

**Assurance of Student Learning Report  
2022-2023**

College of Health and Human	Public Health
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Health Information Management- 529

Jan Hunt-Shepherd

<b>Is this an online program?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Assessment Cycle</b> )
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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Program Student Learning Outcome 1: Evaluate (comply with) legal processes impacting health information/informatics**

<b>Instrument 1</b>	<b>Direct: Analysis of Legal Document within Healthcare (Access to Health Information).</b>
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<b>Instrument 2</b>	<b>Direct: Creation of Policy and Procedure of Medical Record Documentation Requirements Assignment</b>
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<b>Instrument 3</b>	<b>Direct: Creation of an In-service Training Program Assignment (analysis and utilization of laws and regulations)</b>
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Based on your results, check whether the program met the goal Program Student Learning Outcome 1.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
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**Program Student Learning Outcome 2: Analyze/Apply organizational management processes, strategies, best practices**

<b>Instrument 1</b>	<b>Direct: Development of Staffing Budget.</b>
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<b>Instrument 2</b>	<b>Direct: Calculation and Analysis of Staff Productivity.</b>
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<b>Instrument 3</b>	<b>Direct: Evaluation of Case Studies and Application of Best Practices in Management for practicing progressive discipline with employees.</b>
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Based on your results, check whether the program met the goal Program Student Learning Outcome 2.	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
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**Program Student Learning Outcome 3: Recommend privacy/security strategies for health information**

<b>Instrument 1</b>	<b>Direct: Creation of Policy and Procedure for Patient Identity Management</b>
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<b>Instrument 2</b>	<b>Direct: Analysis of Privacy, Security, Confidentiality and Cybersecurity in the EHR.</b>
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<b>Instrument 3</b>	<b>Direct: Creation of In-service Training Program Assignment (privacy requirements training)</b>
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Based on your results, check whether the program met the goal Program Student Learning Outcome 3.	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
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**Assessment Cycle Plan:**

Last year the ASL Program Student Learning Outcomes were met; therefore at least one Measurement Instrument was changed in each Program Student Learning Outcome for 2022-2023 in accordance with the ASL action plan from last year. Results from this assessment indicate that the Measurement Instruments for student learning were met for two of the three Program Student Learning Outcomes. The Program Student Learning Outcome 1 was not met this year. Within this Program Student Learning Outcome, one Measurement Instrument (MI #1) was changed. This new Measurement Instrument for student learning was not met. The faculty member responsible for this Measurement Instrument does plan to make a video tutorial for Measurement Instrument 1 to increase student learning. Measurement Instrument 3 was also not met, though it was met last

year. The results will be assessed to determine if teaching methods should be changed or enhanced for next year. There were two new Measurement Instruments for Program Student Learning Outcome 2 and one new Measurement Instrument for Student Learning Measurement 3. These were all met.

There were no major changes in instructional materials, admission process, advisement process, program or course changes in 2022-2023. Some courses did transition to Blackboard Ultra, but that should not affect student learning. One course (HIM 421) started utilizing Packback software but no Measurement Instruments were from that course.

There are no plans to change ASL Program Student Learning Outcomes or Instrument Measurements for 2023-2024. Note: these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome. Due to the high volume of measurement tools not all are provided in this report. In addition, there are 33 competencies for CAHIIM (Commission on Accreditation of Health Informatics and Information Management) accreditation. The ASL Program Student Learning Outcomes were developed based on those competencies. At this time, there are no plans to change the ASL Program Student Learning Outcomes.

A program revision, as well as course revisions and one new course, have been proposed for the Academic year 2023-2024. These proposals are currently going through the University Curriculum process. Rationale for the changes: To be competitive with other CAHIIM (Commission on Accreditation of Health Informatics and Information Management) accredited programs, the number of hours in the program needed to be reduced. Most of the other programs have 55-65 hours in the program. With this proposal, the HIM program at WKU would reduce credit hours in the program from 79-82 to 61-64. This does not affect the overall quality of the program. Core competencies for CAHIIM accreditation and for the University Assurance of Student Learning are met within the core HIM courses. The proposed changes provide more flexibility for students and will allow transfer students to graduate within two years. Program and course changes were discussed with the HIM program external Advisory Committee on March 8, 2023. The external Advisory Committee is comprised of HIM professionals in the community. They provided valuable input into these changes and agreed with the changes.

### Program Student Learning Outcome 1

<b>Program Student Learning Outcome</b>	<b>Evaluate (Comply with) legal processes impacting health information/informatics:</b> Students should be able to achieve Bloom’s Taxonomic level 4 (Analysis), 5 (Evaluation), or 6 (Creation) as appropriate, related to analyzing and evaluating the legal processes in health information/informatics to meet or exceed the minimum competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this area to be able to successfully work in a health care setting in meeting legal and regulatory requirements.		
<b>Measurement Instrument 1</b>	<b>Direct: Analyze Legal Document within Healthcare (Access to Health Information)</b> Students in the Legal Issues in HIM course (HIM 225) should be able to achieve a minimum score of 7/10 (Bloom’s Taxonomic Level 4) when analyzing a legal document to determine validity of the document for legally releasing health information. This measure aligns with the learning outcome by requiring the student to show competency in understanding, applying, and evaluating laws and regulations in health information/informatics. Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting legal and regulatory requirements. See attached rubric.		
<b>Criteria for Student Success</b>	Students should achieve a minimum score of 7/10 (meeting Bloom’s Taxonomic Level 4) within the Access to Health Information Assignment.		
<b>Program Success Target for this Measurement</b>	80% will meet the Bloom’s Taxonomic Level 4 by achieving at minimum of 7 out of 10 on the rubric	<b>Percent of Program Achieving Target</b>	<b>74%</b> met the Bloom’s Taxonomic Level 4 by achieving at minimum of 7 out of 10 on the rubric
<b>Methods</b>	(N=43 students) Assignments were reviewed from all student submissions. The assignment question involves analyzing a legal document to determine the validity of the document. Results of the measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		
<b>Measurement Instrument 2</b>	<b>Direct: Creation of Policy and Procedure of Medical Record Documentation Requirements Assignment;</b> Students should be able to achieve Bloom’s Taxonomic levels 5 (Evaluation) and 6 (Creation) by creating a policy and procedure (HIM 450) that shows ability to evaluate and apply the legal processes in health information/informatics in order create a policy and procedure on Medical Record Documentation. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting legal and regulatory requirements. See attached rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the written assignment score within the distinguished or proficient range at least 70% of the time for timeliness of the History and Physical and Operative Report sections assessed on the Policy and Procedure Creation on Documentation Assignment.		
<b>Program Success Target for this Measurement</b>	80% will receive proficient or distinguished in project element on the rubric.	<b>Percent of Program Achieving Target</b>	<b>92%</b> received proficient or distinguished in project element on the rubric.
<b>Methods</b>	(N=12 students) Written project submissions were graded based on P&P Creation for Documentation Requirements Grading Sheet for sections for timeliness of the History and Physical and Operative Report. Students were expected to review regulations and laws for content of medical records to develop an appropriate policy and procedure. Grades were assigned based on student accuracy within identified sections. Results of measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		

<b>Measurement Instrument 3</b>	<b>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.</b> This measure aligns with the learning outcome by requiring the student to show competency in analysis and utilization of laws. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting legal and regulatory requirements. See attached rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the assignment successfully develop an in-service training presentation that demonstrates analysis and utilization of laws and regulations on the assignment for creating an in-service training presentation. To meet this measure, the student must achieve a distinguished or proficient on the analysis and utilization of laws and regulations element.		
<b>Program Success Target for this Measurement</b>	80% will receive proficient or distinguished in project element on the rubric	<b>Percent of Program Achieving Target</b>	75% received proficient or distinguished in project element on the rubric
<b>Methods</b>	(N=8 students) Written project submissions were graded based on Rubric for section on analysis and utilization of laws and regulations in the assignment for creating an In-service training presentation. Students were expected to review regulations and laws for content of medical records to develop an appropriate training in-service. Grades were assigned based on student accuracy within identified sections. Results of measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		
<b>Based on your results, check whether the program met the goal Program Student Learning Outcome 1.</b>		<input type="checkbox"/> <b>Met</b>	<input checked="" type="checkbox"/> <b>Not Met</b>
<b>Results, conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)</b>			
<b>Results:</b> This Program Student Learning Outcome was not met with two of the three Measurement Instruments not met. Within this Program Student Learning Outcome, one Measurement Instrument (MI #1) was changed. This new Measurement Instrument was one of the two Measurement Instruments for student learning that was not met. The other Measurement Instrument (MI#3) was not met but had been previously met for the past two years.			
<b>Conclusions:</b> This learning outcome is assessed due to the continuing need to prepare students to meet the market demands for implementing legal processes impacting Health Information/Informatics The current learning outcome and measurement instruments are appropriate for continuation due to national accrediting regulations. Measurement Instrument 1 and 3 were changed for Fall 2022 due to the old Instruments 1 and 3 being met previously. The new measurement instrument 1 comes from a course with a larger student population. This change to Measurement Instrument 1 will allow faculty to review aggregate results to further assess teaching methods and learning. For Instrument 2, since one of the best practices for learning is to allow students to provide a draft copy for assessment and then provide a revision, this option was given to the students. A draft is allowed in a Legal project assignment prior to creating the Documentation Policy and Procedure since allowing draft copies is one of the best practices for learning. This was started a few years ago and has been a successful change in increasing student learning.			
<b>Plans for Next Assessment cycle:</b> Since a new Measurement Instrument was utilized this year, there are no plans to change the Program Student Learning Outcome or Measurement Instruments in 2023-2024.  The faculty member responsible for Measurement Instrument 1 plans to make a video tutorial for Fall 2023 to promote student learning. This change will be assessed in 2023-2024 to determine if the video tutorial increases student learning. There are no current plans to change teaching strategies for Measurement Instruments 2 and 3. Note: these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome.			

This outcome will be assessed at the end of each academic year. The faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating HIM 225 (Legal Issues in HIM), HIM 221 (Leadership and Management in HIM) and HIM 450 (Application and Analysis in Health Information Management) will be evaluated, as appropriate.

**Program Student Learning Outcome 2**

<b>Program Student Learning Outcome</b>	Analyze/Apply organizational management processes: Students should be able to achieve Bloom’s Taxonomic level 3 (Application), level 4 (Analysis), level 5 (Evaluation) or level 6 (creation) as appropriate, related to applying and analyzing organizational management processes in order to meet the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this element to be able to successfully work in a health care setting.		
<b>Measurement Instrument 1</b>	<b>Direct measure of student learning: Development of a staffing budget in the RFI, RFP, Budget Assignment in HIM 421 (Leadership and Management in HIM).</b> This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying organizational management processes. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting organizational and management needs. See attached Rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the assignment score at minimum of 70% in this element indicating that Bloom’s Taxonomic level 6 is achieved.		
<b>Program Success Target for this Measurement</b>	80% will successful complete this element at Bloom’s Taxonomic level 6 (score of 70%) on the rubric.	<b>Percent of Program Achieving Target</b>	<b>89%</b> completed this element at Bloom’s Taxonomic level 6 (score of 70%) on the rubric.
<b>Methods</b>	(N=9 students) Written submissions were graded based on ability to successfully develop a staffing budget. Students were expected to submit appropriate staffing budget based on position, current salary, benefits and raises. Results of measure are accessed by program director from Blackboard. 100% of the students completing that element are reported. See attached rubric.		
<b>Measurement Instrument 2</b>	<b>Direct measure of student learning: Calculation and Analysis of Staff Productivity in the Benchmarking, Staffing Levels, and Productivity Performance Assignment in HIM 421 (Leadership and Management in HIM).</b> This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting organizational and management needs. See attached Rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this element.		
<b>Program Success Target for this Measurement</b>	80% will successful complete this element at Bloom’s Taxonomic level 3 and 4 (scoring proficient or distinguished) on the rubric.	<b>Percent of Program Achieving Target</b>	<b>100%</b> completed this element at a Bloom’s Taxonomic level of 3 and 4 (scoring proficient or distinguished) on the rubric.
<b>Methods</b>	(N=8 students) Written submissions were graded based on ability to successfully calculate productivity and analyze the results. Results of measure are accessed by program director from Blackboard. 100% of the students completing that element are reported.		

<b>Measurement Instrument 3</b>	<b>Direct measure of student learning: Direct: Evaluate Case Studies and apply best practices in management for practicing progressive discipline with employees.</b> This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying organizational management processes. This meets the competency level required by the program's national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate's ability to successfully work in a health care setting in meeting organizational and management needs. See attached Case Study Assessment Tool.		
<b>Criteria for Student Success</b>	Students should assign appropriate disciplinary measures 80% of the time based on the progressive disciplinary approach on the assignment.		
<b>Program Success Target for this Measurement</b>	80% will receive a score of 80% or higher on assignment	<b>Percent of Program Achieving Target</b>	<b>82%</b> received a score of 80% or higher on assignment
<b>Methods</b>	(N=11 students) Written student submissions were graded based on utilizing the appropriate disciplinary measure for each case study on this assignment. Results of measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		
<b>Based on your results, check whether the program met the goal of Program Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><b>Results:</b> The program student learning outcome was met with all three Measurement Instruments also being met. Measurements Instruments 2 and 3 were new this year since this Program Student Learning Objective was met last year.</p> <p><b>Conclusions:</b> As per the plan in the ASL from 2021-2022, Measurement Instruments 1 and 2 were revised this year since the previous Measurement Instruments were met for the last two years. This provides faculty with the opportunity to assess other means of determining whether the Student Learning Objective is being met across the program. These new Measurement Instruments utilized different teaching and learning methods from previous Measurement Instruments. This helps faculty to determine which methods may be best for promoting higher skill levels in students.</p> <p><b>Plans for Next Assessment cycle:</b> Two of the three Measurement Instruments were changed this year so there are no changes planned for 2023-2024. Note: these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome.</p> <p>This outcome will be assessed at the end of each academic year. The faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating in the assignments in HIM 421 (Leadership and Management in Health Information) will be evaluated.</p>			

<b>Program Student Learning Outcome 3</b>	
<b>Program Student Learning Outcome</b>	<b>Recommend privacy/security strategies for health information;</b> Students should be able to achieve Bloom's Taxonomic level 5 (Evaluation) related to evaluating the legal processes in health information/informatics to meet the competency level required by the program's national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this element to be able to successfully work in a health care setting in meeting privacy and security requirements.

<b>Measurement Instrument 1</b>	<b>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.</b> This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying privacy and security strategies. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting privacy/security strategy requirements. See attached rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the project successfully develop an identification method for patients being admitted to the hospital. To meet this measure, the student must achieve a distinguished or proficient on the learning outcome.		
<b>Program Success Target for this Measurement</b>	80% will receive proficient or distinguished in project element on the rubric.	<b>Percent of Program Achieving Target</b>	<b>100%</b> received proficient or distinguished in project element on the rubric.
<b>Methods</b>	(N= 10 students) Written project submissions were graded based on “Create a Policy and Procedure for Patient Identity Management” rubric to include evidence of a policy and procedure for appropriately identifying patients at the time of admission to the hospital. To meet this measure, the student must achieve a distinguished or proficient on the learning outcome. Results of measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		
<b>Measurement Instrument 2</b>	<b>Direct measure of Program Student Learning Outcome: Students in the HIM 330 (Electronic Health Records) course were given a case study in an assignment to analyze the privacy, security, confidentiality and cybersecurity in the EHR.</b> This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying information use, privacy, and security strategies. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting privacy/security strategy requirements		
<b>Criteria for Student Success</b>	Students should at the end of the project score a minimum of 14 out of 20 points (70%) for accurately assessing the case study and applying best practices in privacy and security.		
<b>Program Success Target for this Measurement</b>	80% will receive 70% or higher on case study	<b>Percent of Program Achieving Target</b>	<b>100%</b> received 70% or higher on case study
<b>Methods</b>	(N=31 students) Written project submissions were graded based on ability to use critical thinking skills to apply appropriate best practices in privacy. Students were expected to include evidence of appropriate analysis of the information use, privacy, and security of health information in a health care facility. Results of measure are accessed by program director from Blackboard. 100% of the students completing the assignment are reported.		

<b>Measurement Instrument 3</b>	<b>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.</b> One element of the assignment is privacy protection. This measure aligns with the learning outcome by requiring the student to show competency in developing training presentation for employees which includes privacy requirements. This meets the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education). Achievement at this level of competence promotes a graduate’s ability to successfully work in a health care setting in meeting privacy/security strategy requirements See attached rubric.		
<b>Criteria for Student Success</b>	Students should at the end of the assignment successfully develop an in-service training presentation that demonstrates analysis and utilization of laws and regulations pertaining to privacy on the assignment for creating an in-service training presentation. To meet this measure, the student must achieve a distinguished or proficient on the analysis and utilization of privacy laws element.		
<b>Program Success Target for this Measurement</b>	80% will receive proficient or distinguished in project element on the rubric	<b>Percent of Program Achieving Target</b>	<b>87.5%</b> received proficient or distinguished in project element on the rubric
<b>Methods</b>	(N=8 students) Written project submissions were graded based on Rubric for section on analysis and utilization of privacy laws and regulations in the assignment for creating an In-service training presentation. Students were expected to review privacy regulations and laws for content of medical records to develop an appropriate training in-service. Grades were assigned based on student accuracy within identified sections. Results of measure are accessed by program director from Blackboard. 100% of the student submissions are reported.		
<b>Results, conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<p><b>Results:</b> The program student learning outcome was met with all three Measurement Instruments also being met. Measurements Instrument 2 was new this year since this Program Student Learning Objective was met the last two years. The new Measurement Instrument is utilized in a course with a larger student population.</p> <p><b>Conclusions:</b> This learning outcome is assessed due to the continuing need to prepare students to meet the market demands for protecting patient privacy and security of information. The current learning outcome and measurement instruments are appropriate for continuation due to national accrediting regulations.</p> <p><b>Plans for Next Assessment cycle:</b>  Since a new Measurement Instrument was utilized this year, there are no plans to change the Program Student Learning Outcome or Measurement Instruments in 2023-2024.</p> <p>This outcome will be assessed at the end of each academic year. The faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating in HIM 330 (Electronic Health Records), HIM 450 (Application and Analysis in Health Information Management), and HIM 421 (Leadership and Management in Health Information) will be evaluated. Note: these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome.</p>			



Taxonomy	2018 CAHIIM Curricula Competencies Mapping	Courses/Assignments
	<b>Domain I: Data Structure, Content, and Info Governance</b>	
5	I.1. Compare diverse stakeholder perspectives through the delivery of health care services.	<p><b>HIM 230-</b>  D1. Explain how a biometric device is utilized for patient identification (Be sure to include a specific biometric device).  D2. Explain how a medical device is utilized to communicate information among various HIOs and personnel (Be sure to include a specific medical device).  EDCO Solcom EDMS: Navigating the EDMS: Scavenger Hunt.  MEDITECH: Patient Care Services (Acute).  MEDITECH: Physician Care Manager (Acute).  MEDITECH: Clinical Chart Review (Ambulatory).  MEDITECH: Registering a Patient (Ambulatory).  MEDITECH: Clinical Documentation (Ambulatory).  MEDITECH: Patient Identity Management (Ambulatory).  Tableau: Acquiring Data from Online Resources.  Tableau: Coding Productivity.</p> <p><b>HIM 330-</b>  Understanding TJC's Tracer Methodology (3)&amp;(5)  HITECH and the History of the EHRs (3)</p> <p><b>HIM 421-</b>  HIM Department Strategic Plan</p>

		ACO, IG, & Strategic Planning Assignment
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**HIM**

**450-**

Legal Project

Case Study 2-3 (modified) Reporting Communicable Diseases

Case Study- Choosing a

PHR

Telemedicine, Patient Portal, COC, Identify Mgmt, and Healthcare Delivery & E-Health Assignments

4	I.2. Analyze strategies for the management of information.	<p><b>HIM</b>  <b>230-</b>  drchrono: Authentication, Sign and Lock.  EDCO Solcom EDMS: Navigating the EDMS: Scavenger Hunt  EDCO Solcom EDMS: Data Abstracting  EDCO Solcom EDMS: Redacting  PHI  MEDITECH Expanse: Deficiency Analysis (Acute)  MEDITECH Expanse: Delinquency Reporting (Acute)  MEDITECH Expanse: Revenue Cycle Management (Acute)  MEDITECH Expanse: Registering a Patient (Ambulatory)  MEDITECH Expanse: Clinical Documentation (Ambulatory)  Nuance Clintegrity: Getting Started  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Present on Admission Designations  <b>HIM421-</b>  ACO, IG, &amp; Strategic Planning Assignment  <b>HIM 450-</b>  Legal Project; P&amp;P on Documentation Requirements; identity Management P&amp;P; Provider Identity Management Assignment</p>
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		<p>HIM 330- Understanding TJC's Tracer Methodology (6) &amp; (5) Clinical Reminder Data Visualization V (4) Implementing Clinical Decision Support (3) SAFER Analysis: Clinician Communication (4)&amp;(5) Implementing Clinical Decision Support (4) Cause and Effect: CDS Evaluation (4) EHR Implementation (4), Intro to Clinical Reminders (5) HIM 422- Customer Info Needs Assignment; Problem Solving and Team/Consensus Building Assignment HIM 495- PPE/Capstone HIS/EHR Project Data Exploration Project</p>
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5	I.3. Evaluate polices and strategies to achieve data integrity.	<p><b>HIM</b>  <b>225-</b>  Ch. 9  Assignment  Ch.13 Cybersecurity Your Medical Office and Cybersecure Contingency Planning  Assignments</p> <p><b>HIM</b>  <b>230-</b>  drchrono: Navigating the drchrono EHR-Dashboard  drchrono: Registering a  Patient  drchrono: Navigating the drchrono EHR-Schedule  drchrono: Navigating the drchrono EHR-Clinical  drchrono: Navigating the drchrono EHR-  Patients  MEDITECH Expanse: Deficiency Analysis  (Acute)  MEDITECH Expanse: Delinquency Reporting (Acute).  MEDITECH Expanse: Clinical Chart Review (Ambulatory)  MEDITECH Expanse: Registering a Patient (Ambulatory)  MEDITECH Expanse: Clinical Documentation (Ambulatory)  MEDITECH Expanse: Patient Identity Management (Ambulatory)  Nuance Clintegrity: Getting Started  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: Physician  Query</p>
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		<p>Nuance Clintegrity: Present on Admissions Designations</p> <p>D3: Provide copy &amp; paste of article</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373750/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373750/</a> Which data quality management model characteristics apply to this policy? Why?</p> <p>HIM 421- ACO, IG, &amp; Strategic Planning Assignment</p> <p>HIM 330- Cause and Effect: CDS Evaluation (3)</p> <p>Communication in the EHR (3)</p> <p>Quality Improvement Utilizing the EHR (3)</p>
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5	I.4. Recommend compliance of health record content across the health system.	<p><b>HIM</b></p> <p><b>230-</b></p> <p>drchrono: Navigating the drchrono EHR-Dashboard</p> <p>drchrono: Registering a Patient</p> <p>drchrono: Navigating the drchrono EHR-Schedule</p> <p>drchrono: Navigating the drchrono EHR-Clinical</p> <p>drchrono: Navigating the drchrono EHR-Patients</p> <p>EDCO Solcom EDMS: Navigating the EDMS: Scavenger Hunt</p> <p>EDCO Solcom EDMS: Data Abstracting</p> <p>EDCO Solcom EDMS: Redacting PHI</p> <p>MEDITECH Expanse: Patient Care Services (Acute)</p> <p>MEDITECH Expanse: Physician Care Manager (Acute)</p> <p>MEDITECH Expanse: Deficiency Analysis (Acute)</p> <p>MEDITECH Expanse: Registering a Patient (Ambulatory)</p> <p>MEDITECH Expanse: Clinical Documentation (Ambulatory)</p> <p>MEDITECH Expanse: Patient Identity Management (Ambulatory)</p> <p>Nuance Clintegrity: ICD-10 Lab</p> <p>Nuance Clintegrity: ICD-10 Patient Coding Scenarios</p> <p>Nuance Clintegrity: Physician Query</p> <p>Nuance Clintegrity: Present of Admissions Designations</p>
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		<p>HIM 450- Legal Project &amp; CDI Assignment Case 5-6  HIM 330- Understanding TJC's Tracer Methodology (4)  Case Study Review (4)  Communication in the EHR (4)  Pathophysiology &amp; Pharmacology Review (4)  Health Info Exchange (5)</p>
3	I.5 Utilize classification systems, clinical vocabularies, and nomenclatures.	<p><b>HIM 230-</b>  drchrono: Navigating the drchrono EHR-Clinical  MEDITECH Expanse: Clinical Documentation (Ambulatory)  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: ICD-10 Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Encoder References  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present of Admissions Designations  <b>HIM 330-</b> Classification &amp; Terminology Systems (5),(3),&amp;(4)  SNOMED CT (3)&amp;(4)  Communication in the EHR (5)</p>

5	I.6. Evaluate data dictionaries & data sets for compliance with government standards.	<p><b>HIM 230-</b>  EDCO Solcom EDMS: Navigating the EDMS: Scavenger Hunt  EDCO Solcom EDMS: Data Abstracting  MEDITECH Expanse: ROI (Acute)  MEDITECH Expanse: Patient Identity Management (Ambulatory)  Tableau: Acquiring Data from Online Resources  Tableau: Data Mining and Analysis  <b>HIM 330-</b> Structured and Unstructured Data (4)</p>
	<b>Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security</b>	

5	II.1. Recommend privacy strategies for health information.	<p><b>HIM 225-</b> All Assignments &amp; Tests; Legal Project</p> <p><b>HIM 230-</b> drchrono: Authentication, Sign and Lock EDCO Solcom EDMS: Redacting PHI MEDITECH Expanse: ROI (Acute) MEDITECH Expanse: Clinical Documentation (Ambulatory) MEDITECH Expanse: Processing ROI Requests (Ambulatory)</p> <p><b>HIM 421-</b> Inservice "Development: Privacy, Security, and Confidentiality"</p> <p><b>HIM 450-</b> Legal Project: Create P&amp;P on Documentation Requirements Create P&amp;P on Patient Identity Mgmt Assignment Create P&amp;P on ROI and Authorizations</p> <p><b>HIM 330-</b> Release of Info (3),(4)&amp;(6)</p> <p><b>HIM 495-</b>HIS/EHR Project</p>
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5	II.2. Recommend security strategies for health information.	HIM 230- drchrono: Authentication, Sign and Lock EDCO Solcom EDMS: Redacting PHI MEDITECH Expanse: Clinical Documentation (Ambulatory) HIM 421- Inservice "Development: Privacy, Security, and Confidentiality" HIM 330- Release of Info (4)&(3), ROI and Accounting of Disclosures (3) HIM 495-PPE/Capstone HIS/EHR Project
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4	<p>II.3. Analyze compliance requirements throughout the health information life cycle.</p>	<p>HIM 225- Ch. 8 and 9 Assignments  HIM 230-  EDCO Solcom EDMS: Data Abstracting  EDCO Solcom EDMS: Redacting PHI  MEDITECH Expanse: ROI (Acute)  MEDITECH Expanse: Deficiency Analysis (Acute)  MEDITECH Expanse: Delinquent Reporting (Acute)  MEDITECH Expanse: Patient Identity Management (Ambulatory)  Nuance Clintegrity: ICD-10 Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admission Designations  HIM 450- Case Study 2-19 Patient Compliance Issues &amp; CDI  HIM 330- SAFER Analysis: Clinician Communication (5) , Cause and Effect: CDS Evaluation (5)  HIM 252- Compliance Plan  HIM 422- Patient Safety Performance Measures Assignment  HIM 495-PPE/Capstone HIS/EHR Project</p>
	<p><b>Domain III. Informatics, Analytics, and Data Use</b></p>	

4	III.1. Examine health informatics concepts for the management of health information.	<p><b>HIM</b></p> <p><b>230-</b></p> <p>drchrono: Navigating drchrono EHR – Dashboard</p> <p>drchrono: Registering a Patient</p> <p>drchrono: Navigating drchrono EHR – Schedule</p> <p>drchrono: Navigating drchono EHR – Clinical</p> <p>drchrono: Navigating drchono EHR – Patients</p> <p>drchrono: Authentication, Sign and Lock</p> <p>MEDITECH Expanse: Patient Care Services (Acute)</p> <p>MEDITECH Expanse: Physician Care Manager (Acute)</p> <p>MEDITECH Expanse: ROI (Acute)</p> <p>MEDITECH Expanse: Deficiency Analysis (Acute)</p> <p>MEDITECH Expanse: Delinquency Reporting (Acute)</p> <p>MEDITECH Expanse: Revenue Cycle Management (Acute)</p> <p>MEDITECH Expanse: Clinical Documentation (Ambulatory)</p> <p>MEDITECH Expanse: Patient Identity Management (Ambulatory)</p> <p>MEDITECH Expanse: Processing Release of Information Requests (Ambulatory)</p> <p>Nuance Clintegrity: Physician Query</p> <p>D4: Sam has a medical condition which requires the need of an adaptive keyboard; Sam submits a keyboard request to the HIM supervisor; research adaptive keyboard</p>
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		<p>types and evaluate three keyboards and select which one you recommend along with justifying your recommendation.</p>
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		<p>D5: Analyze LANS, WANS, WLANS, and VPNs. Compare the similarities and differences between the networks.</p> <p>D6: Analyze web-based systems: telehealth, patient portals, PHRs, and....Compare the similarities and differences between the web-based systems.</p> <p>HIM 330-Intro to Clinical Reminders (3)</p> <p>Cause and Effect: CDS Evaluation (3),(4)&amp;(5)</p> <p>Orientation to Data Analytics I (3)</p> <p>Applied Data Analytics II &amp; III (3)</p> <p>Clinical Reminder Data Visualization V (3)</p> <p>SAFER Analysis: Clinician Communication (4)&amp;(5)</p> <p>EHR Implementation (3)&amp;(5)</p> <p>Implementing Clinical Decision Support (3)</p> <p>HIM 495- HIS/EHR Project Data Exploration Project</p>
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4	III.2. Analyze technologies for health information management.	<p><b>HIM</b></p> <p><b>230-</b></p> <p>drchrono: Navigating drchrono EHR – Dashboard</p> <p>drchrono: Registering a Patient</p> <p>drchrono: Navigating drchrono EHR – Schedule</p> <p>drchrono: Navigating drchono EHR – Clinical</p> <p>drchrono: Navigating drchono EHR – Patients</p> <p>drchrono: Authentication, Sign and Lock</p> <p>EDCO Solcom EDMS: Navigating the EDMS: Scavenger Hunt</p> <p>EDCO Solcom EDMS: Data Abstracting</p> <p>EDCO Solcom EDMS: Redacting PHI</p> <p>MEDITECH Expanse: Getting Started</p> <p>MEDITECH Expanse: Patient Care Services (Acute)</p> <p>MEDITECH Expanse: Physician Care Manager (Acute)</p> <p>MEDITECH Expanse: ROI (Acute)</p> <p>MEDITECH Expanse: Deficiency Analysis (Acute)</p> <p>MEDITECH Expanse: Delinquency Reporting (Acute)</p> <p>MEDITECH Expanse: Revenue Cycle Management (Acute)</p> <p>MEDITECH Expanse: Clinical Chart Review (Ambulatory)</p> <p>MEDITECH Expanse: Registering a Patient</p>
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		<p>(Ambulatory) MEDITECH Expanse: Clinical Documentation (Ambulatory) MEDITECH Expanse: Patient Identity Management (Ambulatory) <b>HIM 421-</b> RFI, RFP, Budget Assignments <b>HIM 450-</b> Contract Negotiations Assignment <b>HIM 330-</b> Intro to Clinical Reminders (3), Cause and Effect: CDS Evaluation (3), Orientation to Data Analytics I (3), Applied Data Analytics II (3), Clinical Reminder Data Visualization V (3), SAFER Analysis: Clinician Communication (5), Cause and Effect: CDS Evaluation (5), EHR Implementation (4)&amp;(5) <b>HIM</b> <b>495-</b> HIS/EHR Project. Data Exploration Project.</p>
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		<p>Nuance Clintegrity: Encoder Tutorial</p> <p>Nuance Clintegrity: ICD-10 Lab</p> <p>Nuance Clintegrity: ICD Patient Coding Scenarios</p> <p>Nuance Clintegrity: Encoder References</p> <p>Nuance Clintegrity: Physician Query</p> <p>Nuance Clintegrity: Assigning MS-DRGs</p> <p>Nuance Clintegrity: Present on Admissions Designations</p> <p>Tableau: DRGs</p> <p>Tableau: Acquiring Data from Online Resources</p> <p>Tableau: Data Mining and Analysis</p> <p>Tableau: Coding Productivity</p> <p>Tableau: Fraud and Abuse</p> <p>Tableau: Strategic Planning and Enterprise Wide Decision Support</p> <p>D4: Sam has a medical condition which requires the need of an adaptive keyboard; Sam submits keyboard request to the HIM supervisor; research adaptive keyboard types and evaluate three keyboards and select which one you recommend along with justifying your recommendation.</p> <p>D7: For the rural hospital described in Real Case 11.2 describe the steps it should take to select a new vendor for its EHR providing at least two examples for each of the steps.</p>
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		<p>HIM 421- RFI, RFP, Budget Assignments  HIM 450- Contract Negotiations Assignment  HIM 330- Intro to Clinical Reminders (3), Cause and Effect: CDS Evaluation (3), Orientation to Data Analytics I (3), Applied Data Analytics II (3), Clinical Reminder Data Visualization V (3), SAFER Analysis: Clinician Communication (5), Cause and Effect: CDS Evaluation (5), EHR Implementation (4)&amp;(5)  HIM 495- PPE/Capstone HIS/EHR Project. Data Exploration Project.</p>
5	III.3. Interpret statistics for health services.	<p><b>HIM 230-</b>  MEDITECH ExpansE: Deficiency Analysis (Acute)  MEDITECH ExpansE: Delinquency Reporting (Acute)  MEDITECH ExpansE: Revenue Cycle Management (Acute)  <b>HIM 330-</b>  Applied Data Analytics II &amp; III (3)  Intro to Clinical Reminders (4)  Orientation to Data Analytics I (4)  Clinical Reminder Data Visualization V (4)  <b>HIM 430-</b>  Chapter Quizzes/Tests 3-10  <b>HIM 495-</b>Data Exploration Project</p>

4	III.4. Examine health care findings with data visualizations.	<p><b>HIM</b>  <b>230-</b>  Tableau:  DRGs  Tableau: Acquiring Data from Online Resources  Tableau: Data Mining and Analysis  Tableau: Coding Productivity  Tableau: Fraud and Abuse  Tableau: Strategic Planning and Enterprise Wide Decision-Support</p> <p><b>HIM</b>  <b>330-</b>  Implementing Clinical Decision Support (5)  Applied Data Analytics (5)</p> <p><b>HIM</b>  <b>430-</b>  Chapter Quiz/Test  11</p> <p><b>HIM 495-</b>Data Exploration</p>
5	III.5. Compare research methodologies pertaining to health care.	<p><b>HIM</b>  <b>350-</b>  Pre-Test and Post-Test (Chapter 12 Test Bank, 6ed)  Qualtrics HIM Project</p>

5	III.6. Manage data within a database management system.	<p><b>HIM</b>  <b>230-</b>  EDCO Solcom EDMS: Data Abstracting  MEDITECH Expanse: Patient Care Services (Acute)  MEDITECH Expanse: Deficiency Analysis (Acute)  MEDITECH Expanse: Delinquency Reporting (Acute)  MEDITECH Expanse: Revenue Cycle Management (Acute)  MEDITECH Expanse: Patient Identity Management (Ambulatory)</p> <p><b>HIM</b>  <b>330-</b>  Clinical Reminder Data Visualization V (5)  Retrieval Data (3)  EHR Implementation (6)  Applied Data Analytics II (3)&amp;(5)  Applied Data Analytics III (3)  Implementing Clinical Decision Support (5)  Intro to Clinical Reminders (4)  Orientation to Data Analytics I (4)  Clinical Reminder Data Visualization V (4)</p> <p><b>HIM 350-</b> Qualtrics Project</p>
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		<b>HIM 495-</b> HIS/EHR Project; Data Exploration Project
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3	III.7. Identify standards for exchange of health information.	<p><b>HIM</b>  <b>230-</b>  EDCO Solcom EDMS: Data Abstracting  EDCO Solcom EDMS: Redacting  PHI  MEDITECH Expanse: ROI (Acute)  D8. Evaluate the three key forms of HIEs. Critique the pros and cons for each HIE form.</p> <p><b>HIM</b>  <b>330-</b>  Health Information Exchange  (5)  EHR Implementation  (3)</p>
	<b>Domain IV. Revenue Cycle Management</b>	



5	IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	<p><b>HIM</b>  <b>230-</b>  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: ICD-10 Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Encoder References  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admission Designations  Tableau: DRGs  <b>HIM 450-</b> CDI Assignments-Case 5-6  <b>HIM</b>  <b>330-</b>  Classification &amp; Terminology Systems  (5)  Communication in the EHR  (5)  UHDDS and the EHR  (3)</p>
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5	IV.2. Manage components of the revenue cycle.	<p><b>HIM 230-</b>  MEDITECH Expanse: Revenue Cycle Management (Acute)  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: ICD-10 Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Encoder References  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admissions Designations  Tableau: Coding Productivity</p> <p><b>HIM 450-</b>  CDI Assignments  Case Studies: 4-4 Calculating Insurance Reimbursement  4-5 EOB Assignment  4-7 Capitation Profit Assignment  4-9: Estimated Medicare-Severity DRG Payments Assignment</p> <p><b>HIM 421-</b>  Eval. Of Project Mgmt Budget Variance, RFI, RRP Budget Eval of Project Mgmt</p>
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		HIM 330- CMS 1500 (5) HIM 252- Case Mix Analysis CMS Tutorial Acute Inpatient PPS Hospital Medicaid Assignment
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5	IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.	<p><b>HIM</b>  <b>230-</b>  MEDITECH Expanse: Revenue Cycle Management (Acute)  Nuance Clintegrity: Encoder Tutorial  Nuance Clintegrity: ICD-10  Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Encoder  References  Nuance Clintegrity: Physician  Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admissions Designations  Fraud and Abuse-Tableau</p> <p><b>HIM</b>  <b>450-</b>  CDI &amp; Case Studies 5-1, 5-6, 5-8, 5-9, &amp; 5-12</p> <p><b>HIM</b>  <b>330-</b>  SAFER Analysis: Clinician Communication  (5)  Classification &amp; Terminology Systems  (6)</p>
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		<p>HIM 252- CMS Tutorial CMS Form 1500 CMS Tutorial HIPAA EDI CMS Tutorial UB04 HIM 422-UM assignment; Developing a Coding Quality Plan with PM Assignment</p>
	<b>Domain V. Health Law &amp; Compliance</b>	
5	V.1. Comply with legal processes impacting health information.	<p><b>HIM 225-</b> All Assignments &amp; Tests; Legal Project  <b>HIM 230-</b>  EDCO Solcom EDMS: Redacting PHI  MEDITECH Expanse: ROI (Acute)  MEDITECH Expanse: Processing Release of Information Requests (Ambulatory)  <b>HIM 450-</b> Legal Project Assignment &amp; Documentation Creation P&amp;P Assignment  <b>HIM 421-</b> Inservice "Development: Privacy, Security, and Confidentiality"  <b>HIM 330-</b> Release of Info (3)&amp;(4): <b>HIM 495-</b> Analysis of EHR PPE/Capstone Project</p>

5	V.2. Evaluate compliance external forces.	<p><b>HIM 230-</b>  EDCO Solcom EDMS: Redacting PHI  MEDITECH Expanse: Patient Care Services (Acute)  MEDITECH Expanse: Physician Care Manager (Acute)  MEDITECH Expanse: Processing Release of Information Requests (Ambulatory)  Nuance Clintegrity: ICD-10 Lab  Nuance Clintegrity: ICD-10 Patient Coding Scenarios  Nuance Clintegrity: Encoder References  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admission Designations</p> <p><b>HIM 450-</b>  Legal Project Assignment &amp; Documentation P&amp;P Assignment  Case Study 2-19 Patient Compliance Issues, CDI, &amp; Site Survey Readiness Assignment</p> <p><b>HIM 330-</b>  SAFER Analysis: Clinician Communication (5)  Cause and Effect: CDS Evaluation (5)  Understanding TJC's Tracer Methodology (3)</p> <p><b>HIM 252-</b> Compliance Plan</p> <p><b>HIM 422-</b> Patient Safety Performance Measures Assignment</p> <p><b>HIM 495-</b>HIS/EHR Project</p>
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4	V.3. Analyze components of risk management as related to a health organization.	<b>HIM 230-</b> EDCO Solcom EDMS: Redacting PHI MEDITECH Expanse: ROI (Acute) MEDITECH Expanse: Deficiency Analysis (Acute) MEDITECH Expanse: Patient Identity Management (Ambulatory) MEDITECH Expanse: Processing Release of Information Requests (Ambulatory) Nuance Clintegrity: Physician Query Tableau: Fraud and Abuse
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4	V.4. Analyze the impact of policy on health.	<p><b>HIM</b>  <b>230-</b>  EDCO Solcom EDMS: Redacting PHI  MEDITECH Expanse: Patient Care Services (Acute)  MEDITECH Expanse: Physician Care Manager (Acute)  MEDITECH Expanse: ROI (Acute)  Nuance Clintegrity: Physician Query  Nuance Clintegrity: Assigning MS-DRGs  Nuance Clintegrity: Present on Admission Designations  D3: Provide copy &amp; paste of article  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373750/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373750/</a> Which data quality management model characteristics apply to this policy? Why?</p> <p><b>HIM</b>  <b>330-</b>  Quality Improvement Utilizing the EHR (3)  Understanding TJC's Tracer Methodology (5)</p> <p><b>HIM</b>  <b>450-</b>  Case Study 2-3 (modified) Reporting Communicable Diseases  Case Study- Choosing a PHR  Telemedicine, Patient Portal, COC, and Identify Mgmt Assignments</p>
	<b>Domain VI. Organizational Management &amp; Leadership</b>	



4	VI.1. Facilitate fundamental leadership skills.	<p>HIM 421- Leadership Personality Assignment Project Mgmt Essentials. ACO, IG, Strategic Planning, and Mgmt Functions Assignments HIM 450- Contract Negotiation, Creation of P&amp;P ROI &amp; Authorizations Creation of P&amp;P for Documentation Creation of P&amp;P Patient ID Mgmt Creation of P&amp;P for Interdepartmental Communications HIM 330- EHR Implementation (3),(4)&amp;(6) SAFER Analysis: Clinician Communication (4) HIM 422- Flowcharting for Process Reengineering, Work Redesign, and Decision Making Assignment Problem Solving and Team/Consensus Building Assignment Improving Team Effectiveness Assignment HIM 495-PPE/Capstone HIS/EHR Project</p>
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5	VI.2. Assess the impact of organizational change.	<p><b>HIM 421-</b> Change Mgmt-Hospital Mergers Assignment</p> <p><b>HIM 330-</b> Assessing Employee Productivity (4)</p> <p><b>HIM 422-</b> Flowcharting for Process Reengineering, Work Redesign, and Decision Making Assignment</p> <p>Problem Solving and Team/Consensus Building Assignment</p>
4	VI.3. Analyze human resource strategies for organizational best practices.	<p>HIM 421- Recruitment, Selection, Orientation, Appraisals, Progressive Discipline, Labor and Employment, Benchmarking, Staffing Levels, &amp; Productivity Assignments</p> <p>Inservice "Development: Privacy, Security, and Confidentiality"</p> <p>HIM 330- EHR Implementation (5)&amp;(6)</p> <p>Assessing Employee Productivity (5)</p> <p>HIM 495- Management Project</p> <p>PPE/Capstone HIS/EHR Project</p>

5	VI.4. Leverage data-driven performance improvement techniques for decision making.	<p><b>HIM 230-</b>  MEDITECH Expanse: Patient Identity Management (Ambulatory)  Tableau: Strategic Planning and Enterprise Wide Decision Making  <b>HIM 421-</b> Benchmarking, Staffing Levels, Productivity, Swimlane Diagram, &amp; Process Improvement Assignments  <b>HIM422-</b> Case Study 5-3 Developing a Coding Quality Plan  Flowcharting for Process Reengineering, Work Redesign, and Decision Making Assignment  Quizzes Ch. 3 &amp; 7  Critical Pathways Assignment  <b>HIM 330-</b> EHR Implementation (3)  Implementing Clinical Decision Support (3)&amp;(5)  Applied Data Analytics III (3)  Quality Improvement Utilizing the EHR (3)  Assessing Employee Productivity (4)  <b>HIM 495-</b>Data Exploration Project</p>
4	VI.5. Verify financial management processes.	<p><b>HIM 230-</b>  MEDITECH Expanse: Revenue Cycle Management (Acute)  <b>HIM 421-</b> Project Mgmt Budget Variance, RFI, RFP, &amp; Budget Assignments  <b>HIM 330-</b> EHR Implementation (4)&amp;(5)  <b>HIM 495-</b> Management Project</p>

4	VI.6. Examine behaviors that embrace cultural diversity.	<p>HIM 421- Cultural Awareness Self-Assessment, Labor &amp; Employment Laws Assignment, Job Interview and the ADA</p> <p>HIM 330- EHR Implementation (5)&amp;(6)</p> <p>HIM 495- PPE/Capstone HIS/EHR Project</p>
5	VI.7. Assess ethical standards of practice.	<p><b>HIM 225-</b> Chs. 5, 6, 7, 12 Assignments</p> <p><b>HIM 230-</b> MEDITECH Expanse: Processing Release of Information Requests (Ambulatory)</p> <p>Nuance Clintegrity: Encoder Tutorial</p> <p>Nuance Clintegrity: ICD-10 Lab</p> <p>Nuance Clintegrity: ICD-10 Patient Coding Scenarios</p> <p>Nuance Clintegrity: Encoder References</p> <p>Nuance Clintegrity: Physician Query</p> <p>Nuance Clintegrity: Assigning MS-DRGs</p> <p>Nuance Clintegrity: Present on Admission Designations</p> <p><b>HIM 252-</b> CMS Tutorial Fraud &amp; Abuse</p> <p><b>HIM 422-</b> Patient Safety Performance Measures Assignment</p>

4	VI.8. Facilitate consumer engagement activities.	<p><b>HIM 230-</b> drchrono: Registering a Patient drchrono: Navigation drchrono EHR-Patients <b>HIM 330-</b> EHR Implementation (3) ?? HIM 450 PHR flyer</p>
4	VI.9. Facilitate training needs for a healthcare organization.	<p><b>HIM 421-</b> Inservice "Development: Privacy, Security, and Confidentiality" Evaluation of Employee Training and Retention Assignment <b>HIM 330-</b> EHR Implementation (6) Implementing Clinical Decision Support (5)</p>
5	VI.10. Compare project management methodologies to meet intended outcomes.	<p>HIM 421- HIM Dept Project Mgmt Budget Variance Assignment HIM 330- EHR Implementation (3) HIM 422- Flowcharting for Process Reengineering, Work Redesign, and Decision Making Assignment Critical Pathways Assignment HIM 495- PPE/Capstone HIS/EHR Project</p>

# Rubric: Health Information Access – Analysis of Validity of Patient Authorization for Release of Information

Achievement of 7-10 Points meet's Bloom's Taxonomic Level 4 (Analysis)

	<b>Distinguished</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
	Points: 10 Provided appropriate analysis of document by each element AND determined appropriate validity of document	Points: 7-9 Provided reasonable analysis of document for each element but did not determine appropriate validity of document	Points: 4-6 Provided analysis of the document for some elements OR determined appropriate validity of the document	Points: 0-3 Was unable or did not provide analysis of the document based on elements AND was unable or did not determine appropriate validity of the document

Name: **Creation of Policy and Procedure for Documentation Requirements Assignment Rubric**

Description: **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**

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
<b>Analyze and utilized laws and regulations pertaining to clinical documentation requirements.</b>	Points: <b>2</b> (4.00%) Analyzed laws and used them appropriately.	Points: <b>1.5</b> (3.00%) Identified laws, but did not fully integrate into P&P	Points: <b>1</b> (2.00%) Identified one law related to issue, but used inappropriately	Points: <b>0</b> (0.00%) No clear evidence that laws were analyzed.
<b>Determine which departments/individuals would be involved in the patient documentation process as it pertains to H&amp;P, Discharge Summary, and Operative Report.</b>	Points: <b>3</b> (6.00%) Appropriate departments/ individuals were identified	Points: <b>2.25</b> (4.50%) More than one department/ individual was identified, but missing some	Points: <b>1.5</b> (3.00%) One department/ individual was identified	Points: <b>0</b> (0.00%) No clear evidence that departments were identified
<b>P &amp; P Format (includes Policy, Purpose, Procedures)</b>	Points: <b>3</b> (6.00%) P&P format is well-designed, appropriate, and logical.	Points: <b>2.25</b> (4.50%) P&P format is good, but requires additional "tweaking"	Points: <b>1.5</b> (3.00%) P&P format has been created, but only partially meets needs.	Points: <b>0</b> (0.00%) There is no P&P or a poorly designed one.
<b>Organization</b>	Points:	Points:	Points:	Points:

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	<b>3 (6.00%)</b> Information is presented in a logical sequence which flows naturally.	<b>2.25 (4.50%)</b> Information is presented in a logical sequence which is followed by the reader with little or no difficulty.	<b>1.5 (3.00%)</b> Information is presented in an order that the audience can follow with minimum difficulty.	<b>0 (0.00%)</b> Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
<b>Professional (including grammar and spelling)</b>	Points: <b>3 (6.00%)</b> There are no misspelled words or grammatical errors in the document.	Points: <b>2.25 (4.50%)</b> There are one or two misspellings and/or grammatical errors	Points: <b>1.5 (3.00%)</b> There are three or five misspellings and/or grammatical errors	Points: <b>0 (0.00%)</b> There are more than five misspellings and/or grammatical errors
<b>P&amp;P addresses when a history and physical is required</b>	Points: <b>3 (6.00%)</b> Category is addressed, appropriate, and shows evidence of strong	Points: <b>2.25 (4.50%)</b> Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5 (3.00%)</b> Category is addressed, but is incomplete.	Points: <b>0 (0.00%)</b> Category is not addressed or is inaccurate.



	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	understanding of the topic.			
<b>P&amp;P addresses timeliness of history and physical</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, complete, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and most of the elements (reasonably complete), but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses content of the history and physical</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses who is allowed to author the history and physical.</b>	Points: <b>3</b> (6.00%) Category is addressed,	Points: <b>2.25</b> (4.50%) Category is addressed,	Points: <b>1.5</b> (3.00%)	Points: <b>0</b> (0.00%)

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	appropriate, and shows evidence of strong understanding of the topic.	appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
<b>P&amp;P addresses when a Discharge Summary is required</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses timeliness of Discharge Summary</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses content of the Discharge Summary</b>	Points: <b>3</b> (6.00%)	Points: <b>2.25</b> (4.50%)	Points: <b>1.5</b> (3.00%)	Points: <b>0</b> (0.00%)

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	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.
<b>P&amp;P addresses who is allowed to author the Discharge Summary.</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses when an Operative Report is required</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
<b>P&amp;P addresses timeliness of Operative Report</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses content of the Operative Report</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>2.25</b> (4.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>P&amp;P addresses who is allowed to author Operative Report.</b>	Points: <b>3</b> (6.00%) Category is addressed, appropriate, and shows evidence of strong	Points: <b>2.25</b> (4.50%) Case study is generally accurate and reasonably complete, but could be improved.	Points: <b>1.5</b> (3.00%) Case Study is addressed and sometimes inaccurate or incomplete	Points: <b>0</b> (0.00%) Case Study is not addressed or is inaccurate.

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	understanding of the topic.			

Name: **Creation of In-service Training Presentation for Privacy, Security, and Confidentiality Assignment Rubric**  
 Description: **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**

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
<b>Analyze and utilize laws and regulations (HIPAA, ARRA, HITECH) pertaining to privacy, security, and confidentiality.</b>	Points: <b>5</b> (10.00%) Analyzed referenced laws and used them appropriately.	Points: <b>3.75</b> (7.50%) Identified and defined all referenced laws, but did not fully integrate into presentation	Points: <b>2.5</b> (5.00%) Identified and defined some, but not all, laws related to issue and/or used inappropriately or did not reference laws throughout presentation	Points: <b>0</b> (0.00%) No clear evidence that laws were analyzed in creating presentation
<b>Presentation Length</b>	Points: <b>5</b> (10.00%) Presentation is of length to include all basic and advanced information in order for employees to get best training on topic.	Points: <b>3.75</b> (7.50%) Presentation is of length to include all basic pertinent information in order for employees to complete work at an acceptable level. (Minimum 16 slides)	Points: <b>2.5</b> (5.00%) Presentation is of length that provided some basic pertinent information in order for employees to partially work at an acceptable level, but some pertinent information was missed.	Points: <b>0</b> (0.00%) No clear evidence that employees were provided with sufficient information to apply to their jobs.

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
<b>Format</b>	Points: <b>5</b> (10.00%) Format is well-designed, appropriate, and aesthetically pleasing.	Points: <b>3.75</b> (7.50%) Format is good, but requires additional "tweaking".	Points: <b>2.5</b> (5.00%) Format has been created, but only partially meets needs.	Points: <b>0</b> (0.00%) There is no consistent formatting or a poorly designed one.
<b>Organization</b>	Points: <b>5</b> (10.00%) Information is presented in a logical sequence which flows naturally.	Points: <b>3.75</b> (7.50%) Information is presented in a logical sequence which is followed by the reader with little or no difficulty.	Points: <b>2.5</b> (5.00%) Information is presented in an order that the audience can follow with minimum difficulty.	Points: <b>0</b> (0.00%) Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
<b>Professional (including grammar and spelling)</b>	Points: <b>5</b> (10.00%) There are no misspelled words or grammatical errors in the document.	Points: <b>3.75</b> (7.50%) There are one or two misspellings and/or grammatical errors	Points: <b>2.5</b> (5.00%) There are three or five misspellings and/or grammatical errors	Points: <b>0</b> (0.00%) There are more than five misspellings and/or systematic grammatical errors

	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
<b>Presentation addresses privacy requirements for employees</b>	Points: <b>5</b> (10.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>3.75</b> (7.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>2.5</b> (5.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>Presentation addresses security requirements for employees</b>	Points: <b>5</b> (10.00%) Category is addressed, appropriate, complete, and shows evidence of strong understanding of the topic.	Points: <b>3.75</b> (7.50%) Category is addressed, appropriate, and most of the elements (reasonably complete), but could be improved.	Points: <b>2.5</b> (5.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>Presentation addresses confidentiality requirements for employees</b>	Points: <b>5</b> (10.00%) Category is addressed, appropriate, and shows evidence of strong	Points: <b>3.75</b> (7.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>2.5</b> (5.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.



	<b>Distinguished (100% of points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0% of points)</b>
	understanding of the topic.			
<b>Presentation addresses best practices that employees must adhere to.</b>	Points: <b>5</b> (10.00%) Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Points: <b>3.75</b> (7.50%) Category is addressed, appropriate, and reasonably complete, but could be improved.	Points: <b>2.5</b> (5.00%) Category is addressed, but is incomplete.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.
<b>Presentation includes ten post-test questions for employees.</b>	Points: <b>5</b> (10.00%) There was a minimum of ten post-test questions, all of which were appropriate and had answers that were found within presentation.	Points: <b>3.75</b> (7.50%) There was a minimum of ten post-test questions, but some of the questions could be improved.	Points: <b>2.5</b> (5.00%) Minimum number of post-test questions was not met, most questions were inappropriate, or answers were not found within the presentation.	Points: <b>0</b> (0.00%) Category is not addressed or is inaccurate.

## Rubric: HIM 421- RFI, RFP, Budget Assignment

Achievement of 70-100% meet's Bloom's Taxonomic Level 6 (Creation)

	<b>Distinguished</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
	Points: 90%-100% Appropriately created staff budget meeting all elements of the budget	Percentage: 70-89% Created staff budget meeting most of the elements in the budget	Points: 51-69% Had moderate to severe errors in determining staff budget	Points: 0-49% Was unable to appropriately create budget

# Rubric: HIM 421- Benchmarking, Staffing Levels, and Productivity Performance Assignment

Achievement of 35-50 Points meet's Bloom's Taxonomic Level 4 (Analysis)

	<b>Distinguished</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
	Points: 45-50 Appropriately determined staff productivity and appropriately analyzed results	Points: 35-44 Appropriately determined staff productivity and appropriately analyzed results with minor errors	Points: 25-34 Had moderate to severe errors in determining staff productivity and analyzing results	Points: 0-24 Was unable to appropriately determine staff productivity or appropriately analyzed results

## Progressive Disciplinary Approach Assignment

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Instructions HIM managers may experience a variety of disciplinary situations.

How would you handle the following situations if you were an effective HIM Manager who practices progressive discipline measures?

### ***Disciplinary Situation 1***

Jen is 30 minutes to an hour late 2 to 3 days a week. You have talked to her about it repeatedly and even given her a written warning. It is now 2 weeks since the written warning and there has not been an improvement.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

### ***Disciplinary Situation 2***

*The quality of Carla's work has recently deteriorated. You have discussed this with her and have given her a verbal warning. There has not been any improvements.*

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

### **Disciplinary Situation 3:**

You have been at a meeting and return to the department. As you walk in, you hear the ROI coordinator, Susan, talking on the phone to a requester. Susan becomes very upset with the person on the phone and tells him off. This is the first time that Susan has done this that you are aware of.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

### **Disciplinary Situation 4:**

The HIM Department has a policy of no personal calls. You know that employees make short calls to let family know they are working late. Pam has begun to spend a lot of time on the telephone discussing personal business. You know she is going through a divorce, but employees are starting to talk.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

### **Disciplinary Situation 5:**

Cindy and Barbara work in the analysis area. They got into an argument today that disrupted the workplace. They were both written up for this same behavior a month ago. You told them they would be suspended for three days if another incident happened.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

**Disciplinary Situation 6:**

Kim is a new employee who is having problems with her performance. She is still in her probationary status.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

**Disciplinary Situation 7:**

Kelly is your coding supervisor. She was berating one of her subordinate coders. She called the employee stupid and said that she was going to make the coder's life miserable. Your transcription supervisor overheard the conversation and reported it to you.

How would you handle the situation if you were an effective HIM manager who practices progressive discipline measures? Justify written approach; why is this the best solution?

**Disciplinary Situation Case 8:**

Falsification of Information on Employment Application

Jeremy is the director of the HIM Department. Laura, a transcriptionist, has been a wonderful employee. Through the grapevine, Jeremy heard that Laura had put on her employment application that she had an associate's degree, but that she did not actually have one. He called the college and found that she was 2 classes short of her degree. This was grounds for dismissal.

Evaluate the above and answer the following:

1. What should Jeremy do?
2. How should he handle the meeting with Laura?

## 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 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 presented in a logical sequence which flows naturally.	Information is 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

<b>Category (each is worth two points unless otherwise noted)</b>	<b>Distinguished (all points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0%)</b>
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.

<b>Category (each is worth two points unless otherwise noted)</b>	<b>Distinguished (all points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0%)</b>
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 <b>(3 points)</b>	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.



<b>Category (each is worth two points unless otherwise noted)</b>	<b>Distinguished (all points)</b>	<b>Proficient (75% of points)</b>	<b>Apprentice (50% of points)</b>	<b>Novice (0%)</b>
apply the policy and procedure you wrote to Case #2 providing written resolutions <b>(3 points)</b>	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 <b>(3 points)</b>	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 <b>(3 points)</b>	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 <b>(3 points)</b>	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