

Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: **Health Information Management**

Department: **Clinical Health Sciences**

Degree or Certificate Level: **Baccalaureate**

College/School: **Doisy College of Health Sciences**

Date (Month/Year): **September 2020**

Primary Assessment Contact: **Teresa Neal, MHA, RHIA**

In what year/cycle was the data upon which this report is based collected? **2019-2020**

In what year/cycle was the program's assessment plan most recently reviewed/updated? **2019-2020**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

PLO 1: Students will demonstrate the Jesuit values of "Cura Personalis" as they engage in the management of health information.

PLO 3: Students will incorporate critical thinking to solve complex problems related to the management of health information.

PLO 5: Students will formulate examples of ethical professionalism when managing health information.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO 1.1 HIM 3000 – Foundations in Health Information Management, Data, and Information Governance Digital Storytelling Project.

PLO 1.2 HIM 4530 - Professional Practice Experience, Reflection paper on Jesuit values, and the management of health information. At midterm, this course was moved to an online format and completed online.

PLO 3.1 HIM 4150 - Quality Improvement, Semester Quality Improvement paper. At midterm, this course was moved to an online format and completed online.

PLO 3.2 HIM 4530 - Professional Practice Experience, Professional Practice Experience project. At midterm, this course was moved to an online format and completed online.

PLO 5.1 HIM 3600 – Theory and Practice, Reflection paper of site visits regarding ethical professionalism. At midterm, this course was moved to an online format and completed online.

PLO 5.2 HIM 4530 - Professional Practice Experience, Professional practice site preceptor evaluation of ethical professionalism. At midterm, this course was moved to an online format and completed online.

No Madrid students or artifacts were included in this assessment.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO 1.1 - The instructor for **HIM 3000 – Foundation in Health Information Management** reviewed 8 student team projects. The objective of the team project was for the students to explain how the Jesuit values of "Cura Personalis" impact the management of health information. Each Student Team project was evaluated by the course instructor using the associated PLO rubric. The course instructor reviewed the team projects for evidence that the students defined the Jesuit values of "Cura Personalis" and identified specific examples or ways that the values of caring for the mind, body, and spirit can be incorporated into the management of health information. (see Appendix).

PLO 1.2 - The instructor for **HIM 4530 – Professional Practice Experience** reviewed 8 of the students' reflection papers. The objective of the reflection paper was for the student to think about and reflect on their Professional Practice Experience and project, and to express their understanding of how Jesuit values "Cura Personalis" impact the management of health information. Each reflection paper was evaluated by the course instructor using the associated PLO rubric. The course instructor reviewed the students' reflective essays for evidence that the students examined the Jesuit values of Cura Personalis and identified in their experience, how these values could be integrated in and contribute to the management of health information. (see Appendix).

PLO 3.1 - The instructor for **HIM 4150 - Quality Improvement** reviewed 10 of the HIM students' Quality Improvement Hot Topics papers. The objective of the Quality Improvement Hot Topic paper was for the students to research a current issue impacting health information and for the students to demonstrate their knowledge and comprehension on how to incorporate critical thinking skills to solve the complex problems related to the current issue. Each paper was evaluated by the course instructor using the associated course assignment rubric and the associated PLO rubric. The course instructor reviewed the QI Hot Topics papers for evidence that the students identified the current challenges in managing health information and articulated their thoughts to alleviate or solve the problems. (see Appendix).

PLO 3.2 - The instructor for **HIM 4530 – Professional Practice Experience** reviewed 8 of the students' Capstone, Professional Practice Experience Project. The objective of the Capstone Project is to provide the opportunity for the students to use their critical thinking skills to engage in a unique project related to the management of health information. Each unique capstone, Professional Practice Experience Project, was evaluated by the course instructor using the associated PLO rubric. The course instructor reviewed the students' capstone project for evidence that the students examined the current challenges in the management of health information and articulated their thoughts to alleviate or solve the problems. (see Appendix).

PLO 5.1 - The instructor for **HIM 3600 - Theory and Practice** reviewed 6 of the HIM students' reflection papers on the sites visits. The objective of the Reflection Paper was for the student to think about and reflect on their observed examples of ethical professionalism when managing health information. Students then discussed the sites in class. Each reflection paper was evaluated by the course instructor using the associated course assignment rubric and associated PLO rubric. The course instructor reviewed the students' reflection papers for evidence that the students could define and articulate, ethical professionalism in the management of health information. (see Appendix).

PLO 5.2 - The instructor for **HIM 4530 – Professional Practice Experience** reviewed 8 of the students' Clinical Site Preceptors Evaluations. Each of the Clinical Site Preceptors was asked, "Did the student conduct him/herself in an ethical professional manner appropriate to the situation?" Each Clinical Site Preceptor provided a reply to the question. The objective of the question was for the Site Preceptor to provide feedback on their observations of the students' actions. Each Clinical Site Preceptor Student Evaluation was evaluated by the course instructor using the associated PLO rubric. The course instructor reviewed Each Clinical Site Preceptor Student Evaluation evidence that

the students could demonstrate ethical professionalism in the management of health information. (see Appendix).

See Appendix for the rubrics

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO 1.1: An average of >85% (7 out of 8) of the student project teams achieved a ranking of "knowledge/comprehension" level or higher using the corresponding assessment rubric. It was discovered that the student teams could **define** in creative forms how the Jesuit values of "Cura Personalis" they have learned about can be integrated and contribute to the management of health information.

PLO 1.2: An average of >85% (8 out of 8) of the students achieved a ranking of "application/analysis" level or higher using the corresponding assessment rubric. It was discovered that the students could individually reflect and **examine** how the qualities of the Jesuit values of "Cura Personalis" can be integrated and contribute to the management of health information. The achievement did not differ, moving to an online modality after the semester midpoint.

PLO 3.1: An average of >85% (10 out of 10) of the students achieved a ranking of "knowledge/comprehension" level or higher using the corresponding assessment rubric. The assignment changed from a group project half-way through the semester due to the COVID-19 pandemic, which transitioned the class online. This report format allowed students to appreciate and synthesize what was learned in class to address quality of care issues as they were unfolding during the COVID-19 pandemic. It was discovered that the students could individually **identify** the challenges in the management of health information.

PLO 3.2: An average of >85% (8 out of 8) of the students achieved a ranking of "application/analysis" level or higher using the corresponding assessment rubric. It was discovered that the students could individually **examine** the challenges in the management of health information. The overall experience was limited, the achievement did not differ, moving to an online modality after the semester midpoint.

PLO 5.1: An average of >85% (6 out of 6) of the students achieved a ranking of "knowledge/comprehension" level or higher using the corresponding assessment rubric. It was identified that the students could individually **define** ethical professionalism in managing health information. The overall experience was limited, the achievement did not differ, moving to an online modality after the semester midpoint.

PLO 5.2: An average of >85% (8 out of 8) of the students achieved a ranking of "application/analysis" level or higher using the corresponding assessment rubric. It was discovered that students could **demonstrate** ethical professionalism in managing health information. The overall experience was limited, the achievement did not differ moving to an online modality after the semester midpoint.

See Appendix for the rubrics

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO 1.1 - This was the first time this PLO was assessed; therefore, there is no prior data for comparison. The data established in the measurement will serve as a benchmark.

PLO 1.2 - This was the second time this PLO was assessed. However, the course and artifact were changed since the

first assessment of the HIM Program's capstone course. The outcome is similar and consistent, and we are pleased with the results. We will continue to measure this PLO using the current course and artifact.

PLO 3.1 - This was the second time this PLO was assessed. The first time this PLO was assessed that artifact used was a Team project, the outcome was 85% of the student teams achieved a ranking of "knowledge/comprehension of higher using the corresponding assessment rubric. The outcome for this measurement period produced 100% of students achieved ranking of "knowledge/comprehension or higher" using the corresponding assessment rubric. We believe that this is attributed to additional instruction and due to the COVID-19 pandemic ; the artifact was changed to an individual hot topics paper.

PLO 3.2 - This was the second time this PLO was assessed. The outcome is similar and consistent; we are pleased with the results. We will continue to measure this PLO using the same course and artifact.

PLO 5.1 - This was the second time this PLO was assessed. The first time this PLO was assessed the outcome was 85% of the students achieved a ranking of "knowledge/comprehension or higher" using the corresponding assessment rubric. The outcome for this measurement period produced 100% of students achieved ranking of "knowledge/comprehension or higher" using the corresponding assessment rubric. We believe the improved outcome can be attributed to additional instruction.

PLO 5.2 - This was the second time this PLO was assessed. The outcome is similar and consistent and we are pleased with the results. We will continue to measure this PLO using the same course and artifact.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The program faculty members review and discuss the results and findings of each assessment cycle early in September in a dedicated assessment review meeting. Action items are identified as appropriate.

The appropriate faculty members associated with each action item examine it further in the context of the associated course(s) and/or the overall program. This process may include reviewing various documents (i.e. review of course evaluations and/or other course-related documents). When the action item and contextual review align and change is deemed warranted, it is implemented accordingly. When these two items only partially align or if they do not align, the faculty determine if the action item should be implemented.

The results and findings, as well as revisions, are reviewed with and reported to the Clinical Health Sciences Department Chair and the Health Information Management Advisory Board.

- B.** How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

PLO 3.1: This assessment changed from its original format due to the COVID-19 pandemic. The instructor plans to return to the original group project in the coming year.

PLO 3.2: The instructor will modify the Project instructions to include a question to the student on how they believe they have used critical thinking skills to solve their unique and complex problem related to the management of health information.

PLO 5.2: The instructor will modify the Clinical Site Preceptor Evaluation tool to ask the Clinical Site Preceptor to provide an example of how the student conducted him/herself in an ethical professional manner.

If no changes are being made, please explain why.

PLO 1.1: This assessment will serve as a benchmark as it was the first time assessed.

PLO 1.2: The course and artifact were just changed in the assessment plan for this reporting period.

PLO 5.1: We believe this is a good course and artifact to measure this PLO and want to continue to measure in the existing manner.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

PLO 5.1: The first-time PLO 5.1 was assessed, an average of 85% of the students achieved a ranking of "knowledge/comprehension" or higher and could define ethical professionalism in managing health information. As a result, additional instruction was integrated into HIM 3600 – Theory and Practice, and after each site visit and observation, the students discussed the visit and observations as a class.

B. How has this change/have these changes been assessed?

PLO 5.1: The impact of previous assessment-informed changes is evaluated/discussed during the yearly dedicated assessment meeting (even during 'off-cycle' years). During 'off-cycle' years, the impact is evaluated via the sharing of pertinent faculty observations and preliminary data points when known. If a major negative impact is discovered, the next steps are determined. Otherwise, no actions will be taken until the next 'official cycle.'

C. What were the findings of the assessment?

PLO 5.1: Students addressed ethical professionalism in their reflections, including specific examples observed on site visits. In the future, specific questions will be included in the reflection assignments to address this question.

D. How do you plan to (continue to) use this information moving forward?

This item is on the annual faculty meeting dedicated to assessment. The program faculty will continue to review all of the PLO artifacts and look for opportunities to improve instruction, discussion, and reflection.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #1): Students will demonstrate Jesuit values of "Cura Personalis" as they engage in the management of health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Defines Jesuit values and elements involved in managing health information. 	<ul style="list-style-type: none"> Examines the qualities of Jesuit values and elements involved in managing health information. 	<ul style="list-style-type: none"> Integrates the qualities of Jesuit values with elements involved in managing health information.

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #3): Students will incorporate critical thinking to solve complex problems related to the management of health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Identifies the challenges in the management of health information. 	<ul style="list-style-type: none"> Examines the challenges in the management of health information 	<ul style="list-style-type: none"> Evaluates the challenges in the management of health information

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #5): Students will formulate examples of ethical professionalism when managing health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Defines ethical professionalism in managing health information. 	<ul style="list-style-type: none"> Demonstrates ethical professionalism in managing health information. 	<ul style="list-style-type: none"> Defends ethical professionalism in managing health information.

****IMPORTANT NOTES:** The ratings, identified by the column headings, are of increasing complexity moving across the table (from left to right). Students who can apply and analyze information presented in case study problems (that is, meet the "application/analysis" rating) must first have knowledge and comprehension of the problem (the "knowledge/comprehension" rating). Likewise, in order for students to defend solutions (the "synthesis/evaluation" rating), they must have knowledge/comprehension of the problem (knowledge/comprehension) and apply/analyze pertinent information ("application/analysis" rating).

HIM 3000 – Foundation in Health Information Management

Data Governance Digital Storytelling Project

Data/Information governance is trying and a little "dry or spiritless" to explain and describe. This Digital Storytelling Project offers you an opportunity to tap into your creative side, to tell a story about Data Governance.

British photographer, educator, and digital storyteller, Daniel Meadows defines digital stories as "short, personal multimedia tales told from the heart."

<https://www.youtube.com/watch?v=e5usc00wa40>

https://www.youtube.com/watch?v=LVKeO5IIR_A

More specifically, digital storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips, and/or music. Here are a wide variety of examples:

<https://www.storycenter.org/stories>

<http://digitalstorytelling.coe.uh.edu/>

To complete this project, you will work in pairs to produce a 1 to 3-minute digital story, which can include a mixture of computer-based images, video, soundtrack, and recorded audio narration.

The topic of your story should center around the explanation and description of data/information governance and how the management of health data and information contributes to the Jesuit values of caring for the whole person (mind, body, and spirit.) Your digital story should explore this theme in ways that are meaningful and personal to you.

Story-creation software

You can use any photo/video application that you are familiar with and is available to you. However, please make sure that there is some way that your creation can be presented to the class.

For example:

- Microsoft Photo Story
- The Video Project feature in Photos
- iMovie (Mac users)
- Other that you are familiar with

Guidelines: To create a compelling digital story, you should carefully consider the following guidelines (adapted from www.storycenter.org). These guidelines, in addition to accurately defining data/information governance and associating it with caring for the mind, body, and spirit, will form the basis for the assessment of your project.

Theme

Stories have themes. Your theme should center around on some aspect of data governance introduced in the course; it should be well-developed, explored in novel ways, and made personal. The theme should be supported by texts or articles you've read, images you've viewed, etc.

Point

Stories are not simply a list of what happened ("This happened, and then that happened, and then the other thing happened"). Instead, stories are told to make a point. Stories help us find meaning that transcends a particular situation. Make sure the point of your story is clear.

Dramatic Question

Making a point, however, doesn't necessarily grab and hold people's attention. A story also should hook the reader/listener/viewer to want to keep going – why did something happen, what did it mean, who cares? Your story should pose a provocative question that raises curiosity and emotion, making the story worthwhile not only for the storyteller but also for the audience.

Distinct Voice

Every story is told from a perspective; it has a point of view. This perspective is part of "voice," but so is the sound of a person's voice (or several people's voices). The voice of the storyteller is crucial in shaping how the audience experiences the story. Carefully consider your choice of voice.

Power of a Soundtrack

A soundtrack can establish the mood, meaning, and rhythm of a story, transforming the way an audience perceives everything about the story. Choose music that is evocative, that compliments—and complicates—your story.

Images that Matter

Images can serve as a background, doing little more than illustrating the story. However, you should thoughtfully select images that can move your story beyond its text and soundtrack – illuminating the meaning in a way that the words and music do not.

Economy

Your story should use as few words, images, and sounds as possible to effectively convey its meaning – less is more.

Pacing

The rhythm of the words, images, and sounds shape and reinforce a story's point. Storytellers often use pacing to help the audience feel a part of the story – for example, a quick pace feels exciting and urgent, while a sudden change in pace can feel disorienting. Choose a pace the supports, rather than detracts.

HIM 4530 – Professional Practice Experience – Reflection Paper

Instructions:

Near the conclusion of your Professional Practice Experience and project, prepare a reflective essay explaining how you now understand and appreciate how managing health information can aid and contribute to the Jesuit values of "Cura Personalis."

Rubric:

Criteria	Advanced	Accomplished	Developing
Essay:	The central idea is clearly stated with concrete details supporting the central idea and shows originality and focus.	The central idea is loosely stated with some concrete details supporting the central idea and shows some originality and focus.	The central idea is not stated and lacks concrete details to support the central idea and shows little to no originality and focus.
Critical Thinking:	Analysis and evaluation of the topic and opinions are obvious.	Analysis and evaluation of the topic are not obvious but attempted.	Analysis and evaluation of the topic are not obvious.
Grammar and Use of Sources	There are no obvious grammar, spelling, or punctuation errors. Reference materials and internet sites are properly cited.	Either includes a few grammar, spelling, or punctuation errors, or errors in reference materials/internet citations.	The essay includes several grammar, spelling or punctuation errors, or errors in reference materials/internet citations.

Hot Topics Paper

Purpose: The purpose of this assignment is to allow the student to explore a current topic in health care that involves or impacts quality in some manner; or the student can choose a project about how to manage a quality project in health care. Students should evaluate and research the topic thoroughly.

Assignment:

Select a current topic in the field of health care that involves or impacts quality; or how you would manage a quality project in health care. Write an 8-10 page paper in APA format. Because there are many evolving issues with COVID-19, and information is changing rapidly, this is a topic rich for evaluation and discussion; however, there are many other topics that can be chosen as well.

Paper Requirements:

1. 8-10 page double spaced paper in APA format
2. Minimum of 3 references
3. Provide an Executive Summary or abstract summarizing the topic to start the paper
4. Include any metrics used around the topic
5. Evaluate the information and provide an analysis or opinion of how it affects or impacts quality. Is there room for improvement?
6. If possible, use real data that is available through your research to create visuals
- 7.

Topics for consideration, although there are many more that are not listed:

- COVID-19
 - How to ensure patient safety in pandemic environment
 - Sharing of reliable information
 - Business continuity
 - Organizational process
 - Use of telehealth (policies to support, how to integrate into practice – policies, confidentiality, technical and other implications/requirements)
 - Health information exchange – access to information and sharing it with appropriate stakeholders (e.g. public health, hospitals, physician practices, etc)
 - Capacity of health systems and delivery
 - Employee health concerns
 - Shutting down portions of normal operations (e.g. elective procedures)
 - Short supply of equipment, materials, medications
 - At-risk population management
 - Staffing under infectious disease outbreak
 - Quality of care
- Impact of global health on public health system(s)
- Opioid Epidemic
- Continuum of care
- Use of mobile technology to improve health care (think about security issues also)
- Social determinant information in era of value-based care
- Population health

- Value-based care
- Healthy People 2020 or 2030
- Emergency management and disaster preparedness in health care
- Reliable survey methods in health care
- Risk management
- Long-term care infection rates and reduction strategies
- Sentinel event reporting and reduction strategies

Grading Rubric

Content and Organization	40% (40 points)
Following assignment instructions	
Organization of assignment and logical thought progression	
Subject matter content quality and accuracy	
Critical Thinking Skills	35% (35 points)
Accurate understanding and evaluation of author's position, purpose of work is well defined	
Appropriately applying course content; details are relevant and enrich the work	
Contextualization of course concepts	
Statement of student's position with supporting rationale	
Style, Grammar, Spelling, Documentation	25% (25 points)
Spelling and grammar are error free and appropriate	
Product appears professional	
Appropriate APA form and style, including source documentation	

Rubric for Hot Topics Paper

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Topic	Clearly presents appropriate topic with evidence of how it affects quality of care supported throughout the paper.	The topic is appropriate with some evidence of how it affects quality of care supported throughout most of the paper.	The topic is appropriate but it is unclear how the topic affects quality of care throughout most of the paper.	The topic is not appropriate to the quality of care or it is not supported throughout the paper.
Organization	Writing is clear and concise; shows high degree of attention to logic and reasoning of points.	Writing is clear and logically organized. Tone is appropriate and enhances content effectively.	Writing is somewhat disorganized; some points stray or are unclear. Tone is appropriate.	Writing is disorganized or unclear; thoughts ramble or lack logical organization; is difficult to follow. Is elementary at best.
Analysis and Critical Thinking	Demonstrates exemplary ability to analyze and interpret information; excellent understanding of topic is clear.	Demonstrates proficient ability to analyze and interpret information; good understanding of topic is clear.	Demonstrates developing ability to analyze and interpret information; understanding of topic is vague.	Demonstrates simple or deficient understanding or of information without any analysis or interpretation.
Completeness and Depth	Meets all assignment requirements; evidence of attention to detail.	Meets assignment requirements; neat and correctly assembled.	Generally, meets assignment requirements but lacks attention to detail.	Fails to follow requirements of assignment.
Writing Mechanics	Accurate grammar, no errors.	Accurate grammar with minimal (less than 3) errors.	Obvious grammatical errors (4-7) but doesn't alter content of reflection	Obvious grammatical errors; interfere with readability of content
Citations and Works Cited	All citations were appropriate and appropriately cited.	All citations were appropriate with minimum errors in works cited.	Some of the citations were appropriate; there were errors in the citations	The citations were not appropriate or were lacking and were not cited correctly.

Modeled after the rubric found at <https://www.stetson.edu/other/writing-program/media/rubrictermpaper.pdf>

HIM 4530 – Professional Practice Experience – Project

Objective: Given an administrative project of current relevance, the student will demonstrate the ability to accurately:

- identify the components of the project
- design a plan to find a solution
- gather data appropriate to the project
- analyze the results
- propose a suitable solution(s)
- prepare a report to be given to the Clinical Supervisor detailing the project, methodology, conclusions, and recommendations.

Assignment: Prepare a typewritten report detailing the project (*as assigned by the Clinical Supervisor*), methodology, conclusions and your recommendations. The report should clearly show that you:

- identified the components of the project
- designed a plan to find a solution
- gathered appropriate data
- analyzed the results of data gathering
- proposed a suitable solution(s)

Activities/Instructions:

At the site:

- During the first week of your affiliation, you should discuss with the Clinical Supervisor what your administrative project assignment will be. It should be a project that can be completed before you conclude your affiliation and it should involve administrative knowledge and/or skills.
- Develop your plan and schedule for your administrative project with guidance and direction of the Clinical Supervisor as appropriate.

HIM 3600 Theory & Practice Site Visit Reflections

Students write reflections in the Journal tool within Blackboard. The following prompts were downloaded from Blackboard.

Physician Practice Group

Esse Health Care is a physician practice that manages and coordinates clinical and administrative services for more than one physician office. Write a 2-3-page reflection using the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn? What was reinforced that we discuss in classes?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Juvenile Behavioral Health

Hawthorne is an inpatient juvenile behavioral health facility. Write 2-3-page reflection paper about the visit to Hawthorn Juvenile Psychiatric Center.

Use the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn as you reviewed medical records? Did the content of the medical record differ from your expectations? Did anything surprise you?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Long-term Care Facility

Long-term care is growing exponentially as our geriatric population increases. Services range from independent living to assisted and finally nursing care. The facilities provide a wide range of services to residents.

Write a 2-3-page reflection using the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn? What is different about managing health information in a long-term facility vs acute care?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Hospital

Write a 2-3-page reflection for the site visit to Mercy Hospital HIM.

What was new to you at this site visit? What new information did you learn? Was the HIM department what you expected? What new process did you learn as you rotated through each station?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Organ Procurement Organization

Mid-America Transplant Services is responsible for evaluation and procurement of deceased donor organs and tissue for organ/tissue transplantation. Write a 2-3-page reflection using the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn? Did you see practices I place that we previously discussed in class?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Telehealth

The use of telehealth will increase as technology evolves and insurance companies begin to cover visits. Write a 2-3-page reflection using the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn? Did you see new technologies that you were not aware of?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Medical Examiner's Office

The medical examiner's office is responsible for certifying the cause and manner of death for suspicious or unnatural deaths. Write a 2-3-page reflection using the *What, So What, Now What* method of critical reflection.

What was new to you at this site visit? What new information did you learn? What skills from HIM apply to medicolegal death investigation?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Federal Courthouse

Write a 2-3-page reflection regarding the site visit to the Thomas Eagleton Federal Courthouse.

What was new to you at this site visit? What new information did you learn? What processes and procedures are the same as managing health information? Do the same skill sets apply that you are learning in class?

So, what peaked your interest and what do you want to learn more about after visiting this site?

Now, how do you see yourself incorporating this information into your future career?

Professional Practice Experience Presentations

The purpose of attending the senior Professional Practice Experience (PPE) presentations was for you to see where and what kind of projects the seniors completed for their PPE projects. You will be required to complete projects in the spring semester of your senior year as well. What new information did you learn by watching these presentations? Is there anything that you would like to learn more about? Did any of the presentations spark your interest in working for a particular site or project? (although projects change yearly)

Write a 1-2-page reflection and submit to Blackboard by 05/04/20 at 11:59 p.m. 20 pts possible

The Future of Healthcare Podcast

Find *The Future of Healthcare* podcast via app (or any other healthcare related podcast if you can't access The Future of Healthcare). Nathan Dollinger is a 2017 HIM graduate. During his senior year, he created this podcast with 2 friends. Listen to one episode of your choice and write a 2-3-page reflection paper addressing why you choose this topic, what new information did you learn, and how you will apply this knowledge to your future career.

Rubric for Site Visit Reflection Papers

	Exemplary	Proficient	Developing	Novice
	4	3	2	1
Describe the experience	Entries are of high quality and demonstrate an in-depth reflection that is insightful; connects real-life learning with reading/classroom lessons and personal life	Entries are concise but not in-depth; connects ideas and thoughts to personal life; evidence of personal connection to learning community.	Information is thin; connections need further explanation to link evidence to readings/classroom lessons or personal experiences.	Rudimentary and superficial description provided; does not include connecting observations to readings/classroom lessons or personal experiences.
Critical Thinking	Assesses and evaluates knowledge, perspectives, and opinions gained from course concepts and experience of site visit. Enhances the student's appreciation of the discipline.	Assesses and evaluates knowledge, perspectives, and opinions gained from course concepts.	Shows awareness of perspectives. Opinions are stated with some analysis and support.	Accepts things at face value; does not move beyond a description of the learning experience.
Depth of Reflection	Metacognitive: student examines the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge/learning altered existing knowledge.	Analytical: student applies learning to a broader context of personal and professional life.	Empathic: student demonstrates thoughts about or challenges to attitudes of discipline and self.	Descriptive: student demonstrates acquisition of new content from significant learning experiences but doesn't apply new content to self.
Does the paper address the prompt for the specific site visit?	Reflection is supported with detail and addresses the prompt question.	Reflection explains the prompt but may take a reread to understand.	Reflection doesn't clearly address the prompt question.	Reflection doesn't address the prompt question at all.
Writing Mechanics	Accurate grammar, no errors	Accurate grammar with minimal (less than 3) errors	Obvious grammatical errors (4-7) but doesn't alter content of reflection	Obvious grammatical errors; interfere with readability of content

HEALTH INFORMATION MANAGEMENT PROGRAM

DOISY COLLEGE OF HEALTH SCIENCES

SAINT LOUIS UNIVERSITY

HIM 4530 – Professional Practice Experience – Site Evaluation of Student

*Saint Louis University
Health Information Management*

Subject:
Evaluator:
Site:
Period:
Dates of Professional Practice Experience:
Professional Practice Experience: Professional Practice Experience
Form: Clinical Instructor of Student Performance - Final Term

(Question 1 of 9 - Mandatory)

	Yes	No	
Thank you very much for taking the time to complete this assessment. It is a very important part of our program; we take the information provided to us very seriously and work to continually improve.			
Did the student complete all assigned work with the time allotted?	2.0	1.0	<input type="checkbox"/>
Did the student accurately complete the work assigned to them?	2.0	1.0	<input type="checkbox"/>
Did the student exhibit the ability to work independently?	2.0	1.0	<input type="checkbox"/>
Did the student apply knowledge of health data principles as you expected?	2.0	1.0	<input type="checkbox"/>
Did the student approach decision-making opportunities with confidence?	2.0	1.0	<input type="checkbox"/>
Did the student function in a logical fashion?	2.0	1.0	<input type="checkbox"/>
Did the student communicate professionally with others?	2.0	1.0	<input type="checkbox"/>
Did the student react to constructive criticism in an appropriate manner?	2.0	1.0	<input type="checkbox"/>
Did the student display enthusiasm in starting tasks?	2.0	1.0	<input type="checkbox"/>
Did the student conduct his/herself in an ethical professional manner appropriate to the situation?	2.0	1.0	<input type="checkbox"/>

Did the student's knowledge level reflect the needs of your particular environment?	2.0	1.0	

(Question 2 of 9 - Mandatory)

	Yes	No
Was the student present on all scheduled days?	2.0	1.0
Was the student prompt on all scheduled days?	2.0	1.0

If you answered NO to the previous attendance questions, how many days was the student absent or tardy? (Question 3 of 9)

COMMENTS - Student's attendance: (Question 4 of 9)

(Question 5 of 9 - Mandatory)

	Outstanding	Above average	Meets the bare minimum	Needs improvement	Unacceptable
Overall, how would you evaluate the student's performance?	5.0	4.0	3.0	2.0	1.0

COMMENTS - Overall student performance: (Question 6 of 9)

(Question 7 of 9 - Mandatory)

	Yes	No
Would you hire this student if your organization was in a position to do so?	2.0	1.0

If you answered NO to the previous hiring question, what changes to the curriculum or professionalism preparation would you recommend?

COMMENTS - Please provide any additional comments or observations about the student's professional practice experience.