Congratulations on pursuing your academic and career goals at the Department of Health Information Management (HIM) in the College of Health Professions and Social Work (CHPSW) at Temple University. You have chosen a dynamic and critical healthcare profession and the Health Informatics faculty are honored to guide your educational experience.

Many useful resources exist to support and enhance the effectiveness of learning at the graduate level, but the best resources and services in the world are useless to you if you do not know about them. Take the opportunity to review and become familiar with this Student Handbook, the Temple University Graduate School Bulletin http://www.temple.edu/gradbulletin/, and the HIM website (www.temple.edu/him). Please note that the policies and procedures are subject to change during your course of study and it is your responsibility to keep abreast of these changes.
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I. INTRODUCTION TO TEMPLE UNIVERSITY AND THE HIM DEPARTMENT

Temple University was founded in 1884 when a group of young men who wanted to prepare for the ministry asked Dr. Russell H. Conwell, minister, lecturer, and philanthropist, to organize a program of night study. Within four years enrollment had increased to nearly six hundred, and a college charter was obtained. In 1907, the college became Temple University, with Dr. Conwell as its first president. Dr. Conwell’s famous lecture, “Acres of Diamonds” gained friends and money for the newly created University. The philosophy espoused by the “Acres of Diamonds” lecture, that opportunity and success are within everyone’s reach if they will but look for them and grasp them, has inspired many throughout the years. Temple University has always tried to provide this opportunity in fulfilling a distinct purpose built upon the ideal of Russell H. Conwell: “To make an education possible for all young men and women who have good minds and the will to work.” In keeping with the contemporary philosophy of urban universities, Temple is assuming an active role in the life of its community. Conwell dedicated Temple University to the idea of higher education for able students of limited means, without regard to race, creed, or station in life. Temple not only welcomed them, it held classes at night to accommodate the schedules of those whose daytime jobs were essential (hence the birth of the Temple Owls) (excerpted from Temple University's 1993 Faculty Guide, p. 2).

A. HIM DEPARTMENT VISION

The vision of the Department of Health Information Management is to prepare leaders in the Health Information Management (HIM) and Health Informatics (HI) professions.

B. HIM DEPARTMENT MISSION

- To educate undergraduate and graduate students in Health Information Management and Health Informatics.
- To engage in activity that contributes to HIM and HI best practices.
- To provide service to the university and the health care professional community.

C. DEPARTMENTAL GOALS

- Educate students to become leaders in the health information management and health informatics professions
- Provide educational programs in Health Information Management and Health Informatics
- Provide leadership in education and professional service.
- Promote the transition to the electronic health record (EHR) through curriculum innovations and advancement in practice.
- Support life-long learning for faculty.
D. ADVISORY BOARD

The MSHI program is guided by the Health Informatics Health Information Management Advisory Board which includes representation of the key life sciences organizations in the region. The advisory board provides critical advice on the objectives, mission, and curriculum of the program and ensures that the program is designed to meet the workforce needs of employers in the Delaware Valley. Information regarding the members of the advisory board may be found at http://www.temple.edu/chpsw/departments/him/

E. MSHI ACCREDITATION

The MSHI program is currently in accreditation candidacy status from the Commission on Health Informatics and Information Management (CAHIIM) as an MS in Health Information Management.
II. HEALTH INFORMATICS

A. HISTORY OF HEALTH INFORMATICS

The Health Informatics is the application of information technology to the healthcare profession with the aim of creating tools and procedures that facilitate the diagnosis and treatment of patients by healthcare practitioners. In the 1950s Robert Ledley, the inventor of the full body CT scanner, used computers for the National Bureau of Standards in dental projects. As a result of advancements in programming languages in the late fifties coupled with advances in computing technology and data storage in the sixties, practitioners and IT specialists initiated work on the development of diagnostic systems and other health related applications. The MUMPS programming language created at Massachusetts General Hospital during the sixties was instrumental in facilitating the creation and integration of medical databases. Edward Shortliffe’s MYCIN which was used for the identification of bacterial infections and antibiotic dosage recommendations, as well as in the treatment of blood clotting abnormalities and INTERNIST-1 which was developed at the University of Pittsburgh to provide medical information to non-clinical audiences demonstrated the possibility of creating and using advanced health informatics technology in improving healthcare. The U.S. Veterans Administration (VA) began using the MUMPS language in the 1980s in the development of electronic health record systems (EHRS). The VA now has an advanced EHRS and is a leader in health informatics application.

To address privacy concerns related to the electronic health data, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) was enacted to ensure that patients’ consent is obtained prior to a disclosure of health care information among healthcare providers, insurers, and clearinghouses. The implementation of HIPAA privacy safeguards have facilitated increased provider adoption of cost-effective electronic billing software.

“On April 27, 2004, the President [George W. Bush] announced his HIT initiative, setting a broad goal that most Americans should have electronic medical records within 10 years” (Thompson & Brailer, 2004, p. 1). Bush also signed an executive order establishing the position of the National Health Information Technology Coordinator. The “Framework for Strategic Action”, called for the widespread adoption of interoperable electronic health records within 10 years. (www.whitehouse.gov).

In February of 2009, The Health Information Technology for Economic and Clinical Health (HITECH) Act was enacted as part of the American Recovery and Reinvestment Act of 2009 to promote the adoption and meaningful use of health information technology. Due to the research which demonstrates that health information technology helps save lives and lowers healthcare costs, the HITECH Act was designed to ensure that 90 percent of doctors and 70 percent of hospital use a comprehensive electronic health records within the next decade to “advance the user of health information technology (Health IT), such as electronic health records by:

- Requiring the government to take a leadership role to develop standards by 2010 that allow for the nationwide electronic exchange and use of health information to improve quality and coordination of care.
- Investing $20 billion in health information technology infrastructure and Medicare and Medicaid incentives to encourage doctors and hospitals to use HIT to electronically exchange patients’ health information.
• Saving the government $10 billion, and generating additional savings throughout the health sector, through improvements in quality of care and care coordination, and reductions in medical errors and duplicative care.
• Strengthening Federal privacy and security law to protect identifiable health information from misuse as the health care sector increases us of Health IT. ([http://waysandmeans.house.gov/media/pdf/110/hit2.pdf](http://waysandmeans.house.gov/media/pdf/110/hit2.pdf))

AHIMA, HIM and HI professionals and the faculty of this program are actively working on the initiative to build the EHR and to prepare graduates for this work environment.

The faculty is committed to educating students who will participate in the design, development, and implementation of the electronic health record across the continuum of healthcare.

B. GROWTH IN THE HEALTH INFORMATION PROFESSIONS

According to the Bureau of Labor Statistics (BLS), employment of health information professionals is “expected to increase by 20 percent, much faster than the average for all occupations through 2018.” The BLS also indicates there will be a shortage of 35,000 skilled workers to fill health information positions by 2018. The ongoing implementation of the Health Insurance Portability and Accountability Act (HIPAA), its health information privacy provisions, the HITECH Act, and the graying of America, will contribute to the increased demand in health information professions.

C. HIM, IT, MEDICAL INFORMATICS AND THE EHR

The health information professions include careers in health information technology, health informatics, and health information management. The Health Information Management Department in the College of Health Professions and Social Work includes educational programs dedicated to a BS in Health Information Management and a MS in Health Informatics.
The diagram below shows consistent areas amongst Health Informatics and Health Information Management. The different disciplines are further described below. All of the domains are related to ensuring patient's health information is complete, accurate, protected, and readily available for healthcare providers when needed.
1. Health Information Management

As noted in the AHIMA framework for HIM education: Description of roles for HIM in an electronic workplace (retrieved from www.ahima.org/AOE Community of Practice website for educators):

“The individual holding a baccalaureate degree in health information management possesses the expertise to develop, implement, and/or manage individual aggregate and public healthcare data collection and reporting systems. These systems ensure the quality, integrity, availability, and preservation of healthcare data in support of patient safety and privacy, as well as the confidentiality and security of health information. In an e-health environment, these processes and systems are needed to support authorized users and decision makers.”

HIM professionals have expertise which requires knowledge of clinical medicine, the electronic health record (EHR), healthcare database administration, electronic clinical information systems, health care vocabularies and classification systems, quality and human resource management, the ethical and legal aspects of health information systems, and regulatory and accrediting agency requirements which affect the health information system.

The AHIMA Committee on Professional Development further states that:

Health information management improves the quality of healthcare by ensuring that the best information is available to make any healthcare decision. Health information management professionals manage healthcare data and information resources. The profession encompasses services in planning, collecting, aggregating, analyzing, and disseminating individual patient and aggregate clinical data. It serves the healthcare industry including:
patient care organizations, payers, research and policy agencies and other healthcare-related industries (AHIMA, "Health Information Management Professional Definition", 2000).

Students who complete a baccalaureate program from an accredited Health Information Management program, such as Temple University’s BS in HIM, are eligible to sit for the national Registered Health Information Administrator (RHIA) examination.

2. Information Technology

Those working in the information technology field are typically involved in software development, programming, building system interfaces, data backup and system maintenance. These academic programs are typically housed in computer science or (business) management information systems.

3. Health Informatics

Health Informatics includes the knowledge, skills and tools which enable information to be collected, managed, used and shared to support the delivery of healthcare and to promote health"). It has been defined as the "scientific field that deals with biomedical information, data, and knowledge - their storage, retrieval, and optimal use for problem solving and decision making. It accordingly touches on all basic and applied fields in biomedical science and is closely tied to modern information technologies, notably in the areas of computing and communication (medical computer science)\(^2\)

Health Informatics typically focuses on one of the following 4 areas:

- Medical/Bio Informatics – physician/research based
- Nursing Informatics – clinical/research based
- Public Health Informatics – public health/ bio-surveillance based
- Applied Informatics –flow of electronic medical information including process, policy and technological solutions

Temple University’s MS in Health Informatics program is an applied informatics degree focusing on information systems, informatics principles, and information technology across the continuum of healthcare delivery. It incorporates components of management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology.
III. PROFESSIONAL VALUES AND CODE OF ETHICS

Health information professionals are responsible for maintaining systems, which afford patients privacy (the right to be let alone, to have control over health information) and confidentiality (protection of information derived from a clinical relationship between patients and health-care professionals). Students are expected to maintain these principles and high standards of behavior throughout their academic and applied project experiences.

HI professionals have a clear moral and ethical obligation to protect patient privacy. In 1934, the visionary leader of the health information management (HIM) profession, Grace Whiting Myers, recognized this moral imperative privacy and wrote a pledge which indicated that no clinical information should be given to anyone, except as authorized. This professional value and obligation have been reinforced through several iterations of a professional code of ethics, including the most recent one (AHIMA Code of Ethics, 2004). Today, the patient should authorize the release of the information and the passage of Health Insurance Portability and Accountability Act (HIPAA) increased the importance of protecting patient privacy.

A. ACADEMIC AND PROFESSIONAL BEHAVIORS

Information relative to Academic Honesty, Attendance, Code of Conduct and other topics can be found in the Responsibilities and Rights section of the Graduate Bulletin at http://www.temple.edu/gradbulletin/index.htm. You are responsible for understanding and following these policies. Failure to comply with these policies will result in an Academic Review from the faculty and a letter will be entered into your student file. Repeated patterns of unacceptable behaviors may result in a denial of your ability to enroll in the clinical internship courses.

The following provides clarification on expected behaviors in the MSHI program.

The Department of Health Information Management expects each student to adhere to the high ethical and moral standards of the health informatics profession. Students and faculty work together in a common endeavor to seek the truth, to discover the truth and to speak and publish the truth.

As described in the Bulletin:

“Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.”
IV. AMIA PRINCIPLES OF PROFESSIONAL ETHICAL CONDUCT

As a member of the American Medical Informatics Association, I acknowledge my professional duty to uphold the following principles and guidelines of ethical conduct:

1. **Key ethical guidelines regarding patients, their families, their significant others, and their representatives (called here collectively ‘patients’):**

   A. Patients have the right to know about the existence of electronic records containing personal biomedical data;
      1. Do not mislead patients about the how these data are used, about the origin of these data, nor about how and with whom these data are communicated;
      2. Answer truthfully patients’ questions concerning their rights to review and annotate their own biomedical data, and seek to facilitate a subject’s legitimate right to exercise of those rights.
   
   B. Advocate and work to ensure that biomedical data are maintained in a safe, reliable, secure, and confidential environment that is consistent with applicable law, local policies, and accepted informatics processing standards;

   C. Never knowingly disclose biomedical data in a fashion that violates legal requirements or accepted local confidentiality practices;
      1. Likewise, even if it does not involve disclosure, never use patients' data outside the stated purposes, goals, or intents of the organization responsible for these data.

   D. Treat the data of all patients with equal care, respect, and fairness.

2. **Key ethical guidelines regarding colleagues:**

   A. Facilitate colleagues’ work in a timely, respectful, and conscientious way to support their role in the healthcare or research enterprise;

   B. Advise colleagues in a timely fashion about real, or potential, adverse outcomes or adverse situations you discover that could hinder their ability to discharge their responsibilities to patients, other colleagues, involved institutions, or other stakeholders;

   C. To the extent you can, foster a professional environment that is conducive to the highest ethical and technical standards;

   D. Disclose to colleagues any personal biases, prejudices, technical shortcomings, or other constraints that may hinder your ability to discharge your professional responsibilities;

   E. If you work as a leader:
      1. Communicate and promote these ethical guidelines to those you lead;
      2. Manage personnel and other resources effectively and fairly;
      3. Communicate and promote policies that protect the dignity of patients and colleagues.

   F. Be forthright in correcting malfeasance or unprofessional conduct on the part of colleagues.
3. Key ethical guidelines regarding institutions, employers, and clients (called here collectively 'employers'):

   A. In a professional working relationship, employers have the right to expect from you diligence, honesty, and loyalty to common purpose. In return, exercise your right to work in a fair, safe, honest, and productive environment;
   
   B. Work to apply the guidelines for patients (described above in I) to your relationship with an employer (e.g., do not mislead; be truthful; maintain a safe, reliable, secure, and confidential data environment; do not disclose confidential or sensitive information; treat the employer fairly);
   
   C. Likewise, work to apply the guidelines for colleagues (described in above in II) to your relationship with an employer (e.g., facilitate the working enterprise in a timely, respectful, and conscientious way; immediately advise an employer of adverse or disadvantageous circumstances; work to foster an ethical and technically proficient professional environment; and disclose biases, prejudices, technical shortcomings, or other constraints on your ability to conduct your assignments);
   
   D. Learn and respect your intellectual property rights and interests as well as those of your employer, colleagues, and patients;
   
   E. Learn and respect the legal obligations of your employer and comply with local policies and procedures to the extent that they do not violate ethical norms.

4. Key ethical guidelines regarding society and regarding research:

   A. Be mindful and respectful of the societal or public-health implications of your work, ensuring that the greatest good for society is realized by your work under the constraints of your ethical obligations to your patients, colleagues, and employers;
   
   1. The constraints of your ethical obligations to your patients, colleagues, and employers are not absolute, carefully weigh those obligations against the potentially greater interests of society and the public's welfare.
   
   B. Basic human rights, especially as articulated and regulated in conducting research, must remain the highest ethical standard;
   
   C. Know the applicable governmental regulations and local policies that define ethical research in your professional environment. Strive to meet the spirit as well the letter of those regulations and policies.

5. General ethical guidelines

   A. Always disclose to any relevant party all real or potential conflicts of interest that may constrain your professional work;
   
   B. Maintain your competence as an informatics professional;
   
   1. Recognize your technical and ethical limitations and seek consultation when needed;
   
   2. Work diligently to meet the continuing education expectations in your field, and if you undertake service obligations (e.g., voluntary participation on technical committees or membership on regulatory boards) discharge these duties with the same care and conscientiousness as you would your regular duties.
   
   C. Take responsibility for your actions and your work, while taking and sharing credit where credit is due;
   
   D. Avoid exploiting professional relationships, especially positions in AMIA, for personal gain beyond those reasonably expected for good service;
E. Respect professional confidences to the extent that it does not hinder other ethical obligations;

F. Strive to encourage the adoption of informatics approaches proven to improve health and healthcare;
   1. Strive to make research, development, and evaluation of health information technology a priority;
   2. Strive to involve others who have an appropriate expertise in biomedical and health informatics initiatives in your own work.

G. Be mindful that your work and actions reflect both on the profession and on the AMIA organization as a whole.

6. Enforcement, compliance, and violations

The adoption of a code of ethical conduct naturally raises the questions of compliance. What are the consequences of violating the code? How is the code enforced? The authors have suggested to the AMIA Board of Directors that these are issues best decided by the AMIA membership itself. In future forums, AMIA will initiate a dialog with the membership to seek consensus on this important topic.
V. AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION

CODE OF ETHICS

The Code of Ethics is updated periodically by AHIMA to reflect important professional values and current practice situations. The most recent code of ethics can be found at http://www.ahima.org/about/ethicscode.aspx. You should be guided by this Code in all of your work as a HIM student and professional and it is your responsibility to be thoroughly comfortable with the contents.

A. PREAMBLE

The ethical obligations of the health information management (HIM) professional include the protection of patient privacy and confidential information; disclosure of information; development, use, and maintenance of health information systems and health records; and the quality of information. Both handwritten and computerized medical records contain many sacred stories—stories that must be protected on behalf of the individual and the aggregate community of persons served in the healthcare system. Healthcare consumers are increasingly concerned about the loss of privacy and the inability to control the dissemination of their protected information. Core health information issues include what information should be collected; how the information should be handled, who should have access to the information, and under what conditions the information should be disclosed.

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

B. PROFESSIONAL VALUES

The mission of the HIM profession is based on core professional values developed since the inception of the Association in 1928. These values and the inherent ethical responsibilities for AHIMA members and credentialed HIM professionals include providing service, protecting medical, social, and financial information, promoting confidentiality; and preserving and securing health information. Values to the healthcare team include promoting the quality and advancement of healthcare, demonstrating HIM expertise and skills, and promoting interdisciplinary cooperation and collaboration. Professional values in relationship to the employer include protecting committee deliberations and complying with laws, regulations, and policies. Professional values related to the public include advocating change, refusing to participate or conceal unethical practices, and reporting violations of practice standards to the proper authorities. Professional values to individual and professional associations include obligations to be honest, bringing honor to self, peers and profession, committing to continuing education and lifelong learning, performing Association duties honorably, strengthening professional membership, representing the profession to the public, and promoting and participating in research.

These professional values will require a complex process of balancing the many conflicts that can result from competing interests and obligations of those who seek access to health information and require an understanding of ethical decision-making.
C. PURPOSE OF THE AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION CODE OF ETHICS

The HIM professional has an obligation to demonstrate actions that reflect values, ethical principles, and ethical guidelines. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these values and principles to guide conduct. The code is relevant to all AHIMA members and credentialed HIM professionals and students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The AHIMA Code of Ethics serves six purposes:

- Identifies core values on which the HIM mission is based.
- Summarizes broad ethical principles that reflect the profession’s core values and establishes a set of ethical principles to be used to guide decision-making and actions.
- Helps HIM professionals identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- Provides ethical principles by which the general public can hold the HIM professional accountable.
- Socializes practitioners new to the field to HIM’s mission, values, and ethical principles.
- Articulates a set of guidelines that the HIM professional can use to assess whether they have engaged in unethical conduct.

The code includes principles and guidelines that are both enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

D. THE USE OF THE CODE

Violation of principles in this code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members although in some situations, violations of the code would constitute unlawful conduct subject to legal process.

Guidelines for ethical and unethical behavior are provided in this code. The terms "shall and shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall or shall not" do everything that is listed. For example, not everyone participates in the recruitment or mentoring of students. A HIM professional is not being unethical if this is not part of his or her professional activities; however, if students are part of one’s professional responsibilities, there is an ethical obligation to follow the guidelines stated in the code. This concept is true for the entire code. If someone does the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "protect all confidential information to include personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to protect all confidential information to include personal, health, financial, genetic, and outcome information."

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles, and offers ethical guidelines to which professionals aspire and by which their actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.
Professional responsibilities often require an individual to move beyond personal values. For example, an individual might demonstrate behaviors that are based on the values of honesty, providing service to others, or demonstrating loyalty. In addition to these, professional values might require promoting confidentiality, facilitating interdisciplinary collaboration, and refusing to participate or conceal unethical practices. Professional values could require a more comprehensive set of values than what an individual needs to be an ethical agent in their personal lives.

The AHIMA Code of Ethics is to be used by AHIMA and individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must take into account the context in which it is being considered and the possibility of conflicts among the code's values, principles, and guidelines. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the AHIMA Code of Ethics does not specify which values, principles, and guidelines are the most important and ought to outweigh others in instances when they conflict.

E. CODE OF ETHICS 2004

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:

- Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
- 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.
- 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.
- Refuse to participate in or conceal unethical practices or procedures.
- Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
- Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
- Represent the profession accurately to the public.
- 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.
- State truthfully and accurately their credentials, professional education, and experiences.
- Facilitate interdisciplinary collaboration in situations supporting health information practice.
- Respect the inherent dignity and worth of every person.
VI. CURRICULUM

A. ADMISSION CRITERIA

Applications for admissions are accepted on a rolling basis. Candidates must provide the following:

- A baccalaureate degree from an accredited college or university.
- A cumulative GPA of 3.0 or a cumulative GPA of 3.25 in three graduate HIM Pre-requisite courses.
- Graduate Record Examination (GRE)
  - To qualify for a waiver of the GRE, the applicant needs to have one of the following:
    - undergraduate GPA ≥ 3.25
    - undergraduate GPA < 3.25 and a cumulative GPA of 3.25 in three HIM graduate prerequisite courses
    - graduate degree
- A completed Computer Competency examination verifying skill level in word processing, basic spreadsheets, and communication applications will be required. An applicant may independently complete computer based training to supplement competencies not met with the competency examination.
- Essay describing interest in obtaining degree and how it will meet your career goals. Essay must demonstrate professional writing ability.
- Two Graduate Recommendation forms from individuals who can observe and evaluate your leadership competencies and abilities.
- Interview with Health Informatics departmental faculty.

B. COMPUTER COMPETENCY EXAM

All candidates for the MSHI program must successfully complete the computer competency exam before registering for the first matriculated course.

Prior to the test you will need to purchase a myitlab Computer Literacy Test Access Code from the Temple University Bookstore (13th & Montgomery) or Zavelle’s Bookstore (1520 N Broad Street). The myitlab COMPUTER LITERACY TEST ACCESS CODE costs approximately $20.00. You MUST bring the myitlab Access Code with you on the day of the test as well as your Temple University ID. Your results will be displayed after completion of the FCLT and you can also log back into the registration system to view your results. Please allow 24 hours for your results to be uploaded.

For information related to the test contents, please refer to http://www.sbm.temple.edu/foxclt/.

The competency exam takes 50 minutes to complete. Expect to spend approximately 1.5 hours for logging in, creating an account, and taking a practice test.

1. Process to schedule to the exam:

- Refer to the HIM website to identify available test times
- Send an email to Kesa Bond at kesa.bond@temple.edu and include “Computer Competency Exam” in the subject line.
- Provide your full name, TUID (if you have one) and your preferred date/time.
- You must have your product key prior to admission.
- Prompt arrival for the examination is required as it is proctored.
2. **Passing score for the computer competency exam**

   The passing score for the computer competency exam is 74%. If you do not achieve a 74%, purchase the @ MYITLAB COMPUTER LITERACY TRAINING AND RE-TEST ACCESS CODE. Once you purchase this access code you will need to review the concepts and work through each module. When you feel that you have mastered each skill you will be eligible to resit for the on-site exam.

   NOTE: You must retake the exam on site at Temple. Successful completion of the FOX Computer Literacy Test which is built into the application will NOT BE ACCEPTED. You have three chances to pass the examination.

C. **Educational Outcomes**

   The Master of Science in Health Informatics (M.S. in HI) began in Fall 2009. The curriculum is based on educational outcomes adapted from AHIMA, and is designed as a collaboration between the College of Health Professions and the Fox School of Business and Management. The program was developed as an applied informatics degree for working professionals which will facilitate interdisciplinary collaboration for the creation and improvement of the EHRS across the continuum of the healthcare spectrum.

D. **Campus Offerings**

   To accommodate our working professional student population, courses in the MSHI program are typically offered at the Main, Center City (TUCC) or Health Sciences campus. However due to space and scheduling accommodations, courses may be offered at other locations including the Fort Washington campus.

E. **Curriculum Requirements**

   The course listing, pre-requisites and/or co-requisites for students admitted in the Spring of 2011 are displayed in Table 2 and Figure 1 below.

   There are three pre-requisite courses, HIM 5001, HIM 5002, and HCM 5101, which must be taken prior to enrolling in HIM 8001 (Information Technology for the EHR). These three courses are required for all students without the necessary body of knowledge as indicated below. Typically candidates take these courses as non-matriculated student.

   Of note, if a student is attempting to waive out of the GRE requirement by taking three graduate courses and obtaining a GPA >=3.25, the student is not limited to the pre-requisite courses. A student may take any three graduate courses. It is recommended, however, that the student take three courses in the major to avoid delays in graduation.
### TABLE 1: MSHI CANDIDATES REQUIRED TO TAKE PRE-REQUISITE COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Student Population Required to Take Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 5001</td>
<td>Information Systems: Documentation, Ethical and Legal Aspects</td>
<td>Any candidate with a clinical (i.e. nursing, PT, OT, pharmacy, physician) or a HIM background is waived out of this class</td>
</tr>
<tr>
<td>HIM 5002</td>
<td>Clinical Information Systems:</td>
<td>Any candidate with a HIM background is waived out of this class</td>
</tr>
<tr>
<td>HCM 5101</td>
<td>Health Systems Organization and Development</td>
<td>Any candidate with a clinical (i.e. nursing, PT, OT, pharmacy, physician) or a HIM background is waived out of this class</td>
</tr>
</tbody>
</table>

### TABLE 2: RECOMMENDED MSHI COURSE PLAN

#### Summer Year 1 Prerequisites, as needed
- HIM 5001: Information Systems: Documentation, Ethical and Legal Aspects
- HIM 5002: Clinical Information Systems: Coding, quality, and reimbursement
- HCM 5101: Health Systems Organization and Development

#### Fall Year 1 - 6 credits
- HIM 8001: Information Technology for the EHR
- MIS 5001: Managing Information Technology

#### Spring Year 6 credit hours
- HIM 8011: Healthcare Reimbursement Systems
- HIM 8027: Electronic Health Record: Ethical, Legal and Advocacy Aspects

#### Fall Year 6 credit hours
- MIS 5101: Database Analysis and Design
- OT 8509: Leadership in the Health Professions: The Art and Science of Influence

#### Spring Year 6 credit hours
- HIM 8028: HIS: Standards and Electronic Applications
- MIS 5102: Information Systems: Modeling and Development

#### Summer Year 6 credit hours
- HIM 9189: Applied Project Field Study - with approval by Program Director
- HIM 8029: Graduate Seminar
F. **Applied Project**

The applied project is an integral part of the MSHI program designed to provide the student an opportunity to work on a real project, preferably at a healthcare employer site. The project may be completed in teams and includes the development of a paper and a presentation to representatives of the healthcare employment community.

Students must present a proposal for the project to the instructor who will assess the scope of the project. Students will be charged with crafting a project plan and will work with the instructor to ensure key milestones are completed.
VII. ACADEMIC POLICIES

A. MATRICULATED VERSUS NON-MATRICULATED STATUS

As described in the Graduate Bulletin: Non-matriculated graduate students may take up to nine graduate credits before the University requires them to declare their academic intentions. Continued enrollment is blocked until the student chooses to either:

- Apply and be officially admitted into a degree program. The required form is the Graduate School Application.
- Continue to take courses as a non-matriculated student after filing the appropriate form with the Graduate School (Request to Exceed 9 Semester Hours of Graduate Coursework for Personal or Professional Enrichment) so the registration hold is lifted. Any credits in excess of nine, however, may not later be applied to a degree program.

Both matriculated and non-matriculated are advised by the Director of the Health Informatics Department. Matriculated students are expected to self-register for courses. It is the expectation that students will refer to the suggested course schedule and will seek advice from the academic advisor for advice on course selection prior to registration to ensure progression through the program.

B. REGISTRATION

The registration procedures apply to any student taking any course in the MSHI program, regardless of whether it is a prerequisite, and/or core course, or a part of a specialty curriculum.

At Temple there are four (4) types of registration:

- **Continuing Student Registration**: is for all currently registered students. It begins in the middle of the current semester for the following one. The dates are posted in the Academic Calendar for the University [http://www.temple.edu/registrar/acad_cals_2010-2011.html](http://www.temple.edu/registrar/acad_cals_2010-2011.html)

- **Open Registration**: is for new and re-entering students. It follows immediately after the Continuing Student Registration.

- **Peak Registration**: is the week immediately prior to the start of a semester. Registration at this time requires immediate payment of tuition.

- **Late Registration**: fees apply

- **Schedule Revision fee**: fees apply beginning the second week of classes during a regular semester
C. REGISTRATION PROCEDURE

1. Review the recommended course schedule
2. If you are a non-matriculated student, contact the Director of the Health Informatics program and the Student Services Coordinator to register you. Contact information may be found at section XIII of this handbook.
3. If you are a matriculated student, register yourself on Owlnet
4. You will receive a bill via your temple email. You can also access your bill on Owlnet. Be prepared to pay by the deadline printed on your bill to avoid "computer washout". "Washout" means that your name is removed from the official list of course registrants. If the class is at capacity, you may be unable to be reregistered for that class. If a student continues to attend class while not on the on the official class list, the student will receive a grade of “F” for the course. **There are no retroactive registrations.**
5. Students using tuition remission forms must complete the same payment process outlined above. To avoid computer washout, complete the registration process. You must first pay your fees via Owlnet or at the Bursar’s office either on main campus or on the first floor of Kresge Hall at the cashier’s office. You will receive a receipt of payment, which should accompany your tuition remission form and then take it to the Office of Student Financial Services (Room B41, Student Faculty Center).
6. Temple employees entitled to tuition remission should secure the remission forms in their department. **Temple University on-line (www.temple.edu/bursar/administration/tuition_remission.htm).** Other employees should check with their department head.
7. If you are employed by another organization that pays your bill directly, please contact the Office of Student Financial Services to determine the procedure for Third Party Payment from Non-Temple payers — 215-204-7362 or 215-707-2667.

D. EMAIL ACCOUNTS

All students are required to obtain a Temple email account upon entrance into the University. Students can go to the following site to obtain the Temple email address: http://accounts.temple.edu. All official University email correspondence including graduation information will be sent to this address. This address will be listed as the official address for each student in the student’s records.

E. OWLNET

Owlnet (http://owlnet.temple.edu) is the online access to your financial and academic records. You will need your TUID and PIN to register. All matriculated students must register through Owlnet after meeting with the advisor. If you have lost or forgotten your number, contact the Registrar's Office at (215) 204-1131 to secure a new number.
F. Administrative Paperwork

Student’s requiring completion of administrative paperwork such as a letter of status verification or references, should refer such paperwork to the HIM Department’s Student Services Coordinator. Include a note indicating the exact address of the recipient, the method of distribution (fax, email, US mail, etc.), the date due, and any special instructions. All documents must be submitted at least five working days before the due date.

G. Student Accident Insurance Policy

Effective in Fall 2010, students in the College of Health Professions and Social Work, all students are required to purchase the Student Accident Insurance Policy offered by Klais & Company, Inc. Information about this can be found at http://www.temple.edu/hr/students/accident.htm. The accident insurance will serve as “gap” or supplemental insurance to cover the cost of certain items not covered by health insurance.

H. Academic Progression:

1. Leave of Absence

Students interested in a leave of absence from the program must submit a leave of absence form (http://www.temple.edu/grad/forms/documents/Leave_of_Absence_09.pdf). There is a fee associated with requesting a leave of absence. As noted on the form:

- A leave of absence does not extend the time allotted toward the degree
- Use of University services is suspended while the student is on leave
- With the exception of a serious situation, a student may not be granted more than four semesters of leave

2. Transfer of Graduate Credits

A student who has taken Health Informatics or Management Information Systems courses outside of Temple University may elect to have the courses reviewed for transfer credit to satisfy pre-requisite or required coursework in the MSHI program. For a course to be considered the students must:

- Mail an official transcript directly by the Registrar or the appropriate authority at the institution where the credits were earned to the HIM Department
- Route the syllabus for the course sent via mail or email.
- Complete the Transfer Credit form (http://www.temple.edu/grad/forms/documents/Transfer_Grad_Credit_09.pdf)

The form, transcript, and syllabus will be evaluated by the faculty to determine if the content meets the curricular content of the comparable course at Temple.

Policies governing Transfer Credits may be found at http://www.temple.edu/grad/policies/gradpolicies.htm and include:

- The course was completed within five years of the time of matriculation to Temple
- All transfer credits must be of “B” quality or better.
- All transfer credits must be from an accredited institution.
- All transfer credits must be taken prior to matriculation.
3. Dropping or Adding a Course

Students are charged for the entire tuition if a Drop/Add form is not processed by the published dates each semester. These dates can be found in the Academic Calendar (www.temple.edu/registrar). The deadline for Drop/Add forms typically occurs:

- at the end of the second week of classes for a regular semester
- at the end of the third day of class in Summer Sessions.

If you file a Drop/Add in time, and you are dropping all classes for the semester, you will receive a full refund.

Students who fail to attend class and who did not process a Drop/Add form, will receive an F in the course, affecting the GPA and the student's University status.

4. Withdrawal from a Course

During the first two weeks of the fall, spring or summer sessions, students may drop a course with no record of the class appearing on the transcript. In weeks three through nine of the fall or spring semester, or during weeks three or four of summer sessions, the student may withdraw with the instructor’s permission. The course will be recorded on the transcript with the instructor’s notation of “W,” indicating that the student withdrew. After week nine of the fall or spring semester, or week four of summer sessions, students may not withdraw from courses.

No student may withdraw from more than five courses during the duration of his/her studies to earn a graduate degree (with the exception of excused withdrawals). A student may not withdraw from the same course more than once.

5. Academic Probation

If a graduate student’s GPA falls below 3.0, or if a course grade below B- is received, the student will be placed on academic probation for the next semester. While on probation, the student is responsible for scheduling regular meetings with his/her advisor. The semester the student is on probation, a minimum grade of a B and a semester GPA greater than 3.0 must be achieved. Students will remain on probation until the overall GPA is greater than 3.0. Failure to achieve a cumulative GPA greater than 3.0 will result in dismissal from the program.

6. Repeating a Course

Students may repeat a course to earn a higher grade, either to raise their GPA or to receive a grade in the course required by their major or to meet another requirement.

- No grade below a C- can be used to fulfill any graduate requirement.
- The decision to repeat a course for higher grade must be in consultation with an advisor.
- A repeated course must be graded using the same grading system (pass/fail, credit/no credit, or letter grade) as when originally taken.
o Except for courses designed to be taken multiple times, such as independent study, research, or other courses, credit for a given course will be granted only once.

o No change in a student’s graduate GPA will be made after the master’s degree is awarded.

7. Academic Dismissal

A student may be dismissed from the graduate program if one or more of the following conditions are met:

- Failure to maintain reasonable academic progress
- The receipt of more than two grades below B- or more than one F
- Violation of the established Standards of Professional Behavior and/or failure to maintain patient safety. Violation may result in dismissal from the graduate program at any time
- A positive drug screen

8. Readmission After dismissal

The MS in Health Informatics Program adheres to the grievance procedure in the Graduate Bulletin.

9. Appeal of Grade

The HIM Department adheres to the CHPSW Appeal of Grades Procedure which may be found at: http://www.temple.edu/chpsw/deansoffice/documents/CHPSW%20Grievance%20Policy.pdf

I. Communication

The faculty is dedicated to providing updated information related to the program through a variety of channels. Students are expected to be familiar with the program’s website which is updated regularly. Information relative to job opportunities, the computer competency exam, recommended course plan, and policies regarding the program, as well as key documents such as this handbook, may be found on the website. Students should review the site for updates regularly.

In addition, a listserv was established to provide prompt communication pertaining to job opportunities, registration information, and updated University or CHPSW policies and procedures.
VIII.  CLASSROOM POLICIES

A. ATTENDANCE

Enrollment in a course presupposes intention to attend regularly. Attendance is expected at all course and clinical sessions. Additional requirements will be included in the course syllabus. The student who is absent for any reason is responsible for work missed. The student should understand that excessive absences may, at the discretion of the instructor, jeopardize the grade, and/or continuance in the course. Class participation is an important component of graduate education.

B. LATENESS

Students are expected to make every effort to attend class on time. Faculty will not reteach content which has been missed due to lateness.

C. CLASS CANCELLATION

Temple University's formal policy explaining inclement weather decisions is available online at:

http://policies.temple.edu/getdoc.asp?policy_no=04.31.12. In the event of severe emergencies affecting University operations, information is available at each of the following locations.

- Temple University home page (www.temple.edu)
- Temple University's weather hotline at 215-204-1975
- Temple University radio station WRTI-FM (90.1 FM)
- Local Radio stations will broadcast code numbers for HSC, Center City and Main campuses (#2101) for evening classes. Ambler campus code number for evening classes is 2426.

D. EXAMS

- Students are required to attend examinations. Under special documented circumstances, a student may request a change of a scheduled regular examination. All requests must be received in advance and are subject to the faculty member's discretion.
- Final examinations must be taken in accordance with the posted final examination schedule except for a documented emergency.
- Students requiring accommodations based on the impact of a documented disability must inform the instructor at the beginning of the semester. The disability must be documented by the Office of Disabilities in Ritter Annex on main campus.
- Students are to turn off cellular phones and pagers. All notebooks, books, electronic equipment and other supplies are to be off the desk.
IX. SERVICES

A. FINANCIAL AID

Information pertaining to financial aid is available at http://www.temple.edu/sfs/

B. DISCOUNT PARKING:

For the Health sciences campus, discount Parking is available at the Tioga West open lot for students arriving after 4:00 p.m. Please call 215-707-2277 for information.

Discount parking is also available from a public lot at the Center City campus.

C. STREET PARKING:

The meters around Temple take nickels, dimes and quarters and are among the most vigilantly patrolled of those in the city. Metered parking on the southbound side of Broad Street is available from 9:30 AM to 6:30 PM (between 6:30 PM and about 6 AM, it is free and legal). Metered Parking on Ontario Street between the Hospital and CHP is actively patrolled until 8 PM. Parking officials typically monitor the area and will issue tickets or tow cars which are illegal parked or those with expired meters.

D. VALET PARKING

Valet Parking is available at the Tioga entrance to Temple Hospital. No ID is needed and it costs the same as Tioga Street Garage. Valet parking is attended until 9 PM. After that time, you can retrieve your car keys by going to the Tioga Street garage booth and telling the attendant your car was in Valet Parking. The Valet Parking attendant will have moved your car into the Tioga Street garage after 9 PM. After class, walk through the hospital’s main entrance to get to the Valet Parking Office at the Tioga Street Entrance (which is locked after dark—you can go out, but you can’t come in). Temple Hospital employees are asked not to use Valet Parking Services.

E. SAFETY SERVICES

Temple University is committed to the continuing safety of its students, visitors, and staff. By following the suggested walkways and tips included here you will make your nighttime travel as safe as possible. Here are a few safety suggestions:

- Always walk and park in well-lighted areas.
- Notify Campus Police of any suspicious activity or persons (215) 204-1234.
- Do not leave possessions and equipment unattended in buildings or on store counters.
- Do not leave anything visible in your auto, place all valuables in your vehicle’s trunk, and lock your vehicle. It is strongly recommended that available escort services be utilized (215) 204-TRIP.
- Use Allegheny Avenue entrance to the Broad Street line rather than the Erie Avenue entrance.
- Use MAC machines located inside the University buildings.
- Do NOT talk on your cell phone while waking to your car!
F. Shuttle Bus Service

Temple University operates a shuttle bus service with stops at the Health Sciences Center for the safety and convenience of students and faculty. This service is only offered during the fall and spring semesters. For a copy of the schedule, please stop in to the Student Activities Center (SAC) located on the Main Campus, 13th & Montgomery Streets or the Faculty Student Center (FSU) located on the Health Sciences Campus, Broad & Ontario Streets.

G. Student Health Services

The Student Health Center is located in the Student Faculty Center (SFC) in the Lower Basement in Room #43. A nurse is on duty during the day on weekdays only and can be reached via the Student Health Center receptionist at (215) 707-4088. A physician is available Monday and Thursday mornings, and Tuesday, Wednesday and Friday afternoons. You are also eligible for services through the Student Health office on Main Campus in Mitten Hall (Broad Street @ Berks Mall), where nurses and physicians provide preventive care as well as care for acute illness, and injury from during the day on weekdays and Saturdays. There is no charge for consultation, and much-reduced rates for diagnostic tests. Many medications prescribed by the staff are dispensed there at a much-reduced cost. Gynecologic care for illness or injury is available without charge. Confidential free HIV testing is also available. Family planning and routine well-woman care is provided by a nurse practitioner at a very reasonable cost. The Department of Nursing also operates a nurse-run health center that provides comprehensive primary care and women’s health services. Required physical examinations may be obtained here for a small fee. All insurance plans are accepted. A psychological counseling service is also available to Temple students. All full-time students are charged a fee per semester Student Health fee to cover the cost of these services.

H. Writing Center (215-204-0705)

This resource offers in-center workshops focusing on graduate students’ writing skills. MSHI students can also work with a tutor to improve the quality of their writing at no cost. The service is intended for those working on seminar papers or master’s essays. The session can be used to focus on argument, organization and prose style but not grammar. Call for more information.
X. EQUAL OPPORTUNITY POLICY

TEMPLE UNIVERSITY IS COMMITTED TO A POLICY OF EQUAL OPPORTUNITY for all in every aspect of its operations. The University has pledged not to discriminate on the basis of race, color, sex, age, religion, national origin, sexual orientation, marital status, or disability. This policy extends to all educational, service, and employment programs of the University.

Affirmative action at Temple has these inclusive objectives: To support the admission and successful participation of disadvantaged students, students with disabilities, and those for whom English is a second language. To employ and advance in employment of qualified women, minorities, individuals with disabilities, disabled veterans, and veterans of the Vietnam era.

Temple University's equal opportunity/affirmative action program complies with federal regulations.

XI. STUDENT DISABILITY

It is Temple University's policy to provide reasonable accommodations to students with disabilities under the ADA. At the beginning of each semester, any student with a disability should inform the course instructor if instructional accommodations or academic adjustments will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at (215) 205-1280.

XII. STUDENT AND FACULTY ACADEMIC RIGHTS AND RESPONSIBILITIES POLICY

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.
# XIII. CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Contact</th>
<th>Room</th>
<th>*Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Hines, Student Services Coordinator</td>
<td>310</td>
<td>2-4811</td>
<td><a href="mailto:hithinfo@temple.edu">hithinfo@temple.edu</a></td>
</tr>
<tr>
<td>LaKesa Bond, MHA, RHIA</td>
<td>307</td>
<td>2-2896</td>
<td><a href="mailto:Kesa.Bond@temple.edu">Kesa.Bond@temple.edu</a></td>
</tr>
<tr>
<td>Cathy A. Flite, M.Ed., RHIA</td>
<td>314</td>
<td>2-7654</td>
<td><a href="mailto:Cathy.Flite@temple.edu">Cathy.Flite@temple.edu</a></td>
</tr>
<tr>
<td>Margaret M. Foley, Ph.D., MBA, RHIA, CCS</td>
<td>308</td>
<td>2-4822</td>
<td><a href="mailto:Margaret.Foley@temple.edu">Margaret.Foley@temple.edu</a></td>
</tr>
<tr>
<td>Laurinda B. Harman, Ph.D., RHIA</td>
<td>309</td>
<td>2-4823</td>
<td><a href="mailto:Laurinda.Harman@temple.edu">Laurinda.Harman@temple.edu</a></td>
</tr>
<tr>
<td>Cindy Joy Marselis, MS, MBA, RHIA Interim Chair, HIM Director, MS in HI</td>
<td>312</td>
<td>2-9096</td>
<td><a href="mailto:Cindy.Joy.Marselis@temple.edu">Cindy.Joy.Marselis@temple.edu</a></td>
</tr>
<tr>
<td>Karen McBride, MS, RHIA Internship Coordinator</td>
<td>308</td>
<td>2-4820</td>
<td><a href="mailto:Karen.McBride@temple.edu">Karen.McBride@temple.edu</a></td>
</tr>
<tr>
<td>HIM Fax</td>
<td></td>
<td>2-5852</td>
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<tr>
<td>Security - (Jones Hall)</td>
<td></td>
<td>2-3716</td>
<td></td>
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</tbody>
</table>

If dialing from the outside CHPSW, dial 215-707-xxxx.
XIV. REFERENCES AND ACKNOWLEDGEMENTS


Temple University Graduate Nursing Handbook


XV. ENDNOTES


2 http://www.openclinical.org/healthinformatics.html