.

Note:
The Health Sciences Readmission Review Committee meets in November, January and June. Contact your advisor for specific dates and times. The decision made by the Readmission Review Committee is final. Completion of these steps does not guarantee readmission; rather, this procedure is intended to provide an avenue for consideration to re-enter the program. If Readmission is granted, course placement will be determined based upon available openings; currently enrolled program students will have placement priority.

6.5   Clinical Course Policies and Procedures

a. **Clinical /Field Placement Assignments**
Each MPTC Health program schedules clinical/field placement assignments in accordance with the approved number of course credits. The total number of required off-site hours are assigned following the college calendar, including non-student contact days (NSCD). NSCD is defined as a day where there is no student contact with faculty and staff. Students are not to attend clinical or theory (lecture) during Spring Break, Winter Break, and designated non-student contact days. With the exception of NSCD, it is important for all students to understand that in order for MPTC to ensure an appropriate and quality clinical/field placement experience is available for enrolled students, there may be times when a program(s) may schedule clinical/field placement hours to occur in the evenings or on weekends.

Each program has a process for clinical assignments. The process will be noted in each program's information found in Section Eight of this handbook.

NOTE: Students are prohibited from direct communication with clinical/field placement facilities to inquire regarding clinical/field placement processes, decisions, or placement denials. Non-compliance may lead to disciplinary action, up to and including dismissal from a health care program.

b. **Dress Code**

c. Students must comply with the dress code for the classroom, lab and clinical/field placement sites. The standards for each program will be noted in Section Eight of this handbook.

d. **Transportation to Clinical / Field Placement**
Students are solely responsible for their transportation to and from any clinical/field placement site or agency. Students must arrive on time and leave according to their assigned schedules. Because of the need to ensure that students have clinical/field placement experiences in a number of different environments, there is no guarantee that required clinical sites will be within reach of public transportation or close proximity to a student's home. Students should be prepared to attend clinical sites within a 60-mile radius in some instances. In some programs, up to 100-mile radius may occur in order to provide students the opportunity for a specialized clinical experience.

e. **Protected Health Information (PHI)**
The PHI Privacy Rule defines how healthcare providers, staff in healthcare settings, and students inclinical training programs can access, use, disclose, and maintain confidential patient information called **P**rotected **H**ealth **I**nformation (PHI). PHI includes written, spoken, and electronic information. PHI encompasses any information that identifies a patient; demographically, financially, and/or medically; that is created by a healthcare provider or health plan and that relates to the past, present or future condition; treatment; or payment of the individual. The Privacy Rule very broadly defines "identifiers" to include not only patient name, address, and social security number, but also, for example, fax numbers, e-mail addresses, vehicle identifiers, URLs, photographs, and voices or images on tapes or electronic media. When in doubt, each student should assume that any individual's health information is protected under HIPAA. This topic will be covered in greater detail within the applicable program course of studies.

   a. PHI must not be transferred to or from, or stored within, any form of personal technology nor should it be shared in any form of social media.
   b. Students are not to access personal health records or records of anyone for whom they are not directly involved in care (including self)
   c. Students who witness a breach of this policy have a duty to report the breach to nursing faculty immediately upon of discovery.
   d. Failure to maintain confidentiality may result in liability to the healthcare facility as well as clients, and providers, and legal action may be taken.
   e. Failure of students to follow polices governing access to, and use and disclosure of PHI will result in being denied access to MPTC facilities and clinical/field placement sites. Failure of students to follow polices governing access to, and use and disclosure of PHI might also result incivil and criminal penalties under federal law.

f. **HIPAA**
The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires health care personnel to protect patients' health information. Students enrolled in a MPTC health program are required to learn about the health information privacy requirements ("Privacy Rule") of the federal law, HIPAA. Program faculty will review the requirements of HIPAA with students in advance of off-site clinical. Health care personnel must agree to maintain strict confidentiality of any information and agree not to disclose this information to third parties, unless, (1) authorized in writing by the health care facility, and as appropriate, the patient, practitioner, or provider involved; (2) as required by law. The student can be subject to legal action including, but not limited to, lawsuits for invasion of privacy.

g. **Confidentiality**

Students are required to sign a confidentiality agreement signifying that HIPAA regulations are understood and will be adhered to prior to participation in all clinical placement rotations.

Noncompliance with MPTC and clinical agency policies may result in disciplinary action, which may include dismissal from the program.

SECTION SEVEN: PROFESSIONAL EXPECTATIONS

Healthcare students are expected to conduct themselves in a manner consistent with the standards governing their chosen profession. While professionalism looks different in each profession, MPTC identifies the Civility Standard, Medication Administration Safety Standards, Standards of Safe Care, and the Technology Usage Standards as standards outlining what professionalism looks like both as a current student, and in the development as a new health and/or human services profession. It is the expectation of MPTC that students act in accordance with these standards as Care described below:

7.1 Civility Standard

Civility is a critical principle of professionalism in healthcare. Civility is behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication and team collaboration. All students are expected to conduct themselves, both on and off campus, in a civil manner and to comply with requirements of standards of professionalism. Failure to comply with any of the following items or other policies in this Handbook may result in a conference with the program Lead Faculty (i.e., Department/Program Chair). If the problem warrants immediate action, the Lead Faculty may recommend to the Dean/designee that the student be dismissed from the health or human services program. For additional information, please refer to MPTC Policy AP 724 Student Code of Conduct.

7.2 Medication Administration Safety Standards

As applicable, see individual program section of handbook (Section Eight).

7.3 Standards of Safe Care

In addition to professional standards of behavior, all Health and Human Service (HHS) programs are expected to comply with standards of safe patient care. Safety is of utmost importance in all HHS programs and any breach of the below standards may result in disciplinary action.

At all times when a student shall:
- Delineate, establish, and maintain professional boundaries with each patient.
- Have a legal and valid prescription issued for controlled substances or other medications self-administered.
- Immediately and accurately report to the instructor and/or preceptor any errors or deviations in patient care.
- Promote a safe environment.
- Professionally report and document patient care.
- Treat each patient with courtesy, respect, and with full recognition of human dignity, self-worth, and individuality.
- Practice within the appropriate scope of practice.

- Use standard precautions established by federal, state, and local government or established by any clinical site to which the student is assigned.

A student shall not:
- Use controlled substances or other medications self-administered by a student. Student must have a legal and valid prescription issued to the student.
- Assault, cause harm to a patient, or deprive a patient of the means to summon assistance.
- Submit any false or misleading information to the program faculty, clinical agencies, preceptors, or to any licensing board or commission.
- Obtain or attempt to obtain money, or anything of value, through providing patient care.
- Misrepresent credentials or student status or impersonate a licensed or otherwise credentialed person.
- Engage in behavior that causes, may cause, or interpreted as physical, verbal, mental or emotional abuse to a patient.
- Engage in sexual conduct with a patient.
- Engage in any verbal or nonverbal behavior interpreted as seductive, or sexually demeaning to a patient.
- Engage in behavior interpreted as behavior to seek or obtain personal gain at the patient's expense.
- Engage in behavior interpreted as inappropriate involvement in the patient and provider relationship.

7.4   Technology Usage Standard

Moraine Park Technical College provides access to computer systems and networks it owns or operates to Moraine Park Technical College students in order to promote legitimate educational and administrative efforts in keeping with the College's role as an educational institution. Such access has broad impact and imposes certain responsibilities and obligations. Students have the responsibility to use these resources in an efficient, ethical and responsible manner, consistent with the law, college policy and the mission of the College.

Individual academic programs may offer further clarify on the usage of any/all of the following technology uses or mobile devices:

a. Mobile devices, including mobile device regulations and care of the mobile device
b. Digital content, including digital content copyright
c. Email and electronic communications
d. Social media
e. Code of ethics in social media

Further details regarding program specific information may be found in Section Eight of this handbook or in a given course syllabus.

7.5   Professional Integrity

As noted throughout Section Seven of this handbook, there is an expectation of appropriate behavior when enrolled in a health or human services program. These expectations include behaviors required of students in general and for those enrolled in a health or human services program of study. In addition to this handbook, MPTC publications, including but not limited to college policies, describe academic integrity, its violations, and consequences. A Student Conduct Code for the campus community, as well as other college policies, is available for review by both students and visitors to the college website.

7.6   Program Progression

Students may not be allowed to progress in their program of study for any of the following reasons:

a. Unsatisfactory academic performance
b. Violation of professional practice. Ethics, and/or safety standards in the college or cooperating agencies
c. Failure to abide by the policies of the school, the program or cooperating agenciesas otherwise stated in this handbook.

Should a student's status in an academic program require an Administrative Withdrawal to occur, college policy and procedure will apply.

For more detailed information regarding program progression for a particular health program, please refer to Section Eight of this handbook.

SECTION EIGHT AND NINE: PROGRAM INFORMATION

8.1   Program Description

Health Information Management (HIM) is where health care meets the cutting edge of technology! Health Information Technicians are specialists in great demand! HIM professionals can expect to be in high demand as the health sector expands. In fact, the Bureau of Labor Statistics cites health information technology as one of the fastest growing occupations in the U.S. Health information technicians contribute to the quality of care by collecting, analyzing, and reporting health care data. This requires knowledge of disease, treatments, classification systems, information technology and superior analytical, organizational and management skills.

This program can be completed on a full-time or part-time basis. All core program classes are offered online. Graduates are in great demand by hospitals, clinics, nursing homes, insurance companies, medical research organizations and government agencies.

The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) CAHIIM. Graduates are eligible to take the national certification exam offered by the American Health Information Management Association (AHIMA) to become Registered Health Information Technicians (RHIT) and Certified Coding Associate (CCA).

8.2   Student Learning Outcomes/Program Outcomes

• Apply data governance principles to ensure the quality of health data
• Model professional behaviors and ethics.
• Apply coding and reimbursement systems
• Apply informatics and analytics in data use
• Apply organizational management techniques

Council for Excellence in Education
Health Informatics and Health Information Management

Associate HIM Level Curricular Competencies

A significant change in approach is noted with this release of the curricula. The emphasis and measurement of success is with attainment of the Bloom's taxonomy level associated with the Student Learning Outcomes rather than the curricular considerations (which are examples of topics to be considered). When specific content is required it is part of the student learning outcome. With the pace of change in healthcare and HIM today, the curricular considerations may change with great frequency, but the student learning outcomes would remain consistent over longer periods of time.

Concepts to be interwoven throughout all levels of the curricula include:

- CRITICAL THINKING: For example, the ability to work independently, use judgment skills effectively, be innovative by thinking outside of the box
- PERSONAL BRANDING: For example, personal accountability, reliability, self-sufficiency

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations
Domain I. Data Content, Structure &Standards (Information Governance)		
DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements;characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.		
Subdomain I.A Classification Systems		
1. Apply diagnosis/procedure codes according to current guidelines	3	• Principles and applications of Classification Systems 　○ ICD/CPT, HCPCS • Taxonomies 　○ Healthcare data sets (OASIS, HEDIS, UHDDS,DEEDS) 　○ Clinical Care Classification (CCC) • Nomenclatures 　○ DSM, RxNorm, CPT

		• Terminologies o SNOMED-CT, LOINC
2. Evaluate the accuracy of diagnostic and procedural coding	5	• Principles and applications of classification, taxonomies, nomenclatures, terminologies, clinical vocabularies, auditing
3. Apply diagnostic/procedural groupings	3	• Principles and applications of diagnostic and proceduralgrouping • DRG, MSDRG, APC, RUGS
4. Evaluate the accuracy of diagnostic/procedural groupings	5	• Principles and applications of diagnostic and proceduralgrouping
Subdomain I.B. Health Record Content and Documentation		
1. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinicalfindings, and discharge status	4	• Content of health record • Documentation requirements of the health record • Health information media o Paper, computer, web-based document imaging
2. Verify the documentation in the health record is timely, complete,and accurate	4	• Documentation requirements of the health record for allrecord types • Acute, outpatient, LTC, rehab, behavioral health
3. Identify a complete health record according to, organizationalpolicies, external regulations, and standards	3	• Medical staff By-laws • The Joint Commission, State statutes o Legal health record and complete health record
4. Differentiate the roles and responsibilities of various providers anddisciplines, to support documentation requirements, throughout the continuum of healthcare	5	• Health Information Systems as it relates to the roles andresponsibilities of healthcare providers • Administrative(patient registration, ADT, billing) and Clinical(lab, radiology, pharmacy)
Subdomain I.C. Data Governance		

1. Apply policies and procedures to ensure the accuracy and integrityof health data	3	• Data stewardship
		• Data and data sources for patient care
		   o Management, billing reports, registries, and/ordatabases
		• Data Integrity concepts and standards
		• Data Sharing
		• Data interchange standards
		   o X2, HL-7
		• Application of policies
		• By-laws
		   o Provider contracts with facilities, Medical staff By-laws, Hospital By-laws

Subdomain I.D. Data Management		
1. Collect and maintain health data	2	• Health data collection tools o Screen design, screens • Data elements, data sets, databases, indices • Data mapping • Data warehousing
2. Apply graphical tools for data presentations	3	• Graphical tools • Presentations
Subdomain I.E. Secondary Data Sources		
1. Identify and use secondary data sources	3	• Data sources primary/secondary o UHDDS, HEDIS, OASIS • Specialized data collection systems • Registries
2. Validate the reliability and accuracy of secondary data sources	3	Principles and applications of secondary data sources
Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security		
Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.		
Subdomain II.A. Health Law		
1. Apply healthcare legal terminology	3	• Healthcare legal terminology

2. Identify the use of legal documents	3	• Health information/record laws and regulations
		   o Consent for treatment, retention, privacy, patientrights, advocacy, health power of attorney,
		    advance directives, DNR

3. Apply legal concepts and principles to the practice of HIM	3	• Maintain a legally defensible health record Subpoenas, depositions, court orders, warrants
Subdomain II.B. Data Privacy, Confidentiality &Security		

1. Apply confidentiality, privacy and security measures and policiesand procedures for internal and external use and exchange to protect electronic health information	3	• Internal and external standards, regulations andinitiatives
		   o State and federal privacy and security laws
		• Patient verification
		   o Medical identity theft
		• Data security concepts
		• Security processes and monitoring

2. Apply retention and destruction policies for health information	3	• Data storage and retrieval • E-Discovery • Information archival, data warehouses

3. Apply system security policies according to departmental andorganizational data/information standards	3	• Security processes and policies Data/information standards
Subdomain II.C. Release of Information		
1. Apply policies and procedures surrounding issues of access anddisclosure of protected health information	3	• Release patient specific data to authorized users • Access and disclosure policies and procedures
Domain III. Informatics, Analytics and Data Use		
Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture;interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis; IRB; research; patient-centered health information technologies; health information exchange; data quality		
Subdomain III.A. Health Information Technologies		
1. Utilize software in the completion of HIM processes	3	• Record tracking, release of information, coding, grouping, registries, billing, quality improvement, imaging, natural language processing, EHRs, PHRs,document imaging • EHR Certification (CCHIT) • Software application design and use o System testing and integration tools
2. Explain policies and procedures of networks, including intranetand Internet to facilitate clinical and administrative applications	2	• Communication and network technologies o EHR, PHR, HIEs, portals, public health,standards, telehealth
Subdomain III.B. Information Management Strategic Planning		
1. Explain the process used in the selection and implementation ofhealth information management systems	2	• Strategic planning process • Integration of systems • Information management strategic plan • Corporate/Enterprise strategic plan
2. Utilize health information to support enterprise wide decisionsupport for strategic planning	3	• Business planning, market share planning • Disaster and recovery planning
Subdomain III.C. Analytics and Decision Support		
1. Explain analytics and decision support	2	• Analytics and decision support o Data visualization, dashboard, data capturetools and technologies
2. Apply report generation technologies to facilitate decision-making	3	• Organizational design and strategic use of patient and performance data to support specific lines of business ishealthcare o OPPS, IPPS, medical research

Subdomain III.D. Health Care Statistics		
1. Utilize basic descriptive, institutional, and healthcare statistics	3	• Mean, frequency, percentile, standard deviation • Healthcare statistical formulas o LOS, death, autopsy, infections, birth rates
2. Analyze data to identify trends	4	• Quality, safety, and effectiveness of healthcare • Structure and use of health information and healthcareoutcomes o Individual comparative aggregate analytics
Subdomain III.E. Research Methods		

1. Explain common research methodologies and why they are usedin healthcare	2	• Research methodologies
		   o CDC, WHO, AHRQ
		   o Quantitative, Qualitative, and mixed methods,
		   IRB

Subdomain III.F. Consumer Informatics		
1. Explain usability and accessibility of health information by patients,including current trends and future challenges	2	• Mobile technologies, patient portals, patient education,outreach, patient safety, PHRs, patient navigation
Subdomain III.G. Health Information Exchange		

1. Explain current trends and future challenges in health informationexchange	2	• Exchange/Sharing of health information
		   o Employer to health provider, health provider tohealth provider, health provider to employer, facility to facility
		   o HIE

Subdomain III.H. Information Integrity and Data Quality		
1. Apply policies and procedures to ensure the accuracy and integrityof health data both internal and external to the health system	3	• Quality assessment and improvement o Process, collection tools, data analysis,reporting techniques • Disease management process • Case management/care coordination
Domain IV. Revenue Management		
Definition: Healthcare reimbursement; revenue cycle; charge master; DOES NOT INCLUDE COMPLIANCE regulations and activities related torevenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.		
Subdomain IV.A. Revenue Cycle and Reimbursement		
1. Apply policies and procedures for the use of data required inhealthcare reimbursement	3	• Payment methodologies and systems

		• Capitation, PPS, RBRVS, case mix, indices,MSDRGs, healthcare insurance policies, Accountable Care Organizations • Utilization review/management o Case management
2. Evaluate the revenue cycle management processes	5	• Billing processes and procedures o Claims, EOB, ABN, electronic data interchange,coding, chargemaster, bill reconciliation process; hospital inpatient and outpatient, physician office and other delivery settings • Utilization review/management • Case management

Domain V. Compliance

Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud andAbuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.

Subdomain V.A. Regulatory

1. Analyze policies and procedures to ensure organizationalcompliance with regulations and standards	4	• Internal and External standards regulations and initiatives o HIPAA, ARRA, The Joint Commission, QualityIntegrity Organizations, meaningful use • Risk management and patient safety
2. Collaborate with staff in preparing the organization foraccreditation, licensure, and/or certification	4	• Accreditation, licensure, certification
3. Adhere to the legal and regulatory requirements related to thehealth information management	3	• Legislative and regulatory processes o Coding quality monitoring, compliance strategies,and reporting

Subdomain V.B. Coding

1. Analyze current regulations and established guidelines in clinicalclassification systems	4	• Severity of illness systems o Present on admission • UHDDS guidelines
2. Determine accuracy of computer assisted coding assignment andrecommend corrective action	5	• Coding specialty systems

Subdomain V.C. Fraud Surveillance

1. Identify potential abuse or fraudulent trends through data analysis	3	• False Claims Act • Whistle blower, STARK, Anti Kickback, unbundling,upcoding • Role of OIG, RAC o Fraud/Abuse
Subdomain V.D. Clinical Documentation Improvement		
1. Identify discrepancies between supporting documentation andcoded data	3	• Clinical outcomes measures and monitoring
2. Develop appropriate physician queries to resolve data and codingdiscrepancies	6	• AHIMA CDI toolbox • Professional communication skills • Clinical documentation improvements o Physician Role, HIM Role in CDI
Domain VI. Leadership		
Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; humanresource management; training and development theory and process; strategic planning; financial management; ethics and project management		
Subdomain VI.A Leadership Roles		
1. Summarize health information related leadership roles	2	• Leadership roles o Healthcare providers and disciplines

2. Apply the fundamentals of team leadership	3	• Team leadership concepts and techniques
		    o Future roles for HIM professionals
		    o C-Suite (within various healthcare settings,pharmaceutical companies, medical staff, hospital, clinic management, HR)
		• Business related partnerships

3. Organize and facilitate meetings	3	• Roles and functions of teams and committees o Work in teams/committees, consensus building • Communication and interpersonal skills • Critical thinking skills
Subdomain VI.B. Change Management		
1. Recognize the impact of change management on processes,people and systems	2	• Mergers • New systems and processes implementation o Risk Exposure
Subdomain VI.C. Work Design and Process Improvement		

1. Utilize tools and techniques to monitor, report, and improve processes	3	• Tools and techniques for process improvement/reengineering • Gantt chart, benchmarking and data presentation • Lean, Six Sigma
2 Identify cost-saving and efficient means of achieving workprocesses and goals	3	• Incident response • Medication reconciliation • Sentinel events
3. Utilize data for facility-wide outcomes reporting for qualitymanagement and performance improvement	3	• Shared governance
Subdomain VI.D. Human Resources Management		
1. Report staffing levels and productivity standards for health information functions	3	• Staffing levels and productivity standardsProductivity calculations
2. Interpret compliance with local, state, federal labor regulations	5	• Labor/Employment laws
3. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions	3	• HR structure and operations
Subdomain VI.E. Training and Development		
1. Explain the methodology of training and development	2	• Orientation and training • Content delivery and media
2. Explain return on investment for employee training/development	2	• Recruitment, retention, and right sizing
Subdomain VI.F. Strategic and Organizational Management		
1. Summarize a collection methodology for data to guide strategicand organizational management	2	• Strategic and organizational management • Workflow and process monitors • Resource allocation • Outcomes measures and monitoring • Corporate compliance and patient safety • Risk assessment • Customer satisfaction • Internal and external
2. Understand the importance of healthcare policy-making as itrelates to the healthcare delivery system	2	• Healthy People 2020 • IOM reports • CDC • State, local and federal policies • PCORI

3. Describe the differing types of organizations, services, and personnel and their interrelationships across the health caredelivery system	2	• Managed care organizations • ACO's • Payers/providers, all delivery settings • Payers' impact to each delivery setting • Biotech • Medical devices
4. Apply information and data strategies in support of informationgovernance initiatives	3	• Information and data strategy methods and techniques • Data and information stewardship • Critical thinking skills
5. Utilize enterprise-wide information assets in support oforganizational strategies and objectives	3	• Data and information models • Data/information visualization and presentation
		• Critical thinking skills
Subdomain VI.G. Financial Management		
1. Plan budgets	3	• Budgets o Staffing, department, capital
2. Explain accounting methodologies	2	• Accounting methodologies • Cost and cash accounting
3. Explain budget variances	2	• Budget variances
Subdomain VI.H. Ethics		
1. Comply with ethical standards of practice	5	• Professional and practice-related ethical issues • AHIMA Code of Ethics
2. Evaluate the consequences of a breach of healthcare ethics	5	• Breach of healthcare ethics
3. Assess how cultural issues affect health, healthcare quality, cost,and HIM	5	• Cultural competence • Healthcare professional's self-assessment of culturaldiversity • Self-awareness of own culture • Assumptions, Biases, stereotypes
4. Create programs and policies that support a culture of diversity	6	• Diversity awareness training programs: age, race,sexual orientation, education, work experience, geographic location, disability • Regulations such as ADA, EEOC
Subdomain VI.I. Project Management		
1. Summarize project management methodologies	2	• Project management methodologies o PMP
Subdomain VI.J. Vendor/Contract Management		
1. Explain Vendor/Contract Management	2	• System acquisition and evaluation

Subdomain VI.K. Enterprise Information Management		
1. Apply knowledge of database architecture and design	3	• Data dictionary, interoperability
Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)		
Pathophysiology and Pharmacology		
Anatomy and Physiology		
Medical Terminology		
Computer Concepts and Applications		

BLOOM'S TAXONOMY – REVISED FOR AHIMA CURRICULA MAPPING

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Demonstrate, Discover, Educate, Identify, Implement, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Leverage, Manage, Mitigate, Oversee, Recommend
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose

The layout for the levels and categories was adapted from Lorin W. Anderson and David R. Krathwohl's *A Taxonomy For Learning, Teaching, and Assessing,*

Abridged edition, Allyn and Bacon, Boston, MA 2001.

8.3 Technical Standards/Functional Abilities

Students enrolled in the Health Information Technology (HIT) and/or Medical Coding Specialist (MCS) programs should be able to meet the established technical standardsas outlined below with or without reasonable accommodation. These technical standards for the program are representative of those found in the Health Information professions.

You will be required to review these technical standards when you enter the program, and at the point of entry for the Professional Practice course.

Ability	Standard	Examples (not inclusive)
Physical Skills	**Student must be able to:** • Handle, organize, and manage stacks of files, paper, books, supplies and equipment at varying heights.	• File records in a file room with shelves of varying height • Transporting documents and records between units or departments • Prepare files for outside storage • Utilize hardcopy codebooks
	• Utilize computers and required software to access, abstract, manage, interpret, and analyze health information and data	• Review online clinical documentation • Coding and abstracting medical information • Query databases, data mining, and preparation of reports interpreting data
	• Apply knowledge and experience through demonstrating competency, quality and productivity standards in job responsibilities as outlined inthe course competencies and program outcomes.	• Conduct Release of Information • Write policies, procedures and performance standards • Code and abstract medical information • Query databases, data mining, and preparation of reports interpreting data • Prepare records for scanning and indexing; conduct scanning and indexing • Apply organizational policies and procedures

Ability	Standard	Examples (not inclusive)
Communication Skills	**Student must have effective:** • Verbal communication • Nonverbal communication • Written communication • Electronic communication **Student must be able to:** • Interact appropriately and effectively with patients, patient's representatives, students, faculty, staff, members of the public, andother healthcare professionals • Listen and respond to othersin a nonjudgmental, respectful manner • Exhibit non-verbal behaviorsthat promote positive interactions with patients, families and other healthcare professionals	• Read and interpret clinical documentation for medical coding, preparation of records for release and other Health Information profession related functions • Discuss and ask question regarding documentation and health data with physicians and other clinicians and staff within the healthcare organization • Prepare written and verbal reports regarding health and financial data • Interpret and convey information (clinical, financial, etc.) as needed in the performance of health information management functions.
Critical Thinking & Problem Solving	**Student must be able to:** • Demonstrate critical thinking, problem solving and the decision- making ability needed to analyze and synthesize data and information for performinghealth information management functions	• Evaluate authorizations for disclosure for appropriateness and respond accordingly • Interpret documentation for the purposes of coding • Investigate root causes for unbilled accounts • Troubleshoot scanners, printers, computers and other equipment

Professionalism	Student must be able to: • Demonstrate professional ethics, cross-cultural competency, and a commitment to an environment of mutual respect, trust, integrity, and reliability in interactions with patients, patient's representatives, students, faculty, staff, members of thepublic, and other healthcare professionals • Adapt to changing environments inherent to the health information profession and healthcareenvironments • Function effectively under stress; utilize healthy stressmanagement techniques • Demonstrate appropriateimpulse control and professional level of maturity • Accepting responsibility forone's own actions	• Avoid participating in gossip, complaining and any other unprofessional communication • Work with patients and staff with varied backgrounds including but not limited to race, ethnicity, gender identity, and socioeconomic status • Communicate unethical or otherwise inappropriate behavior to the appropriate authorities • Present one's self with dignity and integrity through accurately communicating work completed when preparing timesheets etc. • Exhibit consistent and on-time attendance as scheduled • Work cooperatively with intra and inter professional teams • Adapt to change in directives as priorities and goals shift
Ability	**Standard**	**Examples (not inclusive)**
Safety	Student must be able to: • Respond appropriately tothreatening or emergent situations • Apply knowledge, skills andexperience to provide a safe work environment • Adhere to safety guidelines and regulations in a variety ofhealthcare settings	• Follow evacuation procedures in the event of fire or other disaster • Respond to hostile patients, staff or other individuals • Report suspicious behaviors to safety personnel • Complete infection control and other safety training as required

8.4   Code of Ethics
American Health Information Management Association (AHIMA) Code of Ethics

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

Healthcare consumers are increasingly concerned about security and the potential loss of

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

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

For additional information please review the AHIMA link: https://ahima.org/who-we-are/governance/ethics/

8.5   Accreditation Statement

Registered Health Information Technician (RHIT)
Certified Coding Associate (CCA)
Many of you entered this program with the goal of graduation, securing employment and passing the RHIT exam. You are in good company. The students who preceded you had the same goal and largely achieved that goal. MPTC's HIT students work hard.

The academic program at times can appear very tough. However, this tough work has paid off. Graduates have continually performed well on the national certification exam. The program has maintained a pass rate above the national average for the RHIT examfor over 20 years--with a 100% pass rate for most of those years--due to the preparationand diligence of its graduates. Take the exam as soon as you are ready after graduationwhich should be within six months of graduation. RHIT and CCA exam information is available on AHIMA's website under Certification.

In addition to passing the exam, MPTC's HIT graduates have consistently achieved an average exam score that is higher than the national average. This data is being shared with you to demonstrate the efficacy of the program rigor; so, plan to work hard with the expectation that you will achieve your academic and professional goals.

8.6   Courses
a. **Grading: Academic Requirements**

Many associate degree programs require a minimum grade in order to count towards graduation requirements. The course syllabus details the academic rules specific to each course. For additional information regarding college-wide academic requirements, please visit Academic Standards.

9.1   Graduation
After all of your hard work and successful completion of all of your course work, you will graduate. Begin looking on myMPTC for important graduation preparation dates. You must

apply for graduation before spring break of your graduation semester. The graduation application is necessary even if you do not intend to attend the graduation ceremony.

Approximately six months after graduation, you will receive a survey from Moraine Park inquiring about your academic experience. It is important to the school and to the program that you complete this survey. Your responses are used to help the school andthe program improve the services offered to students. In addition to the questions regarding the program and the school, the school will ask your permission to send a survey to your employer. Our goal is to find out how well the school has prepared you tobe an entry level employee. This data is also used to improve the school and the program for our employer customers. Data from survey responses are used to compile the graduate survey. Click here to view the current graduate survey.

a. **Program Completion Requirements**
   Exit Assessment
   One of Moraine Park's goals is to make sure that learning has occurred. One means that we use to document this is the exit assessment. As you progress through the program courses you will have opportunities to demonstrate your competence in the program outcomes. During your practical experience courses you will be assessed onthe program outcomes collectively using the Health Information Technology and/or Medical Coding Specialist assessment located at the end of this document. HIT students will receive the exit assessment during the HIT Capstone course. The exit assessment for Medical Coding Specialist students will be completed during Applied Coding.

b. **Licensure/Certification Exams**

   Registered Health Information Technician (RHIT) Examination
   For additional information please review the RHIT link:
   https://www.ahima.org/media/gjrmxfxl/rhit_contentoutline_10-01-022_final.pdf

   Certified Coding Associate (CCA) Examination
   For additional information please review the CCA link:
   https://www.ahima.org/media/o23b2zvs/cca_contentoutline_2022_final.pdf

c. **Technical Skill Attainment (TSA)**
   For Health Information Technology and Medical Coding Specialist Programs TSA requirements please refer to the Canvas Course Guide.

9.2   Clinicals
Professional Practice (PP) *(for HIT students only)*
Professional practice (PP) gives you an opportunity to practice what you have learned inthe classroom in a real-world setting. You will work in both non-acute and acute care settings. PP rotations are conducted during first shift hours. You should begin thinking about any schedule modifications you need to make now. You will not be financially compensated for this rotation but you will gain a wealth of knowledge.

You will be required to update your admission criminal background check (CBC), if you were admitted to the program more than three (3) years ago. In addition, you will have to submit a current Background Information Disclosure (BID) form if you have new or update CBC information. You will also need to provide proof of immunizations. The CBCand proof of immunizations must be provided by the due date specified by the instructorprior to the beginning of the semester. Missing information will result in your inability to go to your PP site and subsequent course failure.

9.3   Uniforms/Required Equipment for Program of Study

As college students in a professional academic program you are expected to present yourself as a polished representative of your chosen profession. Appropriate dress is addressed in the Moraine Park student handbook located on myMPTC student. The purpose of the following dress code is to establish minimum standard of dress and appearance.

Requirements	Do's	Don'ts
General	Your appearance must present you in a positive, employable light. Clothing and shoes must be clean and in good repair, free of rips or tears, free of wording or other adornment	You do not want to dress in a manner that is distracting to the work environment.
Cleanliness/Hygiene:	You are expected to maintain good personal hygiene. Hair, including facial hair for men, must be clean and professionally groomed.	Avoid excessive use of perfumes and/or colognes, cigarette odors on person or clothing Hair design and/or coloring that could be distracting
Undergarments:	Appropriate undergarments must be worn at all times	Undergarments must not be visible at any time
Piercings/Tattoos:	Modest earrings	Piercings, other than ears, may have to be covered/removed based on the requirements of the professional practice site. Tattoos may also have to be covered at the discretion of the professional practice site.
Identification:	You must wear your MPTC name tag at all times unless your site supervisor indicates otherwise.	Not applicable
Head Covering:	Not applicable	No head covering can be worn unless you have a religious affiliation or medical necessity.

Pants/Shorts/Leggings:	Full length dress slacks, khakis, chinos and the like may be worn. Pants must be secured at the waist without movementfrom the waist upon sitting, stooping or other physical activity.	Leggings, shorts, spandex,stretch pants, jeans, tight fitting, exercise clothing or other revealing clothing are strictly prohibited.
Requirements	**Do's**	**Don'ts**
Skirts/Dresses:	Knee length skirts securedat the waist without movement from the waist upon sitting, stooping or other physical activity. Dresses must have amodest neckline.	Tight fitting and/or jean skirts are prohibited.
Shirts/Blouses:	Shirts/blouses must be secure and not move from the waist upon reaching, sitting, stooping or other physical activity. Shirts/Blouses must have a modest neckline.	T shirts, tight-fitting or sheer/see thru clothing arestrictly prohibited.

You must adhere to additional dress code requirements of your professional practice site.

9.4 Program Opportunities

Professional Organization

AHIMA Membership

The American Health Information Management Association is the professional organization committed to the advancement of the health information profession throughadvocacy, the establishment of best practices and education. As a HIT and MCS student, you are required to become a member of the association. Student membershipis $49 per year (2019). You can learn more about the association and apply for membership at AHIMA. Learn more about AHIMA and HIM careers on the association'sFacebook page located at American Health Information Management Association AHIMA . You can also follow the association on Twitter at AHIMA Resources.