Assurance of Student Learning 2018-2019	
College of Health and Human Services	Public Health
Health Information Management- 529	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: **Evaluate legal processes impacting health information/informatics**			
Instrument 1	Direct: Analysis of Electronic Health Record Professional Practice Experience (PPE)/Capstone Project		
Instrument 2	Direct: Creation of Policy and Procedure of Medical Record Documentation Requirements Assignment		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	Not Met
Student Learning Outcome 2: **Apply organizational management processes**			
Instrument 1	Direct: Development of purchasing proposal and cost benefit analysis in Management Project in PPE/Capstone Project course		
Instrument 2	Direct: Recommendation of number of full-time equivalent workers needed in Management Project in PPE/Capstone Project course		
Instrument 3	Direct: Development of an organizational chart in the Management Project in PPE/Capstone Project course		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	Not Met
Student Learning Outcome 3: **Recommend privacy/security strategies for health information**			
Instrument 1	Direct: Creation of Policy and Procedure for Patient Identity Management		
Instrument 2	Direct: Analysis of Electronic Health Record Professional Practice Experience (PPE)/Capstone Project		
Instrument 3	Direct: Development of in-service training on privacy, security, and confidentiality		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
Results from this assessment indicate that overall the mean scores for all SLOs have been met and the program has reached and/or exceeded the self-reported assessment goals in each category except for measurement 1 in SLO 3. Based on this assessment, for SLO 3 Measurement 1 a more comprehensive rubric was developed and the rubric was provided to the students prior to submission of project in Fall 2019 (it was not in Fall 2018). The students' ability to review the rubric prior to submitting project allowed students to know exactly what they were being graded against. Percent of program achieving target (N=9) was 88.9% for fall 2019 which met the program success target measurement. While the overall SLOs were met for 2018-2019 in all other areas, the grading system was also modified for some of the other SLO measures to again provide a more comprehensive rubric. These rubrics will also be provided to the students. Changes to the rubrics also necessitated changes to the Criteria for Student Success in these areas for 2019-2020. In addition to these changes, video tutorials were developed on some of the topics to help increase student learning.			

Student Learning Outcome 1	
Student Learning Outcome	Evaluate legal processes impacting health information/informatics
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.** Direct measure of student learning outcome: Students in the professional practice experience/capstone course (HIM 495) were given a final, written project that required them to analyze external/legal requirements related to the electronic health record in order to evaluate a health care facility's compliance with the requirements.
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the PPE/Capstone project rubric in this area.

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	87.5%
Methods	(N=8 students) Written project submissions were graded based on PPE EHR Rubric. Students were expected to include evidence of accurate evaluation of accrediting, licensing, and/or certifying agency requirements in order to compare the facility's electronic record system against those requirements.		
Measurement Instrument 2	Direct measure of student learning outcome: Students in HIM 450- Application and Analysis Health Information Management Theory- were given a written project that required them to create a policy and procedure on medical record documentation requirements for their organization related to content and timeliness.		
Criteria for Student Success	Students should at the end of the written assignment score a minimum of 70% on the Policy and Procedure Creation on Documentation Assignment.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%
Methods	(N=11 students) Written project submissions were graded based on P&P Creation for Documentation Requirements Grading Sheet. Students were expected to review regulations and laws for content of medical records in order to develop an appropriate policy and procedure. Points were assigned based on student accuracy within each section.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Core course and program outcomes were examined in relation to the Student Learning Outcome 1. While the Outcome was met and students are able to demonstrate their learning, Measurement Instrument 2 assessment tool was changed in Fall 2019 to provide additional direction to the students to improve their understanding of the expectations for achieving the learning objective. The assessment tool was changed for Fall 2019 from a straight point system assessment to a rubric based on "Novice, Apprentice, Proficient, and Distinguished" with specific guidance provided to achieve each of those.   An online video was also developed by instructor to verbalize the expectations. A copy of both the current measurement tools and the revised tool are attached.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

While there was no significant change in overall student learning based on the assessment, students indicated on survey that they appreciated the additional instruction on the assessment tool because it helped them better assess their own work prior to submission for grading.

Student Learning Outcome 2			
Student Learning Outcome	**Apply organizational management processes**		
Measurement Instrument 1	**Direct measure of student learning: Development of purchasing proposal and cost benefit analysis in Management Project in PPE/Capstone Project course**		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to submit appropriate purchasing proposal and cost benefit analysis.		
Measurement Instrument 2	**Direct measure of student learning: Recommend number of full-time equivalent workers needed for in Management Project in PPE/Capstone Project course**		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area.		
Program Success Target for this Measurement	80	**Percent of Program Achieving Target**	88.9%
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to submit appropriate recommendations for full-time equivalent workers for the project.		
Measurement Instrument 3	**Direct measure of student learning: Development of an organizational chart in the Management Project in PPE/Capstone Project course**		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	88.9%
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to develop an appropriate organizational chart for the project.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
For spring 2020 in the online leadership and management course there was an increased focus on teaching students how to develop organizational charts and determine full-time equivalent worker needs. Video tutorials and sample template examples were provided. It is expected that this will increase student learning of the process.			
Follow-Up Final results of the changes to curriculum are unknown at this time since the students have not yet taken the management and leadership course or taken their PPE/Capstone Project course. Further assessment will be available after spring 2020.			

Student Learning Outcome 3			
Student Learning Outcome	**Recommend privacy/security strategies for health information**		
Measurement Instrument 1	**Direct measure of student learning: Students in Application and Analysis of Health Information Management course (HIM 450) were given a project to create a policy and procedure for patient identity management**		
Criteria for Student Success	Students should at the end of the project successfully develop an identification method for patients being admitted to the hospital.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	75%
Methods	(N=12 students) Written project submissions were graded based on creation of policy and procedure for patient identity management. Students were expected to include evidence of development of an identification method for patients being admitted to the hospital.		
Measurement Instrument 2	**Direct measure of student learning outcome: Students in the professional practice experience/capstone course (HIM 495) were given a final, written project that required them to evaluate the access and protection of health information in a health care facility.**		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the PPE/Capstone project rubric in this area**.**		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	87.5%
Methods	(N=8 students) Written project submissions were graded based on PPE EHR Rubric. Students were expected to include evidence of appropriate evaluation of the access and protection of health information in a health care facility.		
Measurement Instrument 3	**Direct measure of student learning: Students in Leadership and Management in Health Information course (HIM 421) were given an assignment to develop an in-service training presentation on privacy, security, and confidentiality**		
Criteria for Student Success	Students should at the end of the assignment successfully develop an in-service training presentation that includes mechanism for protecting patient information privacy.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%
Methods	(N=18) PowerPoint presentation submissions were graded based on rubric. Students were expected to appropriately address patient information privacy in the presentation submission.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<mark>**Met**</mark>	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

For Student Learning Outcome Measurement Instrument 1 for fall 2019 the rubric was changed to provide categories of distinguished, proficient, apprentice, and novice. The criteria for success was changed to "Students should at the end of the project score either proficient or distinguished on the assignment for developing a process to identify patients at the time they are admitted to the hospital". For Student Learning Outcome Measurement Instrument 3 for spring 2020 the rubric will be changed to provide categories of distinguished, proficient, apprentice, and novice. The criteria for success will be changed to "Students should at the end of the project score either proficient or distinguished on the assignment for developing a process to identify patients at the time they are admitted to the hospital".

Follow-Up: The rubric was provided to the students prior to submission of project in Fall 2019 (it was not in Fall 2018). The students ability to review the rubric prior to submitting project allowed students to know exactly what they were being graded against. Percent of program achieving target (N=9) was 88.9% for fall 2019.

Rubric

Name	
Description	PPE EHR Project Rubric This rubric is designed to assess (grade) the EHR Project report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.

Rubric Detail

Levels of Achievement

Criteria	Distinguished	Proficient	Apprentice	Novice
Introduction Weight 10.00%	**85 to 100 %** The introduction is inviting, state the main topic and objectives and previews the structure/methodology of the project	**70 to 84 %** The introduction clearly states the main topic and objectives and previews the structure/methodology of the project, but it is not particularly inviting to the reader.	**60 to 69 %** The introduction states the main topic and objectives but does not adequately preview the structure/methodology of the project nor is it particularly inviting to the reader.	**0 to 59 %** There is no clear introduction of the main topic or objectives. Nor is the structure/methodology addressed in the project.
Organization of report Weight 10.00%	**85 to 100 %** Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	**70 to 84 %** Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	**60 to 69 %** Some details are not in a logical or expected order and this distracts the reader.	**0 to 59 %** Many details are not in a logical or expected order. There is little sense that the project is organized
Grammar and Spelling Weight 2.00%	**85 to 100 %** There are no spelling or grammatical errors in the project. Sentences are clear.	**70 to 84 %** There are one to two spelling errors or grammatical errors in the project. One or two sentences may be awkward or difficult to	**60 to 69 %** There are 3-5 spelling or grammatical errors. Three to five sentences may be awkward or difficult to understand	**0 to 59 %** There are six or more spelling or grammatical errors. There are six or more sentences that may be awkward or difficult to

https://blackboard.wku.edu/webapps/rubric/do/course/manageRubrics?dispatch=view&conte...

Criteria	Levels of Achievement			
	Distinguished	Proficient	Apprentice	Novice
External/Legal Weight 7.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates External/Legal standards and guidelines in relationship to facility	60 to 69 % Identifies External/Legal standards in relationship to facility	0 to 59 % No clear evidence that external/legal standards were addressed in report
		understand.		understand.
Informance Governance Weight 6.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates Information Governance documents/activities at facility	60 to 69 % Identifies Information Governance at facility (Strategic Planning, development, P&Ps, project management activities)	0 to 59 % No clear evidence that Information Governance is addressed in report
Life Cycle Weight 6.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates EHR Life Cycle documents/activities at facility	60 to 69 % Identifies EHR Life Cycle at facility	0 to 59 % No clear evidence that EHR Life Cycle is addressed in report
EHR Infrastructure Weight 12.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out,	70 to 84 % Evaluates EHR Infrastructure at facility	60 to 69 % Identifies components of Infrastructure at facility	0 to 59 % No clear evidence that EHR Infrastructure is addressed in report

https://blackboard.wku.edu/webapps/rubric/do/course/manageRubrics?dispatch=view&conte...

Criteria	Levels of Achievement			
	Distinguished	**Proficient**	**Apprentice**	**Novice**
Privacy and Security Weight 8.00%	**85 to 100 %** After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	**70 to 84 %** Evaluates Privacy and Security measures at facility	**60 to 69 %** Identifies Privacy and Security measures at facility	**0 to 59 %** No clear evidence that Privacy and Security measures are addressed in report
Data Integrity Weight 8.00%	**85 to 100 %** After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	**70 to 84 %** Evaluates Data Integrity at facility	**60 to 69 %** Identifies Data Integrity measures at facility	**0 to 59 %** No clear evidence that Data Integrity is addressed in report
Information Use Weight 7.00%	**85 to 100 %** After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	**70 to 84 %** Evaluates activities/documentation of components of Information Use at facility	**60 to 69 %** Identifies activities/documentation of components of Information Use	**0 to 59 %** No clear evidence that Information Use is addressed in report
Clinical & Administrative Decision Support and other Specialty Software	**85 to 100 %** After Evaluation, provides recommendations and commendations that	**70 to 84 %** Evaluates Clinical & Admin Decision Support and other specialty software utilized at	**60 to 69 %** Identifies Clinical & Admin Decision Support and other specialty software utilized at	**0 to 59 %** No clear evidence that Clinical & Admin Decision Support and other specialty

Criteria	Levels of Achievement			
	Distinguished	Proficient	Apprentice	Novice
	are well thought out, reasonable, logical, and concise	facility	facility	software is addressed in report
Planning and Organizational Development Weight 6.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates Organizational Development: activities at facility	60 to 69 % Identifies Organizational Development: items are addressed in report	0 to 59 % No clear evidence that Organizational Development items are addressed in report
Current and Future Plans at facility and Lessons Learned Weight 7.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates current and future plans of EHR at facility	60 to 69 % Identifies current and future plans of EHR at facility	0 to 59 % No clear evidence that current and future plans at facility related to EHR is addressed in report
Conclusion- Final/Summary Recommendations and Commendations Weight 5.00%	85 to 100 % Final/summary recommendations and commendations are well thought out, reasonable, logical, and concise	70 to 84 % Final/summary recommendations and commendations are sufficient, but could be better presented	60 to 69 % Final/summary recommendations and commendations exist, but are inappropriate, unreasonable, or not logical.	0 to 59 % No final/summary recommendations or commendations present in report

View Associated Items

2018	HIM 450- P&P Creation on Documentation Requirements					
Required Components						**Comments**
Policy Statement	5pts					
Procedures Listed	5pts					
Identified what constitutes a complete medical record						
-Timeliness	3pt					
-Content	3pt					
-Reference provided	3pt					
History & Physical						
-Timeliness	3pt					
-Content	3pt					
-Reference provided	3pt					
Discharge Summary						
-Timeliness	3pt					
-Content	3pt					
-Reference provided	3pt					
Operative Report						
-Timeliness	3pt					
-Content	3pt					
-Reference provided	3pt					

Formatted Table (possibility of up to 4 points)
No typographical errors
Written in a professional manner and neat
Logical and easy to follow
Title Header

Total Possible Points: 50
Grades:
A: points 45-50
B: points 40-44
C: points 35-39
D: points 30-34
F: points 33 or less

2019
Creation of Policy and Procedure for Documentation Requirements Assignment Rubric

Novice- work is below standard the student should reach
Apprentice- work is closer to standard but still not strong enough
Proficient- work meets standard
Distinguished- work is above standard

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
Analyze and utilized laws and regulations pertaining to clinical documentation requirements. (2 points)	Analyzed laws and used them appropriately.	Identified laws, but did but did not fully integrate into P&P	Identified one law related to issue, but used inappropriately	No clear evidence that laws were analyzed.
Determine which departments/individuals would be involved in the patient documentation process as it pertains to H&P, Discharge Summary, and Operative Report.	Appropriate departments/individuals were identified	More than one department/individual was identified, but missing some	One department/individual was identified	No clear evidence that departments were identified
P &P format (includes Policy, Purpose, Procedures)	P&P format is well-designed, appropriate, and logical.	P&P format is good, but requires additional "tweaking"	P&P format has been created, but only partially meets needs.	There is no P&P or a poorly designed one.
Organization	Information is are presented in a logical sequence which flows naturally.	Information is are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information is presented in an order that the audience can follow with minimum difficulty.	Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Professional (including grammar and spelling)	There are no misspelled words or grammatical errors in the document.	There are one or two misspellings and/or grammatical errors	There are three or five misspellings and/or systematic grammatical errors	There are more than five misspellings and/or systematic grammatical errors

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P addresses when a history and physical is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of history and physical	Category is addressed, appropriate, complete, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and most of the elements (reasonably complete), but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses content of the history and physical	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author the history and physical.	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses when a Discharge Summary is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of Discharge Summary	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P addresses content of the Discharge Summary	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author the Discharge Summary.	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses when an Operative Report is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of Operative Report	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses content of the Operative Report	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author Operative Report.	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
50 total points possible				

Rubric Detail

Content

Name: **Management Project Rubric**
Description: **This rubric is designed to assess (grade) the Management Project Report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.**

Exit

- **Grid View**
- List View

	Distinguished	Proficient	Apprentice	Novice
Title Page	Points: **1** (1.00%) A title page is professionally provided.	Points: **1** (1.00%) A title page is professionally provided.	Points: **0** (0.00%) No title page.	Points: **0** (0.00%) No title page.
Mission Statement/Goals	Points: **2** (2.00%) Two clear HIM Department mission statements and/or goals provided.	Points: **1** (1.00%) One clear HIM Department mission statement and/or goal provided.	Points: **0** (0.00%) No HIM Department mission statement and/or goals; unclear HIM Department mission statements and/or goals.	Points: **0** (0.00%) No HIM Department mission statement and/or goals; unclear HIM Department mission statements and/or goals
Department Functions	Points:	Points:	Points:	Points:

	Distinguished	Proficient	Apprentice	Novice
	10 (10.00%)	**8** (8.00%)	**4** (4.00%)	**0** (0.00%)
Job Position Titles and Personnel Duties	Points: **10** (10.00%)	Points: **8** (8.00%)	Points: **4** (4.00%)	Points: **0** (0.00%)
Number of FTEs	Points: **10** (10.00%)	Points: **8** (8.00%)	Points: **4** (4.00%)	Points: **0** (0.00%)
Labor Trends/Market Analysis, Benchmarking, Performance Standards for coder and a Cost-Benefit Analysis for outsourcing coding or completing in-house	Points: **15** (15.00%)	Points: **13** (13.00%)	Points: **6** (6.00%)	Points: **0** (0.00%)
Work Schedule	Points: **10** (10.00%)	Points: **8** (8.00%)	Points: **4** (4.00%)	Points: **0** (0.00%)
Organization Chart	Points: **10** (10.00%)	Points: **8** (8.00%)	Points: **4** (4.00%)	Points: **0** (0.00%)
Purchasing Proposal and Cost Benefit Analysis	Points: **7** (7.00%)	Points: **5** (5.00%)	Points: **3** (3.00%)	Points: **0** (0.00%)
Flow Process Chart	Points: **15** (15.00%)	Points: **13** (13.00%)	Points: **6** (6.00%)	Points: **0** (0.00%)

	Distinguished	Proficient	Apprentice	Novice
Professional Development Plan	Points: **10** (10.00%)	Points: **8** (8.00%)	Points: **4** (4.00%)	Points: **0** (0.00%)

Name:**Management Project Rubric**

Description:**This rubric is designed to assess (grade) the Management Project Report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.**

Patient Identity Management Assignment Rubric

Novice- work is below standard the student should reach
Apprentice- work is closer to standard but still not strong enough
Proficient- work meets standard
Distinguished- work is above standard

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
Analyze laws and regulations pertaining to patient identification and the value of the law and regulation in improving patient safety and the effectiveness and efficiency of the health care delivery system.	Analyzed laws and used them appropriately.	Identified laws, but did but did not fully integrate into P&P	Identified one law related to issue, but used inappropriately	No clear evidence that laws were analyzed.
Determine which departments would be involved in the patient identity management process.	Appropriate departments were identified	More than one department was identified, but missing some	One department was identified	No clear evidence that departments were identified
P &P format (includes Policy, Purpose, Procedures) **(3 points)**	P&P format is well-designed, appropriate, and logical.	P&P format is good, but requires additional "tweaking"	P&P format has been created, but only partially meets needs.	There is no P&P or a poorly designed one.
Organization	Information is are presented in a logical sequence which flows naturally.	Information is are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information is presented in an order that the audience can follow with minimum difficulty.	Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Professional (including grammar and spelling)	There are no misspelled words or grammatical errors in the document.	There are one or two misspellings and/or grammatical errors	There are three or five misspellings and/or systematic grammatical errors	There are more than five misspellings and/or systematic grammatical errors

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P identifies how patients will be identified when they come to the hospital	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how patient identity will be managed for aliases for high profile patients upon patient request, including safety of the patient who may have multiple medical records in an electronic record system	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how matching newborns with mothers will occur	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how clinical information will have proper patient identification	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how e-health delivery manages patient identity issues	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies what the process is for identifying patients for release of information requests and accounting of disclosures	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P identifies what the process is for patient identity at the time of surgery	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how identity of patient will be protected in an electronic record system	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how to prevent and mitigate identity theft	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how other patient identity issues will be addressed	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how patient safety is increased with use of patient identity measures	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #1 providing written resolutions **(3 points)**	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
apply the policy and procedure you wrote to Case #2 providing written resolutions **(3 points)**	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #3 providing written resolutions **(3 points)**	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #4 providing written resolutions **(3 points)**	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #5 providing written resolutions **(3 points)**	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
Identifies whether P&P should be revised	Revision is addressed, appropriate, and completed	Revision need is addressed and appropriate, but not completed	Revision is addressed but inappropriate	Revision is not addressed