


**HEALTH INFORMATION MANAGEMENT  
ASSOCIATE OF APPLIED SCIENCE  
COMPETENCY BASED EDUCATION  
SAMPLE OF DOMAINS, SUBDOMAINS, AND DIRECT ASSESSMENTS**

Below is an example of competencies related to the Legal Aspects and Ethics Domains and Subdomains of the American Health Information Management (AHIMA) competencies at the associate degree level. Before students begin the program, a meeting is held to review their Personal Learning Plan (PLP) and that is attended by the student, the Knowledge to Work coach and me, as the HIM program Director.

**LEVEL 1:** The following is what the student sees when he/she first logs into the Blackboard shell:

**Announcements**

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ Discover Content ↑↓

**Welcome!**

Hello and welcome to the Knowledge to Work (K2W) module which covers legal aspects of health information as well as ethics. Health care Law, Release of Information, and Ethics are covered in the domains you are about to review. You will read/listen to the materials that you will find within folders, and will then take an assessment for each competency within the domain.

We will communicate weekly either by email, phone call or within Blackboard (Bb) discussion board. I am here as a resource for you, and you should reach out to me whenever there is a concept or theory or application that you do not understand.

You have decided to complete this module in either 8, 10, 12, or 15 weeks. We will You can work at your own pace, but you do have a deadline which is at the end of the agreed upon weeks. There will be a comprehensive final exam which is available to you during the last week of that time period.


All the best!

Professor Shanholtzer

**LEVEL 2:** Once the student enters the HIM shell in Blackboard a brief overview is given so that the student knows what to expect.

**Health Information Management Overview**


Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ Discover Content ↑↓

**Health Information Management**

Enabled: Statistics Tracking

The HIM curriculum is designed to provide training in the management of systems to collect, interpret, and analyze patient data and to communicate information related to the research, planning, provision, and evaluation of every day operations in health care services. Additionally, students gain skills to manage the workforce who complete these functions. The curriculum provides students with a unique blend of courses in science, medical terminology, disease processes, medical coding, administrative technology, information management, and human resources management. Students who possess an interest in medical services, medical coding, health information regulations, and computer applications to manage will find this career rewarding. This program is beneficial to individuals who are seeking career advancement and eligibility for the national certifying examination-Registered Health Information Technician (RHIT). Currently, the program is in candidacy status. Graduates will be able to take the RHIT exam once the program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)

At Lord Fairfax Community College (LFCC), the Health Information Management (HIM) degree can provide you with the means to develop the skills and knowledge needed to embark on a successful career within the field of health information.

**Procedure**

Enabled: Statistics Tracking

You must complete all the assessments, assignments, and any hands-on activities listed under each core competency area. To do so, click on the competency area to the left that you are working on follow through all items provided. Once all requirements have been met for a core competency area you will be able to see that competency under Earned on the Competency List to the left.

Note: Materials needed to learn about a given topic may be available to you within the unit, and/or you may need to purchase a textbook, as noted in the course syllabus.



#### Copyright Notice and Terms of Use

Throughout this program links will be provided to external websites, which are not owned, sponsored, or endorsed by Knowledge to Work (K2W) or Lord Fairfax Community College (LFCC). By navigating away from this page, I hereby certify that I understand the preceding and that I accept the responsibility of adhering to the copyright licenses and terms of use of each of these resources.

**Level 3:** Then, when a related to particular domains and subdomains is entered, in this case Legal Aspects of Health Care, the student will see the following broad content.

## HEALTHCARE PRIVACY, CONFIDENTIALITY, LEGAL, AND ETHICAL ISSUES

Build Content
Assessments
Tools
Partner Content
Discover Content

### Overview

In this module, the student will learn about the laws and standards that govern the United States as well as patients' protected health information. Specifically, the following topics will be addressed:

- The legislative processes in the United States
- Legal terminology commonly used in the legislative process as well as the Health Information (HI) field
- Laws and regulations regarding record retention, patient rights and advocacy, advanced directives, and privacy
- Policies that guide the confidentiality, privacy and security within organizations
- Release of information policies and procedures
- Professional Practice and ethical issues in healthcare and in HI specifically

This module satisfies Subdomain III.B: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues from the AHIMA 2011 Curriculum Competencies and Knowledge Clusters, which map to the 2014 competencies: Subdomain II.A.3, II.C.1, V.A.3.

You will be given modules on each of these topics, which contain the concepts and theory related to each topic. Once you are ready, you will complete an assessment for each. You must score 80% or above to pass each assessment. Assessments can be re-taken one time. If you are unable to pass, then you will review the materials again, and will have another chance to pass the assessment.



### Unit 1 The United States Legal System

Open this folder to find the materials needed to master this topic.

TOPIC	REQUIRED READING/VIDEOS /ARTICLES	DELIVERABLES
The U.S. Legal System	Chapter 1 in text School House Rocks video Branches of Government video	Journal entry – U.S. Legal System Exam



### Unit 2 Court Systems and Legal Procedures

Open this folder to find the materials needed to master this topic.

TOPIC	REQUIRED READING/VIDEOS /ARTICLES	DELIVERABLES
Court Systems & Legal Procedures	Chapter 2 in text Videos (3) of our system of courts	Exam




### Unit 3 The Judicial Process Involving Health Information

Open this folder to find the materials needed to master this topic.

TOPIC	REQUIRED READING/VIDEOS /ARTICLES	DELIVERABLES
Judicial Process of Health Information	Chapter 3 in text pp. 1 to 3 of "Responding to a Subpoena" Review the subpoena ad testificandum and subpoena duces tecum examples.	Journal entry Exam (essay)

Level 4: An example of the first unit's materials follows:




### Schoolhouse Rocks "I'm Just a Bill"

In this video, you will learn how a bill becomes law. It is animated and set to music, but does an excellent job of explaining the process.

As you listen, keep in mind the following concepts/legal terminology (in no specific order) and make sure you understand each. In addition, read Chapter 1 of *Legal and Ethical Aspects of Health Information Management*, by Dana McWay for additional guidance.

- Bill
- Law
- Veto
- Congress
- Committee
- Die in committee
- Debate
- House of Representatives
- Senate




### Branches of Government

In this video by Cambridge Educational, you will learn about the three branches of government that make up our legal system.


This content is also covered in *Legal and Ethical Aspects of Health Information Management*, chapter 1.

Concepts/terminology that you want to pay particular attention to are:


- State versus Federal Law
- Amendments
- Executive Branch
- Legislative Branch
- Judicial Branch
- The "two houses"




### Chapter 1 Power Point

Attached Files:  Chapter 1PP.pdf (511.239 KB)

Attached is the Power Point which includes "high points" of chapter 1. You may find this kind of thing helpful, if not, you do not need to read it.



### U.S. Legal System




### Assessments: Unit 1

LEVEL 5: Assessment of competencies. The assessments include a case study and a test.

## Assessments: Unit 1


Build Content	Assessments	Tools	Partner Content	Discover Content	↑↓
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### Case Study

Michelle Sargol offers to pay \$9,000.00 for a particular car located on John Weber's car lot. Weber accepts Sargol's offer and promises to transfer title next week, at which time Sargol will pay for the car. The next day, Laura Kavanaugh visits the car lot and offers to pay Weber \$10,000.00 for the same car. Can Weber accept Kavanaugh's offer? What area of law is involved?


You must score 80% or above to pass this assessment.



### Unit 1 Assessment

This test assesses your knowledge of the Workings of the American Legal System. This is a 30-minute timed test (the timer is in the upper part of the screen), and you may take it twice. The final grade will be the higher of the two attempts. You must score 80% or above in order to pass this assessment.

**Substantial discussion** between/among the student, instructor and/or the K2W Coach is required at least once weekly. This may be done by private discussion forum or by email. Below is an example of the discussion forum.

 **Communications**

Use this discussion board to reach out to your instructor with questions, to begin a discussion, if you wish to, and to touch base regarding your progress. A substantial discussion or communication is required weekly. This particular discussion forum is for individual students, the K2W Coach, if needed, and the instructor. The weekly communication may be initiated by any of those individuals, and may occur more than once a week. The student, instructor, or K2W Coach may also reach out through email, which then becomes part of the student's file.

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If the communication is done by email, the full email trail will be saved in the student's file.

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Finally, in Appendix A you will find the syllabus, a few questions from the Unit 1 assessment, and a grading rubric that is used for essays and case studies. In Appendix B you will find a portion of the Unit 1 Assessment. Appendix C contains the grading rubric for case studies, papers, and essays. Appendix D is the full list of competencies for the HIM program.

## APPENDIX A

### SYLLABUS

#### LORD FAIRFAX COMMUNITY COLLEGE

**Professor Beth Shanholtzer**

**Office Location:** Middletown Campus, Fairfax Hall Room 137H

**Phone:** 540-868-7236

**eMail:** [bshanholtzer@lfcc.edu](mailto:bshanholtzer@lfcc.edu)

**Credits:** Completing all of the competencies successfully will result in earning 2 credits

**REQUIRED TEXT:** Legal and Ethical Aspects of Health Information Management, 4<sup>th</sup> Edition by Dana McWay. Cengage Learning, 2010 ISBN-13: 978-1-4354-8330-9 or ISBN-10: 1-4354-8330-8

**MODULE OUTLINE:** Please see separate attachment

#### **DESCRIPTION**

Instructs the student in the legal relationship of the physician, healthcare facility, patient, medical assistant, health information professional; professional liabilities, Medical Practice Acts, professional attitudes and behavior and the types of medical practices and healthcare facilities. Also includes a basic history of medicine.

#### **GENERAL PURPOSE**

This Module is designed to introduce legal and ethical concepts to the healthcare student. This will be accomplished through readings, group discussions, individual student projects and the application of ethical principles to particular cases. As healthcare is interdisciplinary, this Module is designed to be interdisciplinary. The case scenarios and discussions are not focused on any particular field in the healthcare arena. The scenarios are designed to initiate discussion and thought about legal and ethical issues involved in healthcare and society. The Module also provides an overview of the laws and ethical issues that face healthcare practitioners and provides a basis for providing competent, compassionate care to patients that is within acceptable legal and ethical boundaries. The Module provides studies in actual case law and individual student projects. The class also includes guidelines in identifying and formulating acceptable resolution to the legal and ethical questions that may reasonably be expected to arise for a health care or health information professional.

#### **ENTRY LEVEL COMPETENCIES:**

## **STUDENT LEARNING OUTCOMES**

After completing this Module, the student should be able to:

1. Interpret the U.S. legal and regulatory process.
2. Use legal terminology.
3. Assess laws and regulations related to record retention, patient rights and advocacy, advanced directives and privacy.
4. Assess scenarios for compliance with HIPAA privacy, confidentiality, and security regulations.
5. Appraise policies and procedures for release of information for appropriateness and compliance.
6. Evaluate ethical issues related to healthcare.
7. Utilize current references in health information management to research and complete written assignments..

In this Module, the following VCCS General Education Outcomes are supported:

1. Use standard English (#1.3)
2. Use problem solving skills (#2.6)

CAHIIM Curricular Components AHIMA 2011 Knowledge Clusters covered in this Module:

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

- Legislative and regulatory processes (Applying, 3)
- Legal terminology (Applying, 3)
- Health information/record laws and regulations (such as retention, patient rights/advocacy, advanced directives, privacy) (Evaluating, 5)
- Confidentiality, privacy, and security policies, procedures, and monitoring (Evaluating, 5)
- Release of information policies and procedures (Evaluating, 5)
- Professional and practice-related ethical issues (Evaluating, 5)

## **CORE TOPICS TO BE INCLUDED**

- Types and sources of law
- Ethics defined
- Ethical decision making
- The U.S. Court System
- The branches of government
- Liability, negligence and malpractice
- Duties and responsibilities of healthcare professionals and providers

- HIPAA law
- Record retention
- Responding to subpoenas and court orders
- Advanced Directives

**Catalog Link:** <http://www.lfcc.edu/future-students/class-schedules-and-catalogs/2015-16-college-catalog/>

**Contact Information:** The best way to reach me is by e-mail, my LFCC e-mail is [bshanholtzer@lfcc.edu](mailto:bshanholtzer@lfcc.edu) . You can also reach me by phone, 540-868-7236. Please leave me a message if I don't answer.

**Class Procedures:** The student will work at his/her own pace throughout the 12 weeks. Units are found within the Module, and the units should be **completed in the order listed**. As assessments and journal entries are submitted, they will be graded within one week of submission.

**Student Conduct Policy:** Please read, become familiar with and abide by the LFCC Code of Conduct as stated in the LFCC Catalog and Student Handbook (available on the LFCC website).  
<http://www.lfcc.edu/files/documents/current-students/>

**Academic Honesty/Plagiarism Policy:** You are expected to do your own work. If you use any source material, then you need to cite your source(s). For papers and projects, APA format is required. Assistance in using APA format can be found under the Library Help tab.

The following is found in the LFCC Catalog and Student Handbook and can be found on line at the following: <http://www.lfcc.edu/current-students/academic-information/academic-policies/index.html>

“If the instructor suspects a student of academic dishonesty, he or she will discuss this suspicion and its basis privately with the student involved. Then, if the instructor is convinced that the student is guilty of academic dishonesty, one or more of the following penalties may be imposed by the instructor depending on his or her judgment as to the seriousness of the offense:

1. reprimand the student and require that the work in question be done over,
2. assign a grade of zero on the work involved,

3. assign a grade of U for the Module.

If more than one student is involved, the situation will be discussed with each one individually. **In all cases**, the incident will be reported to the vice president of learning as required by college policy; additional consequences may apply if there have been prior reports of academic dishonesty.”

**Disability Services:** Please see the following from the LFCC Student Catalog and Handbook:

Lord Fairfax Community College is committed to insuring that students with documented disabilities have the opportunity to take part in educational programs and services in accordance with the requirements of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students seeking accommodations must make application with the Disability Coordinator in the Office of Student Services. Accommodations will be made in this class in accordance with the Accommodation Letter from the Disability Coordinator. For more information go to [www.lfcc.edu/disability-services](http://www.lfcc.edu/disability-services)<http://www.lfcc.edu/disability-services>.

**Withdrawal Policy:**

A student may withdraw with no grade penalty up to the specific date listed in our Student Schedule. An official withdrawal is recorded as a W and does not affect your grade point average. The student must initiate the action by contacting the Admissions office prior to the last day to withdraw without grade penalty date. Dropping a Module without completing the withdrawal form automatically incurs an F grade for the Module. Please review your Module schedule for complete information.

*Important Notice: If you are receiving financial aid, DO NOT withdraw or change to audit before consulting with the Office of Financial Aid. Failure to do this may result in Financial Aid requiring you to reimburse them for tuition paid for the class as well as cost of textbook/supplies.*

**ESL (English as Second Language) Students:**

Please contact Miriam Moore ( <<mailto:mmoore2@lfcc.edu>> [mmoore2@lfcc.edu](mailto:mmoore2@lfcc.edu), phone: 540-868-7173, office 126G) for information on tutoring services, individual reading/writing/grammar improvement plans, and pronunciation help. They have books, dictionaries, software that includes training and (coming soon) digital voice recorders that students can check out of the learning assistance center and use to work on listening skills and note-taking.

**Proctored Test (Testing Center Guides) (for final exam only):**



**Important Note:** It is important students understand that use of the testing center for proctored exams, make up quizzes, etc., is a service offered and that students must take personal responsibility to follow the instructor's requirements for times/dates for the exam and schedule appointments only within those time frames. It is not the responsibility of the testing center to police times/dates. For you to avoid a zero on makeup work or exams, always schedule testing within start/end dates at the testing center.

Students are expected to treat all LFCC testing center staff with respect. If any reports are submitted of unacceptable behavior at the testing center, the student will receive a ZERO on the assignment/test and may be asked to withdraw from class depending upon the seriousness of the situation. Any student disruption in the testing center will be reported to administration and documentation kept in the student's college file.

LFCC Code of Conduct:

**\* We expect all students to conduct themselves appropriately in class, at College-related events, when dealing with fellow students and staff, when using College equipment and resources and when online.**

### **Grading**

As this is a competency based version of the HIM Module which covers legal aspects of health information documentation, each competency is assessed.

The student must earn at least an 80% **on each** competency in order to pass.

If less than an 80% is earned on a competency, then the student may re-take that competency one more time.

If the competency is not passed with at least an 80% on the second try, the student will be required to take the Module in a traditional format.

## APPENDIX B

### Sample questions from Unit 1 Assessment

<b>1. Essay: You are now the assistant director of...</b>		Points: <b>5</b>
Question	You are now the assistant director of a health information department in Virginia. Why must you have a fundamental understanding of the law?	
Answer	Because the law is a major external force affecting the HIM professional's ability and responsibility to manage patient-specific health information. As the interplay between law and health care increases (e.g., new government regulations and increased lawsuits), the knowledge level of the HIM professional necessary to maintain confidentiality and security of patient-specific health information increases.	

<b>2. Essay: Statutes governing health information...</b>		Points: <b>5</b>
Question	Statutes governing health information are found at what three levels?	
Answer	Federal (U.S. Congress), state (individual legislatures), and local levels (city councils and boards of alderman).	

<b>3. Essay: Explain the function of the judicial ...</b>		Points: <b>5</b>
Question	Explain the function of the judicial branch of government.	
Answer	To interpret the law through adjudication and resolution of disputes.	

<b>4. Multiple Choice: What sets public law apart from priva...</b>		Points: <b>1</b>
Question	What sets public law apart from private law?	
Answer	<p><input type="checkbox"/> excludes regulatory statutes, penal law, and other laws of public order</p> <p><input type="checkbox"/> includes the law of contracts or torts and the law of obligations</p> <p><input type="checkbox"/> involves relationships between individuals</p> <p><input checked="" type="checkbox"/> is subdivided into administrative, constitutional and criminal law</p>	

<b>5. Multiple Choice: Which statement is true about Tort law ?</b>		Points: <b>1</b>
Question	Which statement is true about Tort law ?	
Answer	<p><input type="checkbox"/> it defines what constitutes a misdemeanor</p> <p><input checked="" type="checkbox"/> encompasses the rights and duties that exist between two parties, independent of a contract</p> <p><input type="checkbox"/> governs various forms of ownership, including real property and personal property</p> <p><input type="checkbox"/> is concerned with an agreement between two or more parties that creates an obligation to act or refrain from acting in exchange for some type of consideration</p>	

APPENDIX C  
GRADING RUBRIC

ASSIGNMENT RUBRIC

### Rubric Detail

Select *Grid View* or *List View* to change the rubric's layout. [More Help](#)

Name: **Questions Rubric** Exit

**Grid View** | List View

	Novice	Competent	Proficient
<b>Content</b>	Though the questions were attempted, they were not correct and/or did not answer the question(s).	Answers were given and were correct, though could have been in greater detail.	Answers were correct, detailed, and showed thorough understanding of the material.
<b>Mechanics</b>	The student's thought process was difficult to follow and/or answers were unclear.	The student seemed to understand the material, but there were two more more mechanical issues such as sentence structure, subject/verb agreement or	The student's writing style is easily followed and there were no mechanical issues.
<b>Grammar &amp; Spelling</b>	The student used slang and/or "text-speak" and/or the submission contained more than two misspellings or grammatical issues.	The submission contained 1 or 2 grammatical or spelling errors.	The submission contained no grammatical or spelling errors.

Name: **Questions Rubric** Exit

The points assigned to novice, competent, and proficient are dependent on the assignment.

## APPENDIX D

### HEALTH INFORMATION MANAGEMENT (HIM) COMPETENCIES

# knowledge <sup>2</sup>work personalized learning plan

## *Program: AAS Health Information Management*

This personalized learning plan documents the competencies you want to work on this semester. Check the ones you want to do with new educational activities.

Semester: Fall 2015

Domain	Subdomain	Competency	Does the student believe they have attained this competency?	Work on attaining this competency this semester?	Do faculty verify attainment of this competency?
Health Data Management	Health Data Structure, Content, and Standards	Apply policies and procedures to ensure the accuracy of health data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Health Data Structure, Content, and Standards	Collect and maintain health data (such as data elements, data sets, and databases).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Health Data Structure, Content, and Standards	Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Health Data Structure, Content, and Standards	Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

management, billing reports, registries, and/or databases.

Health Data Management	Healthcare Information Requirements and Standards	Apply policies and procedures to ensure organizational compliance with regulations and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Healthcare Information Requirements and Standards	Assist in preparing the organization for accreditation, licensing, and/or certification surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Healthcare Information Requirements and Standards	Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Healthcare Information Requirements and Standards	Monitor and apply organization-wide health record documentation guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Adhere to current regulations and established guidelines in code assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Apply diagnosis/procedure codes according to current nomenclature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Resolve discrepancies between coded data and supporting documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Use and maintain applications and processes to support other clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

classification and nomenclature systems  
(ex. DSM IV, SNOMED-CT).

Health Data Management	Clinical Classification Systems	Use and maintain electronic applications and work processes to support clinical classification and coding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Clinical Classification Systems	Validate coding accuracy using clinical information found in the health record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Data Management	Reimbursement Methodologies	Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health Statistics, Biomedical Research, and Quality Management	Healthcare Statistics and Research	Collect, maintain, and report data for clinical indices/databases/registries to meet specific organization needs such as medical research and disease registries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Statistics, Biomedical Research, and Quality Management	Healthcare Statistics and Research	Collect, organize, and present data for quality management, utilization management, risk management, and other related studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Statistics, Biomedical Research, and Quality Management	Healthcare Statistics and Research	Comprehend basic descriptive, institutional, and healthcare vital statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Statistics, Biomedical Research, and Quality Management	Quality Management and Performance Improvement	Abstract and report data for facility-wide quality management and performance improvement programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Statistics, Biomedical Research, and Quality Management	Quality Management and Performance Improvement	Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Display high standards of ethical conduct and behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Pursue appropriate learning activities contributing to lifelong professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Maintain high standards for quality work and responsiveness in providing office administrative services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Better understand self (values, work ethic, attitudes, professional presence, personal wellness, self esteem).	Demonstrates behaviors that are consistent with standards for professional and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Better understand self (values, work ethic, attitudes, professional presence, personal wellness, self esteem).	Function effectively as a member of a diverse team to accomplish common goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Demonstrate a commitment to serving internal and external customers with quality outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Apply new technical and business information/knowledge to practical use on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Research career advancement opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Demonstrate rational approaches to decision making and problem solving.	Demonstrate through simulations and case studies continued rational approaches to solutions and remedies for office issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	Use correct oral and written grammar and develop strategies to	Conveys information clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

avoid  
communication  
breakdown.

Health Services Organization and Delivery	Healthcare Delivery Systems	Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Delivery Systems	Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Privacy, Confidentiality, Legal, and Ethical Issues	Adhere to the legal and regulatory requirements related to the health information infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Privacy, Confidentiality, Legal, and Ethical Issues	Apply and promote ethical standards of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Privacy, Confidentiality, Legal, and Ethical Issues	Apply policies and procedures for access and disclosure of personal health information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Privacy, Confidentiality, Legal, and Ethical Issues	Maintain user access logs/systems to track access to and disclosure of identifiable patient data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services Organization and Delivery	Healthcare Privacy, Confidentiality,	Release patient-specific data to authorized users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal, and Ethical  
Issues

Information Technology & Systems	Information and Communication Technologies	Apply policies and procedures to the use of networks, including intranet and Internet applications, to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Information and Communication Technologies	Participate in the planning, design, selection, implementation, integration, testing, evaluation, and support for EHRs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Information and Communication Technologies	Use common software applications such as spreadsheets, databases, word processing, graphics, presentation, e-mail, and so on in the execution of work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Information and Communication Technologies	Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Information and Communication Technologies	Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data, Information, and File Structures	Apply knowledge of database architecture and design (such as data dictionary) to meet departmental needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Storage and Retrieval	Apply retention and destruction policies for health information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Storage and Retrieval	Query and generate reports to facilitate information retrieval using appropriate software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Technology & Systems	Data Storage and Retrieval	Use appropriate electronic or imaging technology for data/record storage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Security	Apply confidentiality and security measures to protect electronic health information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Security	Apply departmental and organizational data and information system security policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Security	Protect data integrity and validity using software or hardware technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology & Systems	Data Security	Use and summarize data compiled from audit trails and data quality monitoring programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Search/Employment	Job Search and Advancement	Demonstrate job search skills required for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Search/Employment	Job Search and Advancement	Demonstrate business awareness and workplace effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Human Resources	Apply the fundamentals of team leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Human Resources	Comply with local, state, and federal labor regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Human Resources	Conduct orientation and training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Human Resources	Monitor and report staffing levels and productivity standards for health information functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Human Resources	Participate in and work in teams and committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizational Resources	Human Resources	Use tools and techniques to monitor, report, and improve processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Financial and Resource Management	Contribute to work plans, policies, procedures, and resource requisitions in relation to job functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Financial and Resource Management	Make recommendations for items to include in budgets and contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Financial and Resource Management	Monitor and order supplies needed for work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Financial and Resource Management	Monitor coding and revenue cycle processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Resources	Financial and Resource Management	Recommend cost-saving and efficient means of achieving work processes and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Anatomy & Physiology	Structure and function of the human body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Medical Terminology	Medical Prefixes, suffixes, root words, combining forms, and common terminology used by body system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Pathophysiology	Diseases processes including signs and symptoms, diagnosis, treatment, and prognosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Pharmacotherapy	Common prescription and over the counter medications by body system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education		College Composition I (ENG 111) Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education		Approved Social/Behavioral Science Elective Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Education	Approved Humanities Elective Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education	Orientation to Health Information Management (SDV 101)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education	Introduction to Computer Applications (ITE 115) Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education	Personal Wellness Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education	Human Anatomy and Physiology for the Health Professions (Bio 145) Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Semester Milestones

Milestone 1: How will you know you are on track with the start of the semester?

Milestone 2: When you reach the halfway point in your plan, what do you hope to have accomplished so far?

Milestone 3: How will you know that you have met your goals for this semester?

Weekly Momentum Points

What do you plan to do each week to ensure that you are on track with your educational activities?

Week	Planning Educational Activity
1: 9/15/15	<div></div>
2: 9/22/15	<div></div>
3: 9/29/15	<div></div>
4: 10/6/15	<div></div>
5: 10/13/15	<div></div>
6: 10/20/15	<div></div>
7: 10/27/15	<div></div>
8: 11/3/15	<div></div>

9:  
11/10/15

▲

▼

10:  
11/17/15

▲

▼

11:  
11/24/15

▲

▼

12:  
12/1/15

▲

▼



**Lord Fairfax Community College (LFCC)**

173 Skirmisher Lane

Middletown, VA 22645-1745

[LFCC.edu](http://LFCC.edu)



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