

**EASTERN KENTUCKY UNIVERSITY**  
**College of Health Sciences**  
**Health Services Administration**

**Student Handbook**



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# I. Introduction

This handbook for undergraduate students in Health Services Administration (HSA) contains information about administrative and academic policies, curriculum, and course work.

It is essential that you become familiar with the information contained in the handbook in order to facilitate your progress in the program. Hopefully, the information presented here will prevent or minimize misunderstandings and inaccurate expectations. Therefore, it will be assumed that every student has read, and is familiar with, the contents of this handbook.

**Note:** This handbook does not replace the ECU *Undergraduate Catalog*, which can be obtained at <http://www.undergradstudies.ecu.edu/catalog/>.

## II. Career Overview

### What is Health Services Administration?

Today, advances in medical science, legislative reforms, computerization, increasing health care costs, and the need to manage health care delivery systems effectively have created a growing demand for health care professionals. A career in health services administration offers a unique opportunity to combine an interest in medicine with the multi-faceted health care management challenges of tomorrow.

The term "health services administrator or manager" encompasses all individuals who plan, direct, coordinate, and supervise the delivery of healthcare services. Generally, they fall into one of two categories: 1) generalists (health care administrators) - who manage an entire facility and 2) health management specialists (departmental managers) - who are in charge of specific departments within a health care facility.

**Generalists** - Generalists are often responsible for millions of dollars of facilities and equipment, as well as numerous employees. To make effective decisions, they must understand finance and information systems and be able to interpret data. Having excellent leadership abilities, a variety of management and communication skills, and a strong sense of caring for others are essential requirements. Though top administrators may be involved in the daily operating functions of a facility, they typically focus their attention on organization-wide issues and decisions.

**Specialists** - Health management specialists (including those in clinical disciplines) have training in specific areas and more detailed responsibilities than generalists. For example, directors of occupational therapy (OT) are normally academically trained OT and most health information administrators have a degree in health information management. Health management specialists establish and implement policies, objectives, and procedures for their respective departments; evaluate personnel and work; develop reports and budgets; and coordinate activities with other managers.

### Academic Training

A master's degree in health services administration, health sciences, public health, public administration, or business administration is the standard credential for most generalist positions. However, a bachelor's degree is normally adequate for entry-level administrative positions in larger facilities, top administrative positions in smaller facilities, and departmental level management positions in both large and small facilities – including health information management.

## Job Outlook

According to the Occupational Outlook Handbook, published by the U.S. Department of Labor, employment as a medical and health services manager is expected to grow **faster than average** (expected to grow 14-20%) for all occupations through 2016. Although hospitals will continue to employ a large portion of health services managers, the job market is rapidly expanding outside of hospitals. New openings are available in home health agencies, nursing homes, outpatient care, mental health facilities, health insurance companies, commercial and industrial firms, governmental agencies, and legal offices.

## Earnings

Salaries vary based on location, type of health care organization, and job responsibilities. Entry management positions commonly pay \$32,000-\$50,000 with advanced positions paying up to \$85,000 or more.

## Sources

1. 2005 hospital compensation survey (n.d.). American College of Healthcare Executives. Retrieved from <http://www.healthmanagementcareers.org/careers.cfm>
2. New member profile results show HIM careers expanding. American Health Information Management Association. Retrieved from [http://www.ahima.org/members\\_only/member\\_profile\\_data.asp](http://www.ahima.org/members_only/member_profile_data.asp)
3. Occupational outlook handbook, 2006-2007 edition (n.d.). U.S. Department of Labor – Bureau of Labor Statistics. Retrieved from <http://www.bls.gov/oco/>

### **III. HSA Opportunities at EKU**

EKU's Health Services Administration (HSA) program lays the educational foundation for both categories of health services managers – generalists and specialists – by offering a variety of academic opportunities.

#### **B.S. in Health Services Administration**

- **Option in Ancillary Health Management**

Ancillary Health Management (AHM) is a degree progression opportunity. This option is for credentialed or licensed practitioners with a previous degree in a health-related field who want to advance into supervisory and managerial positions within a health care organization.

- **Option in Health Care Administration and Informatics**

Health Care Administration and Informatics (HCAI) provides individuals with a unique blend of both business and healthcare-related course work. This option is ideal for individuals who would like to have the flexibility of developing a career as either 1) a health care administrator or 2) a specialist in health informatics and information management.

The curriculum establishes a broad health care management foundation while developing a depth of knowledge in health informatics. Health informatics and information management professionals are experts in collecting, interpreting, and analyzing patient data for clinical, financial, and administrative decision-making. With the advancement of health communication and information technology, the need for these professionals will grow in the future.

Students graduating from the HCAI option are eligible to sit for the national certification examination leading to a credential as a Registered Health Information Administrator (RHIA).

The HCAI option is accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM).

## IV. Academic and Professional Ethics

### Academic Ethics

Academic integrity is a fundamental value upon which colleges and universities are built. For learning and scholarship to thrive, it is essential that students demonstrate professionalism by being honest, trustworthy and respectful of other people's work. These academic values are addressed in the following university-based documents.

- **Eastern Kentucky University**
  - Academic Integrity Policy
  - Code of Ethics for Computing & Communications
- **College of Health Sciences**
  - Code of Ethics
  - Academic Honesty Policy

### Professional Ethics

Codes of Ethics are commonly created by professional organizations to guide its members' behavior and practice when carrying out professional work. In addition, Codes may serve as a basis for judging the merit of a formal complaint pertaining to violation of professional ethical standards.

These Codes are concerned with a variety of issues, often including:

- Academic honesty
- Adherence to confidentiality agreements
- Data privacy
- Handling of human subjects
- Resolution of conflict of interest
- Professional accountability and competency

This handbook includes the Codes of Ethics from the following professional organizations.

- American Health Information Management Association (AHIMA)
  - Professional Code of Ethics
  - Standards of Ethical Coding
- American College of Health Care Executives (ACHE)
- American Health Care Association (AHCA)

# Eastern Kentucky University

## Academic Integrity Policy (EKU Honor Code and Pledge)

### Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty.

### Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

- **Cheating**

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- Giving or receiving assistance not authorized by the instructor or University representative;
- Participating in unauthorized collaboration on an academic exercise;
- Using unapproved or misusing electronic devices or aids during an academic exercise.

- **Plagiarism**

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

- Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

- **Fabrication**

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

### **Pledge**

I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor Code and Academic Integrity Policy.

### **Procedures for Dealing with Academic Integrity Cases**

#### **Step 1 - When a violation of the Academic Integrity Policy is suspected:**

If an incident of alleged violation of the AI Policy is suspected, any member of the ECU community can initiate the process of review by reporting the incident, in writing, directly to the responsible faculty/staff. The responsible faculty/staff may elect to conduct his/her own review of the allegations or may elect for the matter to be referred to the Academic Integrity Office.

#### **Option A: The Faculty/Staff Member Conducts a Review of the Allegations:**

If the responsible faculty/staff chooses to continue the review of the allegations autonomously, the faculty/staff should obtain and assess the applicable information in determining whether a violation of the AI policy has occurred. If the faculty/staff member determines that an AI policy violation has occurred, a notification of the violation must be made to the Office of Academic Integrity for recordkeeping. At this point, the faculty/staff also notifies the student in writing of the allegation, the sanction, **AND** the right to contest the allegation and sanction according to the AI Policy procedure. If the student accepts responsibility for the violation and the sanction in writing, the case is

closed. There is no appeal from this decision. **Upon determination of responsibility, the AI Coordinator will enter the report data in the database. If the student does not accept responsibility and chooses to contest the allegation and/or sanction, the process proceeds to Step 2.** Note: The faculty/staff involved in Step 1 should request information from the AI Coordinator regarding the student's previous violations of the AI Policy prior to rendering a sanction in this particular case.

**Option B: The Faculty/Staff Member Refers the Case to the Academic Integrity Office:**

If a faculty/staff chooses to directly refer the case to the AI Office, the AI Coordinator will meet with the student to discuss the alleged violation. If the student chooses not to contest the allegation and sanction, the sanction is imposed and the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

**Step 2 - When an Academic Integrity Charge or Sanction is Contested:**

After the faculty/staff and student have met and the student chooses to contest the charge and/or sanction, the faculty/staff will refer the case to the AI Office, within 5 academic days of the meeting. The AI Coordinator will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

**Step 3**

At the College Academic Integrity Committee hearing, both the student and the faculty/staff will present their information. The Committee members will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Committee, the proceeding may be extended to an additional meeting. At this level of hearing and continuing throughout the process, the student has the option of having a Peer Advisor present. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Committee, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee's decision will be binding. If the Committee determines that the student has violated the AI Policy, before the sanctioning stage of the hearing, the AI Coordinator will provide the Committee information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Committee will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Committee to those present at the conclusion of the hearing.

#### **Step 4**

A student can appeal the decision of the College Academic Integrity Committee to the University Academic Integrity Committee. This appeal can only be made based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The student will notify, in writing, the AI Office of their request to appeal to the University Academic Integrity Committee within 5 academic days of the College Academic Integrity Committee's decision, and a meeting of the University Academic Integrity Committee will be scheduled as soon as practicable.

#### **Step 5**

At the University Academic Integrity Committee appeal review meeting, the Committee members will consider all the written information supplied by the student. The Committee can modify or set aside the applied sanction, refer the case back to the College Academic Integrity Committee, or uphold the decision. The Chair of the Committee will notify the student of its decision, in writing, within 5 academic days of the hearing. The decision of the University Academic Integrity Committee is final, unless the Committee determines suspension or expulsion is the appropriate sanction to be imposed.

#### **Step 6 through Step 9**

The following steps will **ONLY** be necessary if it is determined that the student may face the sanctions of suspension or expulsion for the alleged AI Policy violation. According to KRS 164.370, Eastern Kentucky University's Student Disciplinary Council is the only body authorized to suspend or expel a student.

KRS 164.370 provides that: "Each board of regents may invest the faculty or a committee of the faculty and students with the power to suspend or expel any student for disobedience to its rules, or for any other contumacy, insubordination, or immoral conduct. In every case of suspension or expulsion of a student the person suspended or expelled may appeal to the board of regents. The board of regents shall prescribe the manner and the mode of procedure on appeal. The decision of the board of regents shall be final."

#### **Step 6**

If the College Academic Integrity Committee or University Academic Integrity Committee or AI Coordinator determines that the sanction of expulsion or suspension is appropriate for the AI Policy violation and the student wishes to appeal the sanction, the student must notify, in writing, the AI Office, within 5 academic days of the decision of the College or University Academic Integrity Committee's decision, of his/her desire to appeal. As soon as practicable, the AI Office will schedule a hearing before the Student Disciplinary Council.

## **Step 7**

At the Student Disciplinary Council hearing, both the student and the faculty/staff will present their information. The Council will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Student Disciplinary Council, the proceeding may be extended to an additional meeting. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Council, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee's decision will be binding. If the Council determines that the student has violated the AI Policy, before the sanctioning stage of the meeting, the AI Coordinator will provide the Council information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Council will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Council to those present at the conclusion of the hearing.

## **Step 8**

If the student chooses to contest the allegation and/or sanction, the student can appeal to the Provost. The student will notify, in writing, the AI Office of his/her request and grounds for such request, within 5 class days of the Student Disciplinary Council's decision. An appeal to the Provost can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The Provost will render a decision, in writing, within 10 academic days of receipt of the appeal.

## **Step 9**

If the Provost upholds the decision of the Student Disciplinary Council, and if the student chooses to contest the allegation and/or sanction, the student can appeal to the Board of Regents. The student will notify, in writing, the AI Office of his/her request and the grounds for such request, within 5 academic days of the Provost's decision. An appeal to the Board of Regents can only be based upon irregularities in procedure, new evidence not available at the first hearing, or punishment not consistent with the violation. The decision of the Board of Regents is final.

## **Sanctions**

### **Minimum Sanction:**

The standard minimum sanction for an AI Policy violation shall be the assignment of an "F" for the test, assignment, activity in which an incident of academic dishonesty occurred. The student will not be allowed to retake or rewrite the test, assignment, or activity. A student so assigned an "F" will not be permitted to drop or withdraw from the course.

### **Minimum Sanction for student with one previous Academic Integrity Policy violation:**

The standard minimum sanction for an AI Policy violation for a student with one previous AI

Policy violation will be an “FX” recorded for the course on the student’s transcript. The “FX” grade denotes failure in the course due to academic dishonesty. A student so assigned an “FX” for a course will not be permitted to drop or withdraw from the course.

### **Sanctions:**

In addition to the minimum sanctions for an AI Policy violation, other appropriate educational sanctions may be assigned. These sanctions may be given even if this is the first violation of the AI Policy. Such sanctions could include, but are not limited to, the following:

- Removal from the course
- Educational sanctions
- Community service
- Restriction of computer access
- Precluded from graduating with Honors
- Assigned an "F" for the course
- "FX" notation on transcript
- **Suspension\***
- **Expulsion\***

\* Note: **According to KRS 164.370, Eastern Kentucky University’s Student Disciplinary Council is the only body authorized to suspend or expel a student, Steps 6 through Step 9.**

### **"FX" Notation:**

The “FX” grade will be changed to an “F” on the student’s transcript upon completion of the educational sanctions so specified by the faculty/staff (Step 1) or other hearing bodies. A course with a grade of “FX” may not be repeated until the “FX” grade is changed to a “F”. The student can then choose to repeat the course with the grade earned in the later taking replacing that of the “F” grade.

## **Helpful Definitions**

**Scheduling of hearings:** Hearings will be scheduled as soon as practicable after the AI Coordinator receives written notification of the charge of an Academic Integrity violation.

**Triviality:** A case may be dismissed if it is found to be trivial. A trivial case is one with no possible consequences to a matter of legitimate concern of the academic community or one with no tendency to undermine trust within the community.

**Coordinator:** The AI Coordinator is a faculty member who coordinates the ECU Academic Integrity Policy and procedure. The AI Coordinator does not take part in any actual hearings, but is available to answer procedural questions. The Coordinator is responsible for maintaining all records of all incidents involving the ECU Academic Integrity Policy.

**College Academic Integrity Committee:** The College Academic Integrity Committee is comprised of 5 members (1 faculty from the department where the incident arose, 2 faculty from the college at large, and 2 students from the college at large but not from the department where the incident arose.) If this case involves a graduate student, at least one of the students on the Committee will be a graduate student. One member, elected by the Committee, will serve as Chair. The Committee is responsible for determining the facts, and, if the student is found to have violated the AI Policy, the Committee must determine the appropriate sanction. To determine that a violation has/has not occurred, 4 of the 5 Committee members must agree. To determine the sanction, 3 of the 5 Committee members must agree.

**Student Disciplinary Council:** The Student Disciplinary Council is comprised of 7 members, one faculty from each of the Colleges, and two students (one undergraduate and one graduate student) named by the President of the University. One member, elected by the Council, serves as Chair.

**University Academic Integrity Committee:** The University Academic Integrity Committee is comprised of 6 members. At the beginning of the academic year, there will be 2 names (1 faculty, 1 student) from each college and one name (faculty/staff) from the Library submitted to the President's office for appointment to the Committee. For each AI hearing, the College from which the incident arose will have both the faculty and student serve as members of this specific Committee. The remaining members of the Committee will be randomly drawn from two separate categories in order for the make-up of the Committee to be 3 faculty and 3 students. One member, elected by the Committee, will serve as Chair. An appeal to this Committee can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The Committee can modify or set aside the applied sanction, refer the case back to the College Academic Integrity Committee, or uphold the decision. The decision of the University Academic Integrity Committee is final, unless the Committee determines suspension or expulsion is the appropriate sanction to be imposed.

**Peer Advisor:** An accused student has the right to have another willing student act as his or her advisor/advocate and to assist the student throughout the process, beginning at Step 4 and continuing through Step 9. The student can be any presently enrolled ECU student.

**Silent Advisor:** An accused student has the right to have an attorney present at any proceeding at Step 4 and continuing through Step 9. The attorney is not permitted to speak in any hearing through this process.

# Eastern Kentucky University

## Code of Ethics for Computing and Communications

The following describes the privileges and responsibilities of computer users at Eastern Kentucky University. All members of the University community are expected to adhere to every aspect of the code. In addition to representing University regulations, many items are mandated by federal and state laws. Violations may result in severe penalties, up to and including expulsion or termination from the University.

### I. Using Computer Resources

- A. University computer resources are provided to faculty, staff, and students for the purposes of study, research, service, and other work related activities. Because resources are limited, all computer users must respect the priority of these purposes at all times.
  - 1. To support these purposes, the University provides users with computers, peripherals, software, networks, and electronic communication services, including electronic mail, Internet access and Web storage. No other uses of these devices or services may interfere with the user's responsibilities to the University, nor conflict with other parts of this code. For example, computer users engaged in activities that are not directly related to work, study, research or university related service must yield access to their computers to others who need them.
  - 2. Computer users must not share accounts with ineligible parties (such as friends or relatives), acquire accounts for which they are ineligible, or maintain accounts no longer serving their assigned purpose.
  - 3. Any use of data and voice network systems that are owned or maintained by Eastern Kentucky University must conform to U.S. and international copyright and licensing laws and their acceptable use provisions. Such use must also comply with laws defined by the Digital Millennium Copyright Act of 1998. The transmission or storage of all reproduced, distributed, altered, enhanced and/or manipulated copyrighted material must have prior written permission of the copyright holder.
- B. The policies in this code apply to all hardware and software that make use of University resources, regardless of who owns the equipment or programs.
- C. Use of University computing and communications resources to support a profit entity (including any personal business) is strictly forbidden.

## **II. Protecting Computer Resources and Institutional Data**

- A. Because computer resources are limited and valuable, all computer users must strive to keep the computing system operating and its resources protected from damage and illegal access.
  - 1. Users must be aware of computer viruses and other threats to their data, and exercise care not to distribute damaging software through email or other means.
  - 2. Users must respect all software licensing provisions, paying particular attention when installing software on multiple computers. No computer user should make copies of software for which permission to copy is not explicitly given. If the software does not say that users are authorized to copy it, then the software should not be copied.
  - 3. Users must not use their access to computer systems to destroy or alter University accounts, files, software or hardware. Users must not attempt to obtain resources for which they are ineligible, or to deprive others of computer resources.
  - 4. Publishers may establish copyrights on digital material only in accordance with Eastern Kentucky University policies and U.S. laws.
- B. Users eligible to view or change sensitive institutional data must maintain the appropriate confidentiality and security of that information, in accordance with University policies as well as state and federal laws. Users must not use their network security permissions to obtain sensitive information beyond what is directly related to their job assignments. Intentionally disclosing protected information to any unauthorized person is a violation of federal law and can subject the violators to criminal and civil penalties.

## **III. Privacy of Computer Accounts**

- A. Account passwords are the primary means of ensuring privacy, and users must not share their passwords.
- B. When necessary for enforcing this code, university policies or regulations, or public law, and when cause exists, authorized University personnel may access a user's computing accounts and transaction log files to investigate violations. This may be done without securing the user's permission.
- C. University personnel who are authorized to access others' accounts to investigate violations must not use this power for any other purpose.
- D. Electronic data and records will be released to appropriate authorities with authorization through a subpoena or other legal document.

#### IV. **Communicating Via Computers**

- A. The use of computers and their associated communication equipment to abuse, harass or offend others is forbidden. Displaying, publishing or distributing abusive, offensive and harassing materials through computer resources is no different than similar conduct carried out in person, by telephone or by mail, and violations through electronic media will subject the individual to the same University sanctions.
1. These are examples of improper uses of University computer resources:
    - a. Publishing (or "posting") obscene material in any electronic medium.
    - b. Displaying or storing files on university computers which are obscene or contain harassing or abusive messages, except where such uses are directly related to the individual's job or academic assignments.
    - c. Making obscene, abusive or harassing remarks (including racial, sexual or any other form of harassment) in any electronic forum, or sending or forwarding such messages to anyone.
    - d. Starting or extending email chain letters.
- B. The University does not censor the content of materials on campus computers, but reserves the right to restrict the transportation of abusive, offensive and harassing materials across campus networks or external systems (e.g., through electronic mail). The University also reserves the right to restrict or limit access to its networks' infrastructure, and to remove materials stored therein without explanation or comment.

# Eastern Kentucky University

## College of Health Sciences

### Code of Ethics

#### Preamble

Faculty and students of the College of Health Sciences, believing in the dignity and worth of the individual, respect his right to receive the highest quality of health care. To this end, the following commitments are made:

#### I. **Commitment of the Faculty**

Faculty are committed to assisting individuals in meeting their health care needs through the medium of teaching students in nursing and allied health fields. In fulfillment of this commitment, each student, as a member of the health care delivery system, is encouraged and aided in realizing his potential.

The faculty:

- shall strive for mastery of subject material to be presented.
- shall use a variety of teaching methods.
- shall serve as role models for students.
- shall avoid intentionally embarrassing any students.
- shall be non-discriminating in relationships with students.
- shall hold in confidence privileged information unless disclosure is professionally or legally required.
- shall share with students the basis for evaluation.
- shall strive to attain excellence in instruction.

#### II. **Commitment of Students**

Inherent in acceptance of a place in the College of Health Sciences is acceptance of the ethics of the profession for which the student is preparing, and a commitment to learning. Certain ethics are basic to all health professions.

Students abiding by these:

- shall be self-disciplined and morally responsible.
- shall show respect and concern for other individuals.
- shall present a personal appearance which will inspire confidence in clients.
- shall hold in confidence privileged information unless disclosure is professionally or legally required.
- shall undertake without supervision only those procedures involved in patient care in which competency has been determined by the instructor.
- shall perform only those functions which lie within the realm of the individual's profession.
- shall make every effort to uphold the code of ethics of the individual's chosen profession.

# Eastern Kentucky University

## College of Health Sciences

### Academic Honesty Policy

Eastern Kentucky University faculty and students are bonded by the principles of truth and honesty that are recognized as fundamental for a community of teachers and scholars. The university expects that faculty and students will honor these principles that contribute to a foundation upon which a quality education can be built. With this premise, the University affirms that it will not tolerate academic dishonesty (*from EKU University Student Handbook*).

The College of Health Sciences strives to preserve for all its students an environment that is conducive to academic honesty. Pursuant to this is the belief that all members of the academic community will be individually responsible for promoting academic honesty. In addition, because the public has a high degree of trust in health care providers, and because the College of Health Sciences educates future health care providers, students are expected to behave in an ethical manner in all activities and phases of the educational process. Both faculty and students are expected to uphold the code of ethics specific to their professional discipline.

Knowledge of violations of academic honesty is to be reported to faculty. In all cases where a question of academic honesty exists, the faculty are responsible for reviewing the circumstances surrounding the questionable behavior. Subsequent action, if any, shall be in accordance with established policies and procedures.

#### I. Student Rights and Responsibilities

Students can expect:

- A. To do their own work and report known violations.
- B. Faculty to adhere to the honesty policies set forth by the college and university.
- C. Faculty to support and respect students by making the academic environment conducive to learning.
- D. Faculty to respond to incidents of academic dishonesty in an appropriate and professional manner, following the procedures set forth by the college and university.
- E. Confirmed incidents of academic dishonesty to become part of the department's student record and to be provided to other departments only upon request.

## II. **Selected Examples of Academic Dishonesty**

Students are expected to maintain and promote academic honesty. Failure to do so is a violation of and is referred to as academic dishonesty. Examples of academic dishonesty include, but are not limited to:

### A. **Unauthorized Assistance**

Unauthorized assistance is providing information for another student to falsely present as their own work. Examples include copying past papers and assignments, taking an examination for someone else or permitting another to take an exam for you, and accepting or offering payment for information.

### B. **Unauthorized Access**

Unauthorized access is obtaining material or information intended to provide the student with an unfair advantage. Examples include stealing or buying exams, copying answers from someone else during an exam or in-class assignment, selling or distributing all or parts of unauthorized material, and other incidents of cheating as defined in the university student handbook.

### C. **Unauthorized Material**

Unauthorized material is using information or material beyond the time allotted or without permission of the responsible, i.e., the instructor. Examples include unauthorized notes during an exam, forgery or alteration of material, preventing others from having fair access to public material, and plagiarism as defined in the university student handbook.

### D. **Unauthorized Collaboration**

Unauthorized collaboration is giving or receiving information to/from others on take home exam and other out-of-class assignments that are not group projects where the instructions are specifically for individual work.

### E. **Falsifying Data**

Falsifying data is intentionally obtaining facts, figures, findings, conclusions, or results in a manner not in accordance with generally accepted procedures. Examples included inaccurate documentation, fabricating information, and false claims related to assignments.

F. **Intentional Misrepresentation of Self**

Examples include falsifying accomplishments on applications for student awards and honors, and false claims regarding community service.

III. **Faculty Rights and Responsibilities**

Faculty have the right to expect:

- A. Students to adhere to a given professional code of ethics and program policies of academic honesty.
- B. Institutional support for faculty decisions regarding violations of academic honesty policies.

Faculty are responsible for creating and promoting an environment in which issues of academic honesty conduct can be examined. These honesty responsibilities are not limited to but should include.

- A. Assuring that students have access to the academic honesty policy and that they sign exams and projects indicating compliance with the policy.
- B. Providing students the opportunities to discuss the code of ethics of the discipline of the student's major.
- C. Explaining examples of infractions of conduct to students.
- D. Providing a variety of assignments during the program of studies that encouraged individual achievement.
- E. Retaining student work as established in department policy.
- F. Reviewing the development of assignments/projects with students when appropriate.
- G. Maintaining security of drafts, final copies, and analyses of exams.
- H. Actively proctoring exams.
- I. Regularly revising exams and exam questions.
- J. Responding to reports of academic dishonesty in accordance with written procedures.
- K. Protecting student's confidentiality.

#### IV. **Procedures for Appeal**

- A. Each department shall have a standing academic honesty committee responsible for resolving questions of violations of the academic honesty policy. The committee will be comprised of three faculty and two students appointed by the department chair to serve for two years on a rotating basis. Department chairpersons shall not be a member of the committee. Faculty of students involved in the case shall not be a member of the committee. Faculty can serve on committees outside their own department.

The academic honesty committee will elect a chair. Place and time of meetings, parties allowed to be present at meetings, and use of video or audio tape during meeting should be decided by each department. A record of meetings should be kept, including the rationale behind any decisions.

- B. The academic honesty committee will review the case in a timely manner and provide the involved student(s) at least 5 working days to prepare evidence for their defense. The committee shall, in accordance with the university student handbook, make a recommendation on the case to the department chair. The department chair is responsible for carrying out the recommendations of the academic honesty committee. The chair shall also notify the student of the committee's recommendation. If student is notified by letter, certified mail with return receipt shall be used.
- C. All reported findings of the department academic honesty committee can be appealed through the usual and customary channels. The appeal shall be made in writing to the college Dean within 20 calendar days following notification of the reported findings.
- D. No penalties will be implemented until the appeals process within the department is completed.
- E. Identifying data shall be treated with confidentiality. Only those individuals with a need to know will be informed or have access to academic honesty case information.

The faculty of the College of Health Sciences reserve the right to revise the Academic Honesty Policy as necessary.

**Fall, 1993**

# American Health Information Management Association

## Professional Code of Ethics

**Ethical Principles:** The following ethical principles are based on the core values of the American Health Information Management Association and apply to all health information management professionals.

### Health information management professionals:

- I. Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
- II. Put service and the health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the health information management profession.
- III. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard the contents of the records and other information of a confidential nature, taking into account the applicable statutes and regulations.
- IV. Refuse to participate in or conceal unethical practices or procedures.
- V. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
- VI. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
- VII. Represent the profession accurately to the public.
- VIII. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.
- IX. State truthfully and accurately their credentials, professional education, and experiences.
- X. Facilitate interdisciplinary collaboration in situations supporting health information practice.
- XI. Respect the inherent dignity and worth of every person.

**Revised & adopted by AHIMA House of Delegates – July 1, 2004**

# American Health Information Management Association

## Standards of Ethical Coding

In this era of payment based on diagnostic and procedural coding, the professional ethics of health information coding professionals continue to be challenged. A conscientious goal for coding and maintaining a quality database is accurate clinical and statistical data. The following standards of ethical coding, developed by AHIMA's Coding Policy and Strategy Committee and approved by AHIMA's Board of Directors, are offered to guide coding professionals in this process.

1. Coding professionals are expected to support the importance of accurate, complete, and consistent coding practices for the production of quality healthcare data.
2. Coding professionals in all healthcare settings should adhere to the ICD-9-CM (International Classification of Diseases, 9th revision, Clinical Modification) coding conventions, official coding guidelines approved by the Cooperating Parties,\* the CPT (Current Procedural Terminology) rules established by the American Medical Association, and any other official coding rules and guidelines established for use with mandated standard code sets. Selection and sequencing of diagnoses and procedures must meet the definitions of required data sets for applicable healthcare settings.
3. Coding professionals should use their skills, their knowledge of currently mandated coding and classification systems, and official resources to select the appropriate diagnostic and procedural codes.
4. Coding professionals should only assign and report codes that are clearly and consistently supported by physician documentation in the health record.
5. Coding professionals should consult physicians for clarification and additional documentation prior to code assignment when there is conflicting or ambiguous data in the health record.
6. Coding professionals should not change codes or the narratives of codes on the billing abstract so that meanings are misrepresented. Diagnoses or procedures should not be inappropriately included or excluded because payment or insurance policy coverage requirements will be affected. When individual payer policies conflict with official coding rules and guidelines, these policies should be obtained in writing whenever possible. Reasonable efforts should be made to educate the payer on proper coding practices in order to influence a change in the payer's policy.
7. Coding professionals, as members of the healthcare team, should assist and educate physicians and other clinicians by advocating proper documentation practices, further specificity, and resequencing or inclusion of diagnoses or procedures when needed to more accurately reflect the acuity, severity, and the occurrence of events.

8. Coding professionals should participate in the development of institutional coding policies and should ensure that coding policies complement, not conflict with, official coding rules and guidelines.
9. Coding professionals should maintain and continually enhance their coding skills, as they have a professional responsibility to stay abreast of changes in codes, coding guidelines, and regulations.
10. Coding professionals should strive for optimal payment to which the facility is legally entitled, remembering that it is unethical and illegal to maximize payment by means that contradict regulatory guidelines.

**Revised 12/99**

\* The Cooperating Parties are the American Health Information Management Association, American Hospital Association, Health Care Financing Administration, and National Center for Health Statistics. All rights reserved. Reprint and quote only with proper reference to AHIMA's authorship.

# American College of Healthcare Executives

## Code of Ethics

### PREAMBLE

The purpose of the *Code of Ethics* of the American College of Healthcare Executives is to serve as a standard of conduct for affiliates. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include colleagues, patients or others served; members of the healthcare executive's organization and other organizations, the community, and society as a whole.

The *Code of Ethics* also incorporates standards of ethical behavior governing personal behavior, particularly when that conduct directly relates to the role and identity of the healthcare executive. The fundamental objectives of the healthcare management profession are to maintain or enhance the overall quality of life, dignity, and well-being of every individual needing healthcare service; and to create a more equitable, accessible, effective, and efficient healthcare system.

Healthcare executives have an obligation to act in ways that will merit the trust, confidence, and respect of healthcare professionals and the general public. Therefore, healthcare executives should lead lives that embody an exemplary system of values and ethics.

In fulfilling their commitments and obligations to patients or others served, healthcare executives function as moral advocates and models. Since every management decision affects the health and well-being of both individuals and communities, healthcare executives must carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard and foster the rights, interests, and prerogatives of patients or others served.

The role of moral advocate requires that healthcare executives take actions necessary to promote such rights, interests, and prerogatives.

Being a model means that decisions and actions will reflect personal integrity and ethical leadership that others will seek to emulate.

### **I. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO THE PROFESSION OF HEALTHCARE MANAGEMENT**

The healthcare executive shall:

- A. Uphold the *Code of Ethics* and mission of the American College of Healthcare Executives;
- B. Conduct all personal and professional activities with honesty, integrity, respect, fairness, and good faith in a manner that will reflect well upon the profession;

- C. Comply with all laws and regulations pertaining to healthcare management in the jurisdictions in which the healthcare executive is located or conducts professional activities;
- D. Maintain competence and proficiency in healthcare management by implementing a personal program of assessment and continuing professional education;
- E. Avoid the exploitation of professional relationships for personal gain;
- F. Avoid financial and other conflicts of interest;
- G. Use this *Code* to further the interests of the profession and not for selfish reasons;
- H. Respect professional confidences;
- I. Enhance the dignity and image of the healthcare management profession through positive public information programs; and
- J. Refrain from participating in any activity that demeans the credibility and dignity of the healthcare management profession.

**II. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO PATIENTS OR OTHERS SERVED**

The healthcare executive shall, within the scope of his or her authority:

- A. Work to ensure the existence of a process to evaluate the quality of care or service rendered;
- B. Avoid practicing or facilitating discrimination and institute safeguards to prevent discriminatory organizational practices;
- C. Work to ensure the existence of a process that will advise patients or others served of the rights, opportunities, responsibilities, and risks regarding available healthcare services;
- D. Work to ensure that there is a process in place to facilitate the resolution of conflicts that may arise when values of patients and their families differ from those of employees and physicians;
- E. Demonstrate zero tolerance for any abuse of power that compromises patients or others served;
- F. Work to provide a process that ensures the autonomy and self-determination of patients or others served; and

- G. Work to ensure the existence of procedures that will safeguard the confidentiality and privacy of patients or others served.

### **III. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO THE ORGANIZATION**

The healthcare executive shall, within the scope of his or her authority:

- A. Provide healthcare services consistent with available resources, and when there are limited resources, work to ensure the existence of a resource allocation process that considers ethical ramifications;
- B. Conduct both competitive and cooperative activities in ways that improve community healthcare services;
- C. Lead the organization in the use and improvement of standards of management and sound business practices;
- D. Respect the customs and practices of patients or others served, consistent with the organization's philosophy;
- E. Be truthful in all forms of professional and organizational communication, and avoid disseminating information that is false, misleading, or deceptive;
- F. Report negative financial and other information promptly and accurately, and initiate appropriate action;
- G. Prevent fraud and abuse and aggressive accounting practices that may result in disputable financial reports;
- H. Create an organizational environment in which both clinical and management mistakes are minimized and, when they do occur, are disclosed and addressed effectively;
- I. Implement an organizational code of ethics and monitor compliance; and
- J. Provide ethics resources to staff to address organizational and clinical issues.

### **IV. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO EMPLOYEES**

Healthcare executives have ethical and professional obligations to the employees they manage that encompass but are not limited to:

- A. Creating a work environment that promotes ethical conduct by employees;

- B. Ensuring that individuals may freely express ethical concerns and providing mechanisms for discussing and addressing such concerns;
- C. Ensuring a work environment that is free from harassment, sexual and other; coercion of any kind, especially to perform illegal or unethical acts; and discrimination on the basis of race, ethnicity, creed, gender, sexual orientation, age, or disability;
- D. Providing a work environment that promotes the proper use of employees' knowledge and skills;
- E. Ensuring a safe work environment; and
- F. Establishing appropriate grievance and appeals mechanisms.

**V. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITIES TO COMMUNITY AND SOCIETY**

The healthcare executive shall:

- A. Work to identify and meet the healthcare needs of the community;
- B. Work to support access to healthcare services for all people;
- C. Encourage and participate in public dialogue on healthcare policy issues, and advocate solutions that will improve health status and promote quality healthcare;
- D. Apply short- and long-term assessments to management decisions affecting both community and society; and
- E. Provide prospective patients and others with adequate and accurate information, enabling them to make enlightened decisions regarding services.

**VI. THE HEALTHCARE EXECUTIVE'S RESPONSIBILITY TO REPORT VIOLATIONS OF THE CODE**

An affiliate of ACHE who has reasonable grounds to believe that another affiliate has violated this *Code* has a duty to communicate such facts to the Ethics Committee.

**Amended by the Board of Governors - November 10, 2003**

# American Health Care Association

## Code of Ethics

### Preamble

The American Health Care Association's (AHCA) Code of Ethics is concerned not only with what is right and what is good, but also with the association's obligation to others. The purpose of this Code is to contribute to a culture of ethical behavior in the long term care field. It is intended for AHCA as an organization. However, it is intended to serve as a model for AHCA's affiliates and their facility members.

This Code articulates a set of values and behaviors that AHCA believes is an appropriate standard of conduct for the organization and its leadership. AHCA believes it should be held accountable to its affiliates, their members, and the general public. This Code provides a guide for the way business should be conducted by AHCA and, by extension, its state affiliates and their member facilities.

This Code is not a tool of certification, nor does it contain sanctions to be imposed for not meeting the standards contained in the Code. Its primary sanction lies in the organizational and personal consciences of the Association, its state affiliates and their individual members.

In addition, this Code is an educational tool, designed to inspire individuals to act in a way that assures good care, sound community relationships and helps establish and reinforce public confidence in the entire long term care field.

AHCA believes that its affiliates and their members have a right to expect the Code's ideals to be embodied in the Association's positions and policies. Further, AHCA's affiliates and their members have the right to expect the Association's leaders to act in accordance with the values and standards of conduct articulated in this Code.

The following organizational values are the foundation of AHCA's Code of Ethics.

#### A. **Concern for individuals in need**

AHCA recognizes that a growing number of people in the United States need long term care. Many of those people have multiple needs: physical, emotional, spiritual, social and economic. AHCA exists not only to support its affiliates and their member facilities, but also to be an advocate for all people who need long term care services and supportive environments.

#### B. **Quality service**

People in need of long term care deserve quality services. AHCA is committed to providing its constituents with quality products and services, which in turn will assist providers in serving their patients well. AHCA advocates for quality care, including

appropriate standards and their implementation. AHCA also advocates for appropriate funding through government and other entities to support the provision of quality long term care.

**C. Service to the community**

AHCA and its members perceive themselves to be good neighbors, contributing to the overall good of the community. AHCA supports this community service ideal and strives to mirror it in its values, ideals, and policies.

**D. Integrity and honesty**

Honesty is the glue of social relationships, both personal and corporate. AHCA is committed to honesty and integrity in all of its internal and external activities. To be honest is to be forthright and open. It requires individuals and organizations to actively provide complete and truthful information when making decisions or when influencing others to make responsible decisions.

**E. Fairness**

AHCA believes that in establishing policies, advocating for the long term care community, developing employment practices, pricing products and services, seeking grants or business opportunities, and in resolving disputes, the association and its members and staff must do what is fair and just. To be just is to do what is right and proper – free of prejudices -- so as to achieve a balance of conflicting needs, rights and demands. Concepts of fairness must apply to dealing with/acknowledging conflicts of interest and, when appropriate, competing interests.

**F. Accountability**

AHCA, as a service organization, understands that it is accountable to its constituent members and, by extension, to those whom they serve. AHCA also understands that the association, its affiliates and their members are accountable to the public at large. AHCA recognizes that the association, its affiliates and their member facilities must comply with all laws and regulations that govern their operation.

**G. Respect for employees**

People are the heart of organizations. AHCA and its constituencies are committed to enhancing the individual well being and positive social interaction of all who are employed directly as well as those who are employed by its constituent organizations. AHCA, its affiliates and their members are committed to providing a safe and supportive work environment for their employees. AHCA and its members also recognize their responsibility to provide employees fair compensation and to deal with employees fairly.

## H. **Stewardship**

AHCA recognizes that it occupies a privileged position as the voice of the long term care field in the United States. Many individuals and organizations support the association financially, at a significant cost to themselves and their organizations. Additionally, AHCA plays an important mediating role between people in need and governmental agencies with the capacity to relieve personal suffering. Such commitments and roles demand that AHCA use its resources -- financial, social, and moral -- prudently.

The Code of Ethics for AHCA is intended to direct people's actions toward a desired end. It is not intended as a set of policies or procedures for AHCA, but is an attempt to embody the Association's aspirations, values and beliefs.

### A. **Moral responsibility**

As an organization with a moral responsibility, AHCA reflects on the ethical implications of its choices, but AHCA also recognizes that in many instances cherished values may be in conflict. Such conflicts do not excuse AHCA from recognizing differing perspectives or from making difficult decisions. AHCA holds itself accountable for its decisions and the way in which they are made.

### B. **Good business practice**

As a trade organization, AHCA manifests a commitment to the values and behaviors which mark good business practice. Individuals in leadership have a responsibility to act responsibly and fairly to its state affiliates and to their member facilities. As an organization of state associations, AHCA is committed to the interests of those affiliates and is accountable to them and their member facilities.

### C. **Making difficult choices**

Society often is faced with decisions that are divisive. Similarly, AHCA has and will continue to be faced with difficult choices. AHCA affirms that it is proper to forcefully present one's views but that it is also vital that we do so with civility and openness to other perspectives. In all of its decision making, AHCA will adhere to the spirit and to the processes of its constitution and bylaws.

### D. **Acting responsibly**

Individuals and organizations vested with powers to affect the life of AHCA have both the right and the responsibility to exercise their powers in the best interest of AHCA and the entire field of long term care. The staff, in turn, will exercise diligence both in providing truthful information for decision makers and in fulfilling responsibilities in accord with the will of the members.

E. **Obligations to provide quality services**

Because the field of long term care is in a state of flux, AHCA must constantly learn from the field and continually develop best practice models for use in the field. AHCA will forward standards and techniques to assist providers in meeting their obligations to provide high quality care and services.

F. **Dealing with conflicting values**

AHCA recognizes that its constituency involves families, volunteers, employees and suppliers, as well as individual facilities. While in many instances the interests of all constituencies are aligned, at times they are not. It is vital that any ambiguity and tension that arise from differing views and conflicting values be faced with forthrightness and sensitivity, recognizing that, at times, the interests of important, albeit secondary, constituencies must not only be heard, but they may be so compelling as to be controlling. In some instances, persons of good will differ about choices to be made. AHCA is committed to facing difficult issues and differing perspectives with honesty, forthrightness, and civility.

G. **Use of information**

AHCA recognizes that information can be used to confuse, obfuscate, and bolster a particular perspective. AHCA is committed to gathering and distributing relevant information to the best of its ability and to making it part of a fair and open decision making process.

H. **Responsible advocacy**

AHCA has a special responsibility in the area of advocacy. AHCA must promote good practice within the field of long term care through promotion of education, training, research and the identification of best practice models. AHCA also must promote the development of ethically based practice by its behavior and through its various publications and other educational vehicles.

AHCA believes that the Association's policies and agenda must reflect a willingness to self regulate. While AHCA will support and help develop reasonable regulations that are fair and promote quality and cost efficiency, AHCA believes that quality must be internal to an organization and be motivated through strong leadership and clear vision. As an advocate for people in need of long term care, AHCA will promote reimbursement policies which make possible the provision of quality care to all individuals, including the economically disadvantaged. Similarly, AHCA will promote stewardship in the field so that both public and private resources will be used wisely and efficiently.

**I. Potential conflicts of interest**

All individuals within the AHCA leadership, both staff and volunteer, will be sensitive to potential conflicts and duality of interest. In areas that are questionable, leaders will declare such and subject themselves to the judgment of their peers as to the appropriateness of their participation in the decision at hand.

**J. Respect for others**

Respect for the dignity of others is a key element in all ethical behavior. AHCA recognizes the right to privacy and the importance of confidentiality. AHCA will be scrupulous in safeguarding these principles in the use of information -- whether about individuals or about organizations.

**K. Fairness in competition**

Entrepreneurship and healthy competitiveness are part of American cultural values. However, fairness and decency are values of high moral order. Especially at a time when there are difficult societal decisions affecting the lives of all Americans, AHCA recognizes the importance of joining together with other organizations with similar values and concern for people needing long term care.

## **IV. Academic Program**

### **Curriculum Design and Options**

Curriculum requirements and proposed curriculum patterns (pages 36-39) have been created for each option within the B.S. in Health Service Administration degree. These curriculum patterns are only tentative representations of how courses could be sequenced. When students declare their HSA major after their freshman year, an adaptation of these patterns must be made. In these cases, a student should meet with his/her advisor to develop an appropriate sequence of coursework.

### **Pre-HSA Curriculum**

All students who are accepted by the ECU Admissions Office and declare their major as Health Services Administration are accepted into the pre-HSA major. Admission to the upper-division (professional) program requires an overall grade point average of 2.50 with a grade of C- or better on each of the required supporting and major courses found in the pre-HSA curriculum. This includes: ACC 201, 202; BIO 171, 301; CCT 290; CSC 104; CMS 100; ECO 230; MAT 105 or 107; STA 215 or 270, HSA 100 and MAS 200. Students who meet the minimum requirements will be accepted into the program within the enrollment limits determined by the faculty. The Program reserves the right to accept only the best qualified applications who meet the minimum requirements.

### **Curriculum Checklists**

Curriculum checklists have been developed for each of the options offered by the program. These checklists are used by your advisor to record your progress in completing the required courses and to plan your schedule during advising sessions. You should also keep track of your progress using these checklists.

### **EKU CARES Report**

The ECU CARES (Colonel's Advising and Registration Equals Success) report is a part of the University's academic progress reporting process. You can access your CARES report via the internet at any time. This report lists general education, major, and supporting course requirements which have been completed; courses needing to be completed for graduation; and, courses which are currently in progress. For questions or reconciliation of the ECU CARES report, you should contact your academic advisor.

## Course Descriptions

**HSA 100 Introduction to the Health Science Field** (3) I, II. Overview of U.S. health care: history, factors influencing health and health care, identification and organization of health facilities and professionals, health economics, health trends, and ethics.

**HSA 203 Fundamentals of Medical Science** (4) I, II. Prerequisites: MAS 200, BIO 171 and 301 with a minimum grade of “C-“. An introduction to the study of disease - its causes, symptoms, and treatment.

**HSA302 Organization and Management of Healthcare Services** (3) I. Prerequisite: HSA 100 with a minimum grade of “C-“. Analysis of structure, function, and internal and external forces impacting healthcare services. Identification of management topics and trends.

**HSA 306 Medical Nosology** (4) II. Formerly HNF 306. Prerequisite: HSA 203 with a minimum grade of “C” or departmental approval. HCPCS and ICD-9-CM coding and reimbursement systems for physician services and hospital inpatient and outpatient services.

**HSA 370 Health Information Management Systems** (3) II. Formerly HNF 370. Prerequisites: HSA 100, 302; CCT 290 with a minimum grade of “C-“. Health information systems, systems analysis, and health data base management.

**HSA 372 Health Care Reimbursement Systems** (3) II. Prerequisite: HSA 302 and 306 with a minimum grade of “C-“. An in-depth analysis of health care reimbursement systems; health insurance fraud and abuse, and procedures for patient accounting and cashflow forecasting.

**HSA 375 Health Services Administration** (3) I. Prerequisite: HSA 302 with a minimum grade of “C-“. Application of financial principles, strategic planning, marketing, and leadership skills to selected health care organizations.

**HSA 401 Legal Issues in Health Care** (3) I. Prerequisite: HSA 302 with a minimum grade of “C-“. Legal status, documentation requirements, and liability related to medical records and health care issues.

**HSA 405 Clinical Information Management** (3) II. Prerequisites: HSA 370, 401, and 406 with a minimum grade of “C-“. Review of health trends related to the management of clinical information systems. Course format will include mock committee meetings and role playing.

**HSA 406 Health Care Quality Management** (3) I. Prerequisites: HSA 203, 302; STA 215 or 270 with a minimum grade of “C-“. A study of total quality management, utilization review, and risk management functions in a health care setting.

**HSA 407 Advanced Health Services Administration** (3) II. Formerly HNF 407. Prerequisites: HSA 375 with a minimum grade of “C-“. Advanced study in trends relating to the management of health care organizations and the leadership role of health services administrators.

**HSA 409 Health Services Research Methods (3) I.** Prerequisites: HSA 203, 302; STA 215 or 270 with a minimum grade of “C-“. Introduction to the process of research, related terminology and statistical techniques, significance to health care, critique of published research articles, and development of a protocol.

**HSA 412 Professional Practice Experience (1-6),** Prerequisites: Program permission. Internship assignment to health care organizations for observation and practice of management functions.

**MAS 200 Medical Terminology I (3) I, II.** Basic medical vocabulary consisting of prefixes, suffixes, roots; anatomical, symptomatic, and common disease terms of the body systems.

### **Support Course Titles**

ACC 201 Introduction to Financial Accounting

ACC 202 Introduction to Managerial Accounting

BIO 171 Human Anatomy

BIO 301 Human Physiology

BIO 273 Clinical Microbiology

CCT 290 Office Systems Applications or CIS 230 Business Applications of Microcomputers

CHE 105 Chemistry for the Health Sciences

CSC 104 Computer Literacy with Software Applications

CMS 100 Introductions to Human Communication

ECO 230 Principles of Economics I

ECO 370 Health Care Economics

MAT 105 Mathematics with Applications or MAT 107 College Algebra

MGT 301 Principles of Management

MGT 320 Human Resource Management

MKT 301 Principles of Marketing

STA 215 Statistical Reasoning or STA 270 Applied Statistics I

# Health Services Administration Ancillary Health Management (option)

## Curriculum Guide

**Major Requirements (47 hours)**

HSA 100, 203, 302, 306, 370, 372, 375, 401, 405, 406, 407, 409; 412, MAS 200

**Support Course Requirements (27 hours)**

BIO 171, 301; CCT 290, CSC 104; CMS 100; MAT 105 or 107; MGT 301, 320; STA 215 or 270

**General Education (33 hours)**

Standard General Education program, excluding blocks IC, II, VII (QS), and VIII (6 hours). Refer to Section Four of EKU's *Undergraduate Catalog* for details on the General Education and University requirements.

**University Requirement (1 hour)**

HSA 100

**Free Electives (20 hours)**

**Total Curriculum Requirements (128 hours)**

## Curriculum Pattern

The follow pattern excludes General Education, University Requirements, and Pre-HSA curriculum requirements.

**Note:** Courses from a student's previous healthcare-related degree are used to fulfill elective requirements. Also, internship or clinical credits from the previous degree can be used to satisfy HSA 412 (Tier 1).

Junior Year		
Fall	Spring	Summer
HSA 203 HSA 302 HSA 412 (T1) MGT 301	HSA 306 HSA 370 MGT 320	
Senior Year		
Fall	Spring	Summer
HSA 375 HSA 401 HSA 406 HSA 409 HSA 412 (T2)	HSA 372 HSA 405 HSA 407 HSA 412 (T3)	



# Health Services Administration

## Health Care Administration and Informatics (option)

### Curriculum Guide

**Major Requirements (47 hours)**

HSA 100, 203, 302, 306, 370, 372, 375, 401, 405, 406, 407, 409; 412, MAS 200

**Support Course Requirements (42 hours)**

ACC 201, 202; BIO 171, 301; CCT 290, CSC 104; CMS 100; ECO 230, 370; MAT 105 or 107; MGT 301, 320; MKT 301; STA 215 or 270

**General Education (30 hours)**

Standard General Education program, excluding blocks IC, II, VB, VII (QS), and VIII (6 hours). Refer to Section Four of EKU's *Undergraduate Catalog* for details on the General Education and University requirements.

**University Requirement (1 hour)**

HSA 100

**Free Electives (8 hours)**

**Total Curriculum Requirements (128 hours)**

### Curriculum Pattern

Pre-HSA Curriculum					
Freshman			Sophomore		
Fall	Spring	Summer	Fall	Spring	Summer
Orientation (1) ENG 101 CMS 100 MAT 105/107 GE IIIA GE VA	ENG 102 CSC 104 GE IIIB GE IVA GE VI Elective		ECO 230 GE IVB GE VC BIO 171 CCT 290 ACC 201	HSA 100 BIO 301 MAS 200 STA 215 or 270 ACC 202	
HSA Curriculum					
Junior			Senior		
Fall	Spring	Summer	Fall	Spring	Summer
HSA 203 HSA 302 HSA 412 (T1) MGT 301 GE VII Elective	HSA 306 HSA 370 MGT 320 ECO 370 CMS 406		HSA 375 HSA 401 HSA 406 HSA 409 HSA 412 (T2) MKT 301	HSA 372 HSA 405 HSA 407 HSA 412 (4)	

# Health Services Administration

## Health Care Administration and Informatics

Name: \_\_\_\_\_

### General Education

	Hrs	Sem	Grade
<b>Communication</b>			
IA	3		
IB	3		
IC	<b>Waived</b>		
<b>Mathematics</b>			
II	<b>Waived</b>		
<b>Arts and Humanities</b>			
IIIA	3		
IIIB	3		
<i>or</i>			
IIIA/B	6		
IIIA/B			
<b>Natural Sciences</b>			
IVA	3		
IVB	3		
<b>Social and Behavioral Sciences</b>			
VA	3		
VB	<b>Waived</b>		
VC	3		
<b>Wellness</b>			
VI	3		
<b>Breadth of Knowledge</b>			
VII (QS)	<b>Waived</b>		
VII (Other)	3		
<b>Depth of Knowledge</b>			
VIII	<b>Waived</b>		

### University Requirement

Orientation	1		
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### Core Courses

	Hrs	Sem	Grade
MAS 200	3		
HSA 100	3		
HSA 203	4		
_____ BIO 171, BIO 301, MAS 200			
HSA 302	3		
_____ HSA 100			
HSA 306	3		
_____ HSA 203			
HSA 370	3		
_____ CIS 230, HSA 100 & 60 hrs			
HSA 372	3		
_____ ACC 202 or HSA 100			
HSA 375	3		
_____ HSA 302, MGT 301, 320			
HSA 401	3		
_____ HSA 100 & 60 hrs			
HSA 407	3		
_____ HSA 375			
HSA 405	3		
_____ HSA 370, 401, 406			
HSA 406	3		
_____ HSA 100, STA 215 & 60 hrs			
HSA 409	3		
_____ HSA 100, STA 215 & 60 hrs			
HSA 412 (T1)	1		
HSA 412 (T2)	1		
HSA 412 (T3)	4		

### Support Courses

	Hrs	Sem	Grade
ACC 201	3		
ACC 202	3		
_____ ACC 201			
BIO 171	3		
BIO 301	3		
CSC 104	3		
CCT 290	3		
_____ CIS 212 or CSC 104			
CMS 100	3		
ECO 230	3		
ECO 370	3		
_____ ECO 230			
MAT 105	3		
MGT 301	3		
MGT 320	3		
_____ MGT 301			
MKT 301	3		
STA 215	3		

### Free Electives

5 hours needed

	Hrs	Sem	Grade

## I. Domains, Subdomains, and Tasks (DTS)

### HIM Baccalaureate Degree Entry-Level Competencies (For 2005 and Beyond)

For those students completing the Health Care Administration and Informatics option and are eligible to take the Registered Health Information Administrator (RHIA) exam, the American Health Information Management Association (AHIMA) has developed a set of entry-level competencies.

Throughout your coursework, you will be developing the knowledge and skills to meet these competencies. This document cross-references courses you are required to take with AHIMA's DTS so that you can better understand where course content is leading you and how you might integrate what you are learning toward reaching these competencies.

#### I. Domain: Health Data Management

##### A. Subdomain: Health Data Structure, Content and Standards

Task		Program Courses
1	Manage health data (e.g. data elements, data sets and databases)	HSA 302, 370, 405, 406, 407, 409
2	Ensure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status	HSA 302, 306, 372
3	Maintain processes, policies and procedures to ensure the accuracy of coded data	HSA 306, 372
4	Monitor use of clinical vocabularies and terminologies used in the organization's health information systems	HSA 306, 370, 405

##### B. Subdomain: Healthcare Information Requirements and Standards

Task		Program Courses
1	Develop organization-wide health record documentation guidelines	HSA 302
2	Maintain organizational compliance with regulations and standards	HSA 302, 306, 370, 372, 406
3	Ensure organizational survey readiness for accreditation, licensing and/or certification processes	HSA 100, 302, 406

##### C. Subdomain: Clinical Classification Systems

Task		Program Courses
1	Select electronic applications for clinical classification and coding	HSA 306, 406
2	Implement and manage applications and processes for clinical classification and coding	HSA 306, 372, 375

**D. Subdomain: Reimbursement Methodologies**

Task		Program Courses
1	Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery	HSA 372
2	Manage the use of clinical data required in other reimbursement systems in healthcare delivery	HSA 372
3	Participate in selection and development of applications and processes for chargemaster and claims management	HSA 372
4	Implement and manage processes for compliance and reporting, such as the National Correct Coding Initiative	HSA 306, 372

**II. Domain: Health Statistics, Biomedical Research and Quality Management**

**A. Subdomain: Healthcare Statistics and Research**

Task		Program Courses
1	Manage clinical indices/databases/registries	HSA 203, 302, 370, 405
2	Analyze and present data for quality management, utilization management, risk management, and other patient care related studies	HSA 203, 370, 372, 406, 407, 409
3	Utilize statistical software	HSA 370, 409; STA 270
4	Ensure adherence to Institutional Review Board (IRB) processes and policies	HSA 409

**B. Subdomain: Quality Management and Performance Improvement**

Task		Program Courses
1	Organize and coordinate facility-wide quality management and performance improvement programs	HSA 406
2	Analyze clinical data to identify trends	HSA 406
3	Analyze and present data for healthcare decision making (such as demonstrating quality, safety and effectiveness of healthcare)	HSA 302, 370, 372, 405, 406, 409

**II. Domain: Health Services Organization and Delivery**

**A. Subdomain: Healthcare Delivery Systems**

Task		Program Courses
1	Monitor the impact of national health information initiatives on the healthcare delivery system for application to information system policies and procedures	HSA 100, 372, 375, 405

2	Interpret, communicate, and apply current laws, accreditation, licensure and certification standards related to health information initiatives at the national, state, local and facility levels	HSA 100, 302, 401, 375, 406
3	Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services	HSA 100, 302,
4	Revise policies and procedures to comply with changing health information regulations	HSA 100, 302, 375, 406
5	Translate and interpret health information for consumers and their caregivers	HSA 302, 406

**B. Subdomain: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues**

Task		Program Courses
1	Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.	HSA 370, 401
2	Manage access and disclosure of personal health information	HSA 370, 401
3	Develop and implement organization-wide confidentiality policies and procedures	HSA 401
4	Develop and implement privacy training programs	HSA 401, 407
5	Resolve privacy issues/problems	HSA 401
6	Apply and promote ethical standards of practice	HSA 306, 375, 405

**IV. Domain: Information Technology & Systems**

**A. Subdomain: Information and Communication Technologies**

Task		Program Courses
1	Implement and manage use of technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information.	HSA 370, 405; CSC 104; CIS 230
2	Contribute to the development of networks, including intranet and Internet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications	HSA 203, 302, 370, 405
3	Interpret the derivation and use of standards to achieve interoperability of healthcare information systems	HSA 370, 405

**B. Subdomain: Data, Information, and File Structures**

Task		Program Courses
1	Apply knowledge of data base architecture and design (ex. data dictionary, data modeling, data warehousing) to meet organizational needs	HSA 370, 405

**C. Subdomain: Data Storage and Retrieval**

Task		Program Courses
1	Apply appropriate electronic or imaging technology for data/record storage	HSA 370, 405
2	Apply knowledge of database querying and data mining techniques to facilitate information retrieval	HSA 370, 405
3	Implement and manage knowledge-based applications to meet information end-user information requirements	HSA 370, 405
4	Design and generate administrative reports using appropriate software	HSA 370, 405

**D. Subdomain: Data Security**

Task		Program Courses
1	Enforce confidentiality and security measures to protect electronic health information	HSA 370, 405
2	Protect data integrity and validity using software or hardware technology	HSA 370, 405
3	Implement and monitor department and organizational data and information system security policies	HSA 370, 405
4	Recommend elements that must be included in the design of audit trail and data quality monitoring programs	HSA 370, 405
5	Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures	HSA 370, 405

**E. Subdomain: Healthcare Information Systems**

Task		Program Courses
1	Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations	HSA 370, 405
2	Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to selection of healthcare information systems	HSA 370, 405
3	Facilitate project management by integrating work efforts and planning and executing project tasks and activities	HSA 370, 405
4	Formulate the planning, design, selection, implementation, integration, testing, evaluation, and support for organization-wide information systems	HSA 370, 405
5	Apply ergonomic and human factors in interface design	HSA 370, 405

## V. Domain: Organization and Management

### A. Subdomain: Human Resources Management

Task		Program Courses
1	Manage human resources to facilitate staff recruitment, retention, and supervision	HSA 375, 407; MGT 320
2	Ensure compliance with employment laws	MGT 320
3	Develop and implement new staff orientation and training programs	HSA 370, 405, 407; MGT 320
4	Develop and implement continuing education programs	HSA 407
5	Develop productivity standards for health information functions	HSA 375
6	Monitor staffing levels and productivity and provide feedback to staff regarding performance	HSA 375; MGT 320
7	Benchmark staff performance data	HSA 375; MGT 320
8	Develop, motivate, and support work teams	HSA 100, 370, 405, 406; MGT 301

### B. Subdomain: Financial and Resource Management

Task		Program Courses
1	Demonstrate knowledge of financial management and accounting principles	HSA 372, 375; ACC 201, 202; ECO 370
2	Prepare and monitor budgets and contracts	HSA 375
3	Demonstrate and apply knowledge of cost-benefit analysis techniques to justify resource needs	HSA 370; ECO 370
4	Manage organization-wide coding and revenue cycle processes	HSA 372

### C. Subdomain: Strategic Planning and Organizational Development

Task		Program Courses
1	Develop strategic and operational plans for facility-wide information systems	HSA 375; MGT 301
2	Assess organization-wide information needs	HSA 370, 405, 375, 406; MGT 301
3	Facilitate retrieval, interpretation, and presentation of data/information appropriate to user needs	HSA 370, 372, 375, 406, 407
4	Demonstrate and apply principles of organization behavior to facilitate team building, negotiation, and change management	HSA 370, 375, 406; MGT 301

### D. Subdomain: Project and Operations Management

Task		Program Courses
1	Apply general principles of management in the administration of health information services	HSA 375; MGT 301
2	Assign projects and tasks to appropriate staff	HSA 370; MGT 301
3	Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes	HSA 370, 375; MGT 301



weeks of the semester. All students are required to return to campus for an oral presentation of their experiences.

**Note:** Students must obtain liability insurance for this rotation.

## **Selecting PPE Sites**

Professional Practice Experience sites are selected carefully taking into consideration a student's prior work experience and the travel/living arrangements required by the student. The PPE coordinator will try to place students in the facility of their choice. However, this is not always possible. As a matter of policy, students are not assigned to a site in which they are currently employed, in which they have had previous work experience, or in which they have previously completed PPE requirements.

## **Expenses While at PPE Sites**

The student is responsible for providing his/her living expenses and transportation to and from the PPE site. Some sites are considerable distances from campus and may require securing a room or apartment. However, most students find lodging with friends or relatives while on PPE.

## **Professional Liability Insurance**

When registering for PPE (HSA 412), students must also register for liability insurance under the course prefix – PLI in the online schedule book. The student is then billed for the cost of the insurance along with tuition and other fees. The term of the liability coverage is from August through the following July. Proof of purchase will be verified by the PPE coordinator prior to a student being assigned to a site.

## **Immunizations**

Before assignment to PPE sites, students must provide evidence of any immunizations required by the site including a current tuberculin skin test or chest x-ray. Tuberculin tests are given in the Student Health Service (Rowlett 103) at designated times each semester. These dates and times can be obtained from the Student Health Service.

## **Criminal Background Checks**

Some health care organizations may require students to undergo criminal background checks prior to PPE placement. In these cases, the HCO will notify the PPE coordinator as to whether the student will be financially responsible for this process. In the event the criminal check reveals an unsatisfactory background, PPE placement may be denied. This, of course, can delay or prevent graduation from the Health Services Administration program.

## VIII. Academic Regulations

### Academic Advising

Each student is assigned an advisor in the Health Services Administration program by ECU's Academic Advising and Retention Center. Students are welcome to stop in to see advisors during posted office hours. However, during official advising periods, appointments should be scheduled. To facilitate this process, appointment "Sign Up Sheets" are posted on the advisors' office doors prior to the Fall and Spring advising periods.

Students taking courses at one of the ECU extended campuses should have their schedules approved by their Health Services Administration academic advisor.

**Changing a Semester's Course Schedule** - During the Fall and Spring advising periods, an advisor will recommend courses to be taken in order to stay "on track" for graduation. While there can be flexibility in designing a curriculum plan, students must be aware that changing a course schedule may delay graduation. To prevent this adverse effect, advisors should be notified before altering a recommended course schedule. Likewise, advisors should be notified before dropping a core or support course after a semester begins.

### Admission/Progression Policy

The Health Services Administration program utilizes the regular admission policy of the University for students taking courses offered during the first semester of the program. In order to continue in the program and to enroll in HSA courses, the student must meet the following criteria: (1) maintain an overall GPA of 2.5 on a 4.0 scale and (2) complete all major and support courses with a minimum grade of "C-" after a maximum of two attempts.

#### **Progression With a Low GPA**

**Step 1:** A student will receive a **warning** letter when his or her cumulative GPA, at the end of the previous semester, is less than 2.5. Upon receipt, the student must write a letter of appeal to the program's Admissions/Progression Committee acknowledging his or her academic standing and a plan for improvement.

**Step 2:** A student will receive a **probation** letter when his or her cumulative GPA, at the end of the second semester, remains less than 2.5 and there has been no improvement in the GPA. Upon receipt, the student must write a letter of appeal to the program's Admissions/Progression Committee requesting permission to continue in the program.

**Step 3:** A student will receive a **non-progression** letter when his or her cumulative GPA, at the end of the third semester, remains less than 2.5 and there has been no improvement in the GPA. This letter notifies that student that they will no longer be permitted to enroll in HSA prefix courses required for the major or minor.

### **Progression Without Receiving a Minimum Grade (C-) After Two Attempts**

**Step 1:** A student must write a letter of appeal to the program's Admissions/Progression Committee requesting permission to continue in the program. If the Committee approves the request, the student must complete a "Subsequent Report" form, which is submitted to the Dean of the College of Health Sciences. Upon receiving approval of the Dean, the student will be given a course registration override.

**Step 2:** If a student is unable to complete a major or support after three attempts, the student will be notified that he or she will no longer be permitted to enroll in HSA prefix courses required for the major or minor.

The student may appeal the Admission/Progression Committee's decision to the College Admissions Committee by submitting a written request to the Dean of the College of Health Sciences. The decision of the College committee shall be final.

## **Changing Advisors**

Students may change advisors by complying with the following steps.

1. Request (written or verbal) permission of the proposed advisor to be added to his or her advising list.
2. Upon receiving permission, notify (written or verbal) the current advisor of the upcoming change.
3. Send the university's Academic Advising office an e-mail stating the advising change, the student's name, and ID number. *(This step is completed by the new advisor.)*

## **Confidentiality**

Students will come in contact with confidential personal health information (PHI) during the course of their professional education. The information contained in medical records as well as that relating to the physicians and health care facilities is considered confidential. Students must not disclose this information to unauthorized individuals, including family and friends.

Protecting confidential information from unauthorized individuals includes proper handling of the medical records and managerial/financial reports used in class and at professional practice experience sites. These items should never be left unattended where unauthorized individuals may have access.

**To allow for unauthorized access to confidential information may result in immediate dismissal from the HSA program.**

## **Exam Retention Policy**

Student exams are retained in a secured area of the department until the time for change of grades has expired. After that time, they are destroyed by shredding. Students who wish to review exams in preparation for final examinations must contact the instructor and arrange for review of the exams in the presence of the instructor.

## **Developmental Courses (impacting the HSA program)**

Students with two or more developmental requirements are enrolled as "Undeclared" majors. However, an advisor in Health Services Administration will be glad to assist you in planning your schedule.

Students with two or more developmental requirements are restricted to 12 hours of university enrollment.

Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, **BIO**, **CHE**, CNM, **CSC**, FOR, GLY, NAT, PHY, SCI, or **STA**. (*bolded prefixes are among the support course requirements for Health Services Administration*).

Students enrolled in MAT 095 (Developmental Algebra I) cannot enroll in ECO 230.

## **Credit by Examination**

Many people have gained knowledge in specific academic areas through self-study or other experiences outside the university classroom. To recognize competency attained through these experiences, Eastern Kentucky University has established a program of awarding credit by examination to students who can show mastery of the basic concepts of a particular course by passing an examination over the subject matter of that course.

A credit by examination request form is obtained from the Office of Academic Testing Center in the Student Services Building. The form must be signed by the student, the academic advisor, and the chair of the department offering the course to be challenged. If the student is currently enrolled in or has previously been enrolled in the course to be challenged, the course instructor must also give approval. The policies and procedures for credit by examination may be obtained from the Office of Academic Testing Center in Student Services Building.

### **Challenging Courses Within the Health Information Management Option**

Health information-related courses taken at a nonaccredited program must be validated by a challenge examination before credit is awarded.

A maximum of four semester hours of credit may be earned by challenging HSA courses in the Health Information Management curriculum.

## **Accepted Course Alternatives**

The following course alternatives at ECU are accepted by the program of Health Services Administration.

- Students may enroll in MAT 105, MAT 107 or higher
- Students may enroll in STA 215, STA 270, ECO 220, QMB 200 or HEA 450
- Students may enroll in CIS 212 or CSC 104
- Students may enroll in CCT 290 or CIS 230
- Students may enroll in MGT 301 or MGT 300 (for those who have declared a major or minor in business)
- Students may enroll in MKT 301 or MKT 300 (for those who have declared a major or minor in business)

## **Faculty and Course Evaluations**

Students are given the opportunity to express opinions about the quality of instruction and to make suggestions for course improvement toward the end of each semester. A machine graded questionnaire along with an attachment containing questions about the improvement of the course as well as space for general comments is used for the faculty evaluation. Each non-tenured faculty member must have the questionnaires completed in at least two classes each semester. Each tenured faculty member must have questionnaires completed in one class each semester.

An individual other than the instructor being evaluated will distribute and collect the questionnaires. The instructor does not see the questionnaires or comments until after the

semester has ended and the grades reported. Handwritten comments are typed by a departmental secretary before being shared with the faculty.

Faculty respect student opinions about the improvement of the course and teaching methods. Many curriculum changes have been based on student opinion. Therefore, careful thought should be given to completion of the questionnaire for it to have the greatest value to the program.

## IX. Miscellaneous Student Information

### Scholarship Opportunities for HSA Students

Internet links can be found at the program's website – <http://www.health.eku.edu/HSA>

1. **HIMSS Foundation Scholarship Program** - annual scholarships awarded to students studying the healthcare information or management systems field. Review criteria are focused on scholastic achievement and demonstration of leadership potential, including communication skills and participation in HIMSS activities

This national-level scholarship (\$5000.00) is sponsored by the Healthcare Information and Management Systems Society.

2. **Kay White Scholarship** - annual scholarship awarded to student seeking a bachelor's or master's degree in health services management with goals of working in long-term care facilities.

This state-level scholarship (\$500.00) is sponsored by the Kentucky Association of Health Care Facilities.

3. **O.B. Clark Family Memorial Endowed Scholarship** - awarded to those students who graduated high school in Montgomery or Bath counties and can demonstrate a financial need. Candidates must have completed high school with at least a 3.0 GPA. Interested students should see Sheila Adkins in Rowlett 241 for an application.

4. **The Bachrach Family Scholarship for Excellence in Health Care Administration** - awarded to students health care administration who maintain academic standing with a GPA of 3.0 (4.0 scale) or better and whose career interests may lead them to a position in medical practice administration.

This national-level scholarship (\$1000.00-\$5000.00) is sponsored by the Medical Group Management Association.

5. **Ellen M. Buchart Memorial Scholarship Fund** - awarded to students seeking an undergraduate or graduate degree in community health, a health-related field, or science who maintain a 2.5 or higher GPA. Candidates must be KPHA student members.

This state-level scholarship (maximum of \$2000.00) is awarded by the Kentucky Public Health Association (KPHA).

6. **Ira Wallace Scholarship** - annual scholarship awarded to students seeking a bachelor's or master's degree in health services management with goals of working in long-term care facilities.

This state-level scholarship (\$500.00) is sponsored by the Kentucky Association of Health Care Facilities.

### **Financial Opportunities Restricted to Health Care Administration and Informatics Students**

7. **FORE Undergraduate Scholarships** - The Foundation of Research and Education of the AHIMA offers several scholarships for health information students who meet the specified criteria. The scholarships range from \$1,000-\$5,000.
8. **FORE Student Loans** - Educational loans are available to AHIMA members pursuing degrees in health informatics and information management or certificates in coding specialists programs affiliated with regionally accredited colleges or universities.
9. **Kentucky Health Information Management Association Scholarship** - annual scholarships awarded to health information students who meet the specified criteria.

This state-level scholarship (\$500.00) is sponsored by the Kentucky Health Information Management Association.

10. **Smart Corporation Medical Records Endowed Scholarship** - One scholarship may be awarded each year to a student who has completed the number of credit hours to be considered a junior in the health information management option and who meets other specified criteria.

### **Student Membership in Professional Organizations**

Students are encouraged to join professional organizations that most closely correlate with professional interests and goals. Many organizations have special student memberships at discounted rates. Benefits often include publication subscriptions, discount registration fees at professional meetings, and eligibility for scholarships.

1. **American Health Information Management Association (AHIMA)** - Students formally enrolled in a health information educational program are eligible for student membership in the American Health Information Management Association at a reduced rate. The dues include automatic membership in the Kentucky Health Information Management Association, a subscription to the Journal of AHIMA, reduced rates on AHIMA books and publications and attendance at AHIMA or KHIMA sponsored seminars.

2. **Healthcare Information and Management Systems Society (HIMSS)** - Full-time students interested in healthcare information technology and management systems may choose to join HIMSS at a reduced rate. The dues include an automatic membership in the Bluegrass HIMSS Chapter, access to local and national educational programs, and access to several online publications.
3. **American College of Healthcare Executives (ACHE)** - Students enrolled full-time or part-time in a four-year program in health services administration or related administrative field that leads to a baccalaureate degree or graduate degree may join ACHE at a reduced rate. Students must not be employed in a full-time healthcare management position. The dues include subscriptions to *Healthcare Executive* and *Journal of Healthcare Management*, online job bank and resume posting, career planning advice, access to student chapters, and more.
4. **American College of Health Care Administrators (ACHCA)** - Students interested in pursuing a management career in long-term care may choose to join ACHCA at a reduced rate. The dues include an automatic membership in one state chapter, subscription to *ACHCA Update*, access to educational programs, and more.
5. **Medical Group Management Association (MGMA)** - Students interested in pursuing a management career in medical practices or ambulatory care organizations may choose to join MGMA at a reduced rate. The dues include a subscription to *MGMA Connexion*, access to educational programs, and more.
6. **American Public Health Association (APHA)** - Full-time students (9 or more credits) majoring in a health field may choose to join APHA at a reduced rate. The dues include subscriptions to *The Nation's Health* and online access to the *American Journal of Public Health*, job listings and career services, membership into the Public Health Student Caucus, access to educational programs, and more.
7. **Kentucky Public Health Association (KPHA)** - Student membership is available at a reduced rate.
8. **Healthcare Financial Management Association (HFMA)** - Students interested in learning more about the healthcare financial management may choose to join HFMA at a reduced rate. The dues include membership to the Kentucky HFMA chapter, subscription to *Healthcare Financial Management*, access to career resources, access to the entire HFMA website, and more.

## Applying for Graduation

Students completing requirements for graduation in December should apply for graduation before the end of the preceding April. May and August graduates should apply by the end of the preceding October.

### Helpful Links

- Graduation Information: <http://www.registrar.eku.edu/GraduationInformation/>
- Graduation Application: <http://www.health.eku.edu/graduation.php>

## Student Awards

The College of Health Sciences and the Department of Health Promotion and Administration are pleased to recognize students who have shown outstanding performance in pursuing their education. The Health Services Administration program has established three awards that are in addition to any awards or honors granted by the University.

### Scholastic Excellence Award

- **Eligibility Criteria** - Award will be given to the graduate with the highest grade point average (with a minimum of 3.5).  
*Awards will be given to graduates from both of the HSA options.*
- **Selection** - Selection will be based on the most current cumulative grade point average.
- **Award** - The Department of Health Promotion and Administration and the College of Health Sciences awards a certificate which is presented to the student on Honors Day.

### Outstanding Student Award

- **Eligibility Criteria** - Criteria used in selecting outstanding student include: 1) grade point average, 2) participation in student professional organizations, 3) attitude, and 4) leadership qualities.  
*Awards may be given to graduates from each of the HSA options.*
- **Selection** - Outstanding students will be selected by vote of the departmental faculty.
- **Awards** - The Department of Health Promotion and Administration and the College of Health Sciences awards a certificate which is presented to the student on Honors Day.  
*The Kentucky Health Information Management Association honors the recipient the annual spring meeting luncheon and presents each of them with a \$50.00 savings bond.*

## **Faculty Recognition Award**

- **Eligibility Criteria** - Award may be given to a graduation senior who has demonstrated commendable performance in acquiring his or her education.
- **Selection** - Recipient will be selected by vote of the department faculty.
- **Award** - The Department of Health Promotion and Administration and the College of Health Sciences awards a certificate which is present to the student on Honors Day.

## **RHIA Examination Applications**

Graduates of the Health Care Administration and Informatics option may apply for their certification exam (RHIA) after the university prepares an official transcript following graduation.

Examinations are taken Monday-Friday at regional testing centers throughout the nation. In Kentucky, graduates may take their exam in Lexington or Louisville. Once the American Health Information Management Association (AHIMA) processes the application, an appointment can be made with the testing center.

AHIMA has an online arena to provide guidance and offer assistance as graduates prepare for AHIMA's certification examinations. For details, visit AHIMA at <http://www.ahima.org/certification/>

## **Graduate Follow-up**

The Health Services Administration faculty is interested in the success of our graduates as they begin careers as health care practitioners. Therefore, we ask that you keep us informed of any address changes and employment changes after graduation. This information can be easily provided by updating your alumni profile at the programs website.

<http://www.health.eku.edu/HSA/contactus.htm>

Approximately one year following graduation, you will receive a graduate follow-up questionnaire asking your input on how the program might change to better meet the needs of graduates and employers. We value your input and hope that you will respond to the questionnaires with your honest opinion.

