Master of Science in Health Informatics

Student Handbook
Academic Year 2015-2016

Health Informatics
The University of Findlay
1000 North Main Street
Findlay, OH 45840
800-472-9502
419-434-5594
Fax 419-434-4168
Dear Health Informatics Students,

On behalf of the Master of Science in Health Informatics (MSHI) program, faculty and staff, I would like to welcome you to The University of Findlay! We are pleased that you have chosen to pursue your health informatics career goals through our program. We are certain that the next year or two will prove to be both challenging and rewarding.

This student handbook was developed to provide you with information about the University and the MSHI program. The intent of the handbook is to address the questions most frequently asked by our students. The handbook is not intended to supersede any graduate policies or to duplicate material already in print or online, but rather to provide clarification of policies and procedures that are specific to the MSHI program. We hope that it will serve you well throughout your tenure as a student at The University of Findlay. We encourage students to offer any suggestions for deleting, adding, or modifying materials in the handbook to aid students in the future. Additional information regarding University policies and procedures can be found in the Graduate Catalog.

Our faculty and staff are here to assist you in becoming a competent and capable leader and contributor to the field of health informatics. If you have any questions, please call or email me. My contact information is listed below.

Welcome to the MSHI program – we look forward to working with you!

John Richey, MBA, RHIA
Program Director, Health Informatics
The University of Findlay
1000 North Main Street
Findlay, Ohio 45840
richey@findlay.edu
419-434-5594
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I. THE UNIVERSITY OF FINDLAY

UNIVERSITY POLICIES AND PROCEDURES, STUDENT SERVICES AND GRADUATE CATALOG

Please refer to the most recent online Graduate Catalog (effective Fall, 2014), available on the UF website at www.findlay.edu, for University policies and procedures related to the following student services.

- The University of Findlay: General Information
- Contact Information
- Academic Programs
- Where to Apply
- General University Policies
- Expenses
- Financial Aid
- Graduate Policies
- Procedures for Application to Graduate Program
- Doctor of Pharmacy
- Doctor of Physical Therapy
- Master of Arts in Education
- Master of Arts in Liberal Studies
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education
- Master of Athletic Training
- Master of Business Administration
- Master of Occupational Therapy
- Health Professions
- Master of Physician Assistant
- Master of Science in Environmental, Safety and Health Management
- Master of Science in Health Informatics
- Student Rights and Responsibilities Statement
- Administration, Trustees and Faculty
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Master of Science in Health Informatics

Faculty and Staff

Chair:

**Dr. Richard B. States, CNMT, RT (N) (ARRT)**  
Radiation Safety Officer  
Chair, Diagnostic Services Department  
Director; Healthcare Management, Medical Laboratory Science, Nuclear Medicine Institute and Positron Emission Tomography and Computed Tomography Technology  
states@findlay.edu  
419-434-5328

Fulltime Faculty:

**John Richey, MBA, RHIA**  
Program Director and Instructor, Health Informatics  
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Adjunct Faculty:

**Misty Hamilton, MBA, RHIT**  
1321 Hazel Ave.  
Zanesville, OH 43701  
hamilton@findlay.edu

**Dave Yost, MHA, RN-BC, CPHQ**  
515 River St.  
Fostoria, OH 44830  
yost@findlay.edu

Staff:

**Jennifer Branson**  
Administrative Assistant  
Diagnostic Services Department  
branson@findlay.edu  
419-434-4708
Master of Science in Health Informatics
Program Organization Chart

University President
Katherine Fell, PhD

Vice President of Academic Affairs
Darin Fields, PhD

Dean, College of Health Professions
Andrea Koepke, PhD, RN

Health Informatics Advisory Committee

Chair, Diagnostic Services
Dr. Richard B. States, CNMT, RT (N) (ARRT)

Administrative Assistant, Diagnostic Services
Jennifer Branson

Program Director, Health Informatics
John Richey, MBA, RHIA

Health Informatics Students

Professional Practice Experience (PPE) Site Supervisors

Adjunct Faculty: Misty Hamilton

Adjunct Faculty: Dave Yost
Health Informatics Profession

Health Informatics (HI) is a science that defines how health information is technically captured, transmitted and utilized. Health informatics can be considered “trans-disciplinary” and focuses on information systems, informatics principles, and information technology as it is applied to the continuum of healthcare delivery. It is an integrated discipline with specialty domains that include management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology. Health Informatics graduate programs demonstrate uniqueness by offering varied options for practice or research focus.

Health informatics practitioners are known as health informaticists or health informaticians. The MSHI program has adopted and will use the term health informatician.

Health Informatics and Related Fields
Mission Statement

The mission of the MSHI program is to prepare individuals to influence the future of healthcare through the use of technology.

Program Goals and Objectives

Goal: Graduates will apply their theoretical knowledge and technical skills to drive integrated clinical and administrative decision-making.

Objectives:
1. Students will demonstrate the knowledge and skills to be an independent entry-level practitioner as evidenced by mastery of the CAHIIM Curricular Components.
2. Students will apply the theoretical knowledge learned in the classroom to the healthcare setting.
3. Students will demonstrate an organized thought process and be able to analyze necessary information to make sound judgments based on a theoretical framework and adaptable to a variety of situations.
4. Students will demonstrate a strong work ethic.

Goal: Graduates will draw from and apply into their professional practice all of the following: ethical standards; accreditation guidelines; statutes and regulations; and privacy, security, and confidentiality guidelines.

Objectives:
1. Students will model the AHIMA Code of Ethics.
2. Students will abide by the Professional Practice Experience Affiliation Agreements.
3. Students will actively protect patient rights and values.
4. Students will develop and defend their position on commonly faced ethical issues faced in the practice of health informatics.
Goal: Graduates will demonstrate effective communication skills in interactions with multidisciplinary and multi-facility professionals.

Objectives:
1. Students will be able to effectively communicate and interact with various stakeholders in facilities ranging from small physician offices to large healthcare systems.
2. The student will understand the importance of collaboration among a variety of health care professionals and other individuals to produce the best possible clinical and administrative outcomes.

Goal: Graduates will conduct independent research to contribute to the body of knowledge and professional practice of health informatics.

Objectives:
1. The student will be able to apply research findings to assure currency in the practice and the advancement of theoretical knowledge and practice within their discipline.
2. Students will demonstrate the ability to use the tenets of evidence based practice to make informed professional practice decisions.

Goal: Graduates will engage in personal and professional development.

Objectives:
1. The student will recognize the importance of becoming an active member of health informatics professional membership organizations.
2. The student will utilize opportunities to educate others about the health informatics profession.
3. The student will become a lifelong learner and recognize the need for continuing education to remain current in the professional practice of health informatics.
Expected Student Competencies (from CAHIIM Curriculum Map – See Appendices)

Upon completion of the Master of Science in Health Informatics graduates will possess skills and competencies in the following areas:

1. Healthcare organization, systems and workflow
2. Health information systems characteristics, strengths and limitations
3. Health information systems assessment methods and tools
4. Quality assessment including total quality management, data quality, and identification of best practices for health information systems
5. Health IT standards
6. Use of healthcare terminologies, vocabularies and classification systems
7. Health information exchanges (HIE)
8. Electronic health records and personal health records
9. Patient rights and HIPAA
10. Privacy and confidentiality of patient health information
11. Information security practices
12. Management of information systems including life cycle analysis, system design, planning methods and tools
13. Knowledge management systems
14. Workflow process re-engineering
15. Professional ethics and professional business etiquette
16. Strategic planning
17. Finance and budgeting and cost-benefit analysis for information systems
18. Assessment of commercial vendor products and software applications
19. Policy development and documentation
20. History of health informatics development and health informatics literature
21. Medical decision-making: principles, design, implementation
22. Development of healthcare terminologies, vocabularies and ontologies
23. Clinical data standards theory and development
24. Clinical data and clinical process modeling (such as UML-Unified Modeling Language, UP-Unified Process)
25. Artificial intelligence
26. Biomedical simulations
27. Computer science theory and methods
28. Programming language(s) (such as SQL, JAVA)
29. Software applications – design, development, use
30. Systems testing and evaluation
31. System integration tools
32. Networking principles, methods, design
33. Principles of data representation
34. Electronic data exchange
35. Health Information systems architecture, database design, data warehousing
36. Technical security applications and issues
37. IT system documentation
38. Business continuity and disaster recovery
39. Biomedical Sciences (such as medical terminology, anatomy, physiology, pathophysiology)
Accreditation Status of the Health Informatics Program

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) develops and sets the standards for health informatics academic programs at the master’s degree level. CAHIIM is located at 233 North Michigan Ave., 21st Floor, Chicago, IL 60601-5800. CAHIIM’s phone number is (312) 233-1100.

The University of Findlay intends to pursue future CAHIIM accreditation of its Master of Science in Health Informatics degree program.

There is presently no accreditation mechanism for Certificate programs in Health Informatics.

Certification(s)

There is presently no national graduate-level certification examination in health informatics. The American Health Information Management Association (AHIMA) is currently exploring the development of a graduate-level certification examination in health informatics. In the meantime, AHIMA offers the Certified Health Data Analyst (CHDA) certification examination, among others. UF MSHI graduates are encouraged to consider and prepare for AHIMA’s CHDA certification examination.

Credentials

There is presently no national graduate-level credential for health informatics. AHIMA is currently exploring the development of a graduate-level credential in health informatics. In the meantime, AHIMA offers the Certified Health Data Analyst (CHDA) credential, among others. UF MSHI graduates are encouraged to pursue AHIMA’s CHDA credential.
Professional Membership Associations

There are several professional membership associations which support and provide membership services for health informaticians.

- **American Health Information Management Association (AHIMA)** is the professional community that improves healthcare by advancing best practices and standards for health information management and the trusted source for education, research, and professional credentialing. AHIMA’s nearly 70,000 members play an indispensable role in leading their institutions through sweeping changes in the healthcare industry.

  **Values:**
  - The public’s right to accurate and confidential personal health information
  - Innovation and leadership in advancing health information management practices and standards worldwide
  - Adherence to the AHIMA Code of Ethics
  - Advocacy and interdisciplinary collaboration with other professional organizations

  **Vision:**
  - Quality healthcare through quality information.

- **American Medical Informatics Association (AMIA)** - is dedicated to promoting the effective organization, analysis, management, and use of information in health care in support of patient care, public health, teaching, research, administration, and related policy. AMIA’s 4,000 members advance the use of health information and communications technology in clinical care and clinical research, personal health management, public health/population, and translational science with the ultimate objective of improving health.

  **Vision:**
  - Advancing the best use of information and management systems for the betterment of health care.

- **Healthcare Information Management Systems Society (HIMSS)** - is a comprehensive healthcare-stakeholder membership organization exclusively focused on providing global leadership for the optimal use of information technology (IT) and management systems for the betterment of healthcare. HIMSS represents more than 23,000 individual members, of which 73% work in patient care delivery settings.

  **Vision:**
  - Advancing the best use of information and management systems for the betterment of health care.

  **Mission:**
  - To lead healthcare transformation through the effective use of health information technology.
Admission to the program

The MSHI program has a competitive admissions process; therefore, students must apply for formal admission into the program. Only those who are formally admitted into the program can continue with both the academic and professional practice experience components of the program.

The MSHI program’s maximum capacity is 20 seats per academic year.

Ideally, student candidates should submit their online application before February 1. Applications will be accepted after February 1 only if the maximum number of students has not been reached.

A. Admission Criteria

1. Formal admission into The University of Findlay
2. Submission of all “official” college academic transcripts (except UF transcripts) – sent directly to the Office of Admissions
3. Bachelor’s degree from an accredited institution.
4. College cumulative grade point average (GPA) of 3.00 or higher. Student candidates with a GPA of 2.5-3.0 MAY be considered for Conditional Admission status.
5. Fulfillment of the prerequisite competencies (see table below), demonstrated by official transcript and course syllabus (if applicable), completion of courses or competency testing. Any prerequisite courses submitted for consideration must be completed with a final grade of “C” or above. Any competency tests taken must be completed with at least the minimum passing score. A student candidate MAY be admitted under Conditional Admission status to complete their prerequisite competencies, and these must be completed within a specified timeframe. A student attains Full Admission status upon completion of the prerequisite competencies and all other admission requirements.

<table>
<thead>
<tr>
<th>Prerequisite Competencies</th>
<th>UF course examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
<td>HEPR 220</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology (and Lab)</td>
<td>BIOL 201 &amp; BIOL 201L</td>
</tr>
<tr>
<td>Introduction to Computers (Word, Excel and PowerPoint)</td>
<td>CSCI 150</td>
</tr>
<tr>
<td>Database Applications (Access)</td>
<td>CSCI 157</td>
</tr>
</tbody>
</table>

B. Application Materials:

1. Online Application to The University of Findlay, Graduate Application
2. Official academic transcripts (all colleges/universities attended except UF)
3. Prerequisite competencies
4. Students whose native language is not English and who have not graduated from American universities must meet the previously listed admissions conditions plus:
   - Have a verified Test of English as a Foreign Language (TOEFL) Internet-based test (iBT) minimum total score of 79-80 with 20 or better in speaking and 20 or better in writing or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 7.0.
   - Students not supplying a TOEFL or IELTS are required to test in the Intensive English Language Program (IELP), and if necessary may require up to four semesters of English before entering into the Health Informatics program.
After each application deadline, the MSHI Admissions Committee will review all completed files and formally admit a maximum of 20 qualified candidates into the MSHI program. Candidates will be notified within 4-6 weeks of the admissions deadline, that they have been placed into one of the following three admission status categories:

1. **FULL** admission status: These candidates have met all admission requirements, and will be sent: a) a letter of full admission, and b) a MSHI acceptance letter. Student candidates who accept and then return their signed acceptance letter will have secured a seat in the program. When they do so, their status will change from candidate to student. If the acceptance is not returned, the candidate will forfeit his/her seat in the program.

2. **CONDITIONAL** admission status: These candidates have not completely met all of the prerequisite competencies or have a cumulative GPA of 2.5-3.0. These candidates will be sent: a) letter of conditional admission – which outlines exactly what condition(s) must be met and within what time frame before they become eligible for full admission status, and b) a MSHI acceptance letter. Student candidates who accept and then return their signed acceptance letter will have secured a seat in the program. When they do so, their status will change from candidate to student. If the acceptance is not returned, the candidate will forfeit his/her seat in the program.
   - The student will achieve full admission status upon proof of completion of all of the terms for conditional admission within the deadline.
   - If the student does not fulfill all of the condition(s) for admission by the deadline given, the student’s admission will be revoked. In order to return to the MSHI program, the student must reapply during the next admissions cycle.

3. **DECLINED** admission: Because of finite resources and the program’s competitive admission process, some student candidates who apply may not be admitted into the program. This may include candidates that meet the minimum criteria. Candidates who are denied admission may choose to (a) reapply next year, (b) change to a different major, or (c) transfer to another university.
Health Informatics Program Entry Flowchart

1. Online Application received
2. Advising appointment: with Program Director
3. Transcript Evaluation:
   - Bachelor's degree?
   - Cumulative GPA 3.0?
   - Prerequisite competencies:
     - Med Term
     - A&P w/ Lab
     - Intro to Computers
     - Database Applications
4. Acceptance Letter Issued
5. Student returns Acceptance Letter
6. Student returns signed Student Handbook
7. Acknowledgement form
8. Academic Plan developed
9. Register for courses
Curriculum

Curriculum Guidelines

The curriculum design for the MSHI program at the University of Findlay is based upon:

1. the 2010 Interpretation of Standards for Health Informatics (HI) – Master’s Degree Education adopted by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
   a. See Appendices

   2. the CAHIIM Curriculum Map – Health Informatics Master’s Degree
      a. See Appendices

Conceptual Foundations for Curriculum Design

CAHIIM views health informatics through the lens of **three major facets or domains**. **Information Systems** curriculum components focus on such issues as information systems analysis, design, implementation, management and leadership. **Informatics** curriculum components are concerned with the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction. **Information Technology** curriculum components focus on computer networks, database and systems administration, security, and programming.

These three facets are aligned for the purpose of meeting the information needs of the various stakeholders within health care and related systems. Components of each of these facets are highly interactive with each other, requiring knowledge and skills that are shared between them. The result is a critical synergy within the discipline of health informatics. Graduates of a program must have formal exposure and show an understanding of the interconnections between the three facets. An academic program in health informatics must include the curriculum components from all three facets. Programs and students may choose to emphasize one or more facets consistent with their mission, goals and objectives. The kind of knowledge learned (knowledge dimension) and the process used to learn (cognitive processes) within each facet must be consistent with the program’s emphasis, goals and objectives.

The CAHIIM Curriculum Map (see Appendices) lists each of the three facets in Column 1. Column 2 contains the required **Curricular Components** which must be introduced under each facet. Column 3 is where the University lists the course or courses that contain the Curricular Component. Where a program emphasizes a specific facet, the depth of instruction for those Curricular Components under that facet is expected to be comprehensive.
Curriculum Design

The curriculum design is essentially a plan for selecting and sequencing the program content. The MSHI program curriculum design reflects CAHIIM’s view of the three facets or domains, and the CAHIIM Curricular Components. In addition, this curriculum design describes a process and does not intend to limit the scope of theories and models of health informatics practice addressed and included in the program.

The entire sequence of a student’s professional education is based on learning the skills, roles, motivations, and values of the profession through a carefully considered curriculum outline. The sequence of courses in the curriculum serves to build the knowledge and skills of a student in a developmental manner as he/she progresses through the program. As the level of the professional courses increases, there is an assumption that these higher-level courses are based upon the courses previously offered in the prerequisite and professional coursework. As the student moves from the academic setting to the workplace setting during the Professional Practice Experiences (PPEs), skills and techniques become more familiar and integrated as the student continues to develop toward the future role as a health informatician. As the student nears the completion of the PPE, he or she obtains entry-level competence and functions at a level that incorporates motivation and an understanding of the role of the health informatician.

In addition, students learn to use critical thinking and Codes of Ethics to guide their professional decisions and practice. Students are encouraged to be self-directed, life-long learners; agents for change; and leaders in the profession and the community in a manner consistent with the mission of the Health Informatics program, The University of Findlay, the American Medical Informatics Association (AMIA) and the American Health Information Management Association (AHIMA).

Summary

The MSHI program curriculum is based on the importance of successful and productive living, supported through the meaningful work done by well-trained health informaticians. Those who receive their professional health informatics education at The University of Findlay collect, analyze, report, and present data and information, which enable stakeholder decision-making within the healthcare industry. Our graduates emphasize the importance of the resulting information and knowledge over the technology per se, appreciating the technology as a tool and a means to the end, which is the clinical or administrative decisions which support the strategic plan.

It is recognized that it is an enormous undertaking to successfully prepare students for every possible situation that he/she may encounter in the healthcare workplace. In recognition of this, the MSHI program curriculum fosters the development of critical thinking, problem-solving, and scholarship; and emphasizes the importance of self-directed, life-long learning to promote change in the profession and encourage appropriate leadership within the professional community. We believe that graduates of the MSHI program at The University of Findlay have the interest, skills, and motivation required to support their own development, and the needs of the profession, in an ever-changing health care environment and global community.
## Course Sequence

**The University of Findlay**  
**Master of Science in Health Informatics**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td></td>
<td>HINF 520</td>
<td>Introduction to Health Informatics</td>
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<td>HINF 523</td>
<td>Ethical and Legal Issues in Health Informatics</td>
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<tr>
<td><strong>Spring</strong></td>
<td>HINF 541</td>
<td>Introduction to Clinical Information Systems</td>
<td>3</td>
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<tr>
<td></td>
<td>HINF 553</td>
<td>Database Systems for Healthcare</td>
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<tr>
<td><strong>Summer</strong></td>
<td>HINF 570</td>
<td>Research Methods in Informatics</td>
<td>3</td>
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<td></td>
<td>HINF 620</td>
<td>Healthcare Delivery Outcomes</td>
<td>3</td>
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<tr>
<td><strong>Fall</strong></td>
<td>HINF 622</td>
<td>Healthcare Networking and Security</td>
<td>3</td>
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<td>HINF 632</td>
<td>Politics and Policies in Health Informatics</td>
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<td><strong>Spring</strong></td>
<td>HINF 660</td>
<td>Healthcare Project Management</td>
<td>3</td>
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<td>HINF 673</td>
<td>Health Informatics Organizational Issues</td>
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<td><strong>Summer</strong></td>
<td>HINF 690</td>
<td>Professional Practice Experience</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HINF 691</td>
<td>Capstone</td>
<td>1</td>
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<td></td>
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<td><strong>Total</strong></td>
<td><strong>3</strong></td>
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<td><strong>Total</strong></td>
<td><strong>33</strong></td>
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</tbody>
</table>

The program is designed for Fall-entry, with students taking 2 courses per term, in 8-week blocks. Courses are offered once per academic year. Thus, for most students, the degree can be earned in two years.

Students are also able to take one course per term. Note that in doing so, there may be "gaps" in a student's academic plan (times when the next course to be taken is not offered). Consequently, it is likely to take longer for such students to complete the degree program.
Course descriptions

The following course descriptions appear in the online Graduate Catalog (effective Fall, 2014) at the UF website www.findlay.edu, and also in the print version of the Graduate Catalog, same dates.

Health Informatics Courses (HINF)

HINF520 Introduction to Health Informatics 3 semester hours
Prerequisite: Admission to the program or permission of the instructor
This course provides an overview of health informatics (HI). Core HI concepts and technologies will be emphasized, including current and emerging technology applications and data standards. The role of the health informatician, the variety of HI sub-specialties, and examples of various clinical applications will be examined. Perspectives on future directions are included.

HINF523 Ethical and Legal Issues in Health Informatics 3 semester hours
Prerequisite: Admission to the program or permission of the instructor
This course provides students with an overview of the ethical and legal issues which must be addressed by the healthcare system when utilizing an electronic health record. The need for patient privacy and protection from public disclosure, misrepresentation, misinformation and bias from third party payers must be addressed, to prevent injustice to the client. The large capacity for the storage of information, the ease of dissemination and the numerous users of patient records presents multiple ethical concerns.

HINF541 Introduction to Clinical Information Systems 3 semester hours
Prerequisite: Admission to the program or permission of the instructor
This course provides an introduction to the history, theory, applications and organizational context of clinical information systems for health informatics. It explores concepts surrounding clinical information systems, with emphasis on electronic health records (EHRs), terminology and standards, clinical configuration, user interface design, computerized physician order entry, clinical decision support and clinical reporting. This course examines the practical application of these concepts, including implementation, clinical workflow, privacy and security, certification, medical device integration and community health information exchange. This course addresses common implementation pitfalls as well as benchmarks for evaluating the costs and benefits of EHR systems.

HINF553 Database Systems for Healthcare 3 semester hours
Prerequisite: Admission to the program or permission of the instructor
This course explores database theory, database design and issues related to database management specific to healthcare environments. Managing data structure and content for compliance with standards, regulations and accrediting agencies will be addressed. It examines data modeling, data mining and data warehousing. Emphasis is on requirements for assuring data integrity and security in healthcare enterprise information systems.
HINF570  Research Methods in Informatics  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553 or permission of the instructor
This course provides instruction in the design, formulation and appraisal of a potential health informatics research topic and is the foundational class for an integrated culminating project. The course will enable the student to better understand the research process from conception to completion, including the use of online reference materials. Related topics include descriptive statistics, probability, standard probability distributions, sampling distributions, point and confidence interval estimation, hypothesis testing, power and sample size estimation, one and two-sample parametric and nonparametric methods for analyzing continuous or discrete data and simple linear regression. In addition, students will be instructed in issues concerning privacy and the treatment of human subjects. A statistical software package will be taught in this class for data management, statistical analyses and power calculations.

HINF620  Healthcare Delivery Outcomes  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553 or permission of the instructor
This course explores the impact of health informatics on systems of care, including provider organizations, health systems and the public health enterprise. Students will learn systemic approaches that support interdisciplinary collaboration, the role of the health informatician in facilitating change and methods for evaluating impacts on health outcomes. This course examines the broader social context of health informatics and the implications for population health.

HINF622  Healthcare Networking and Security  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620 or permission of the instructor
This course introduces the networking and security concepts upon which health care information systems are developed, implemented and maintained. Operating systems, networking concepts, security and privacy issues related to the health care environment are addressed.

HINF632  Politics and Policies in Health Informatics  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620 or permission of the instructor
The growth of computer and communication technologies encourages the examination of policy issues related to electronic-based health information technologies. The course will focus on guiding principles for health informatics including privacy, security, interoperability, health information exchange and compliance related issues. The establishment of institutional policies as well as regulatory and related concerns will be addressed. Administrative interpretation and implementation of information policy will be discussed. Current legislative and public policy initiatives will be investigated.

HINF660  Healthcare Project Management  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620, 622, 632 or permission of the instructor
Use of various tools such as project management software, which can assist in the analysis of processes and in the planning for change is an essential competency for today's HIIM professional. This course will review and examine analytical frameworks and models guiding project management. The various methods, approaches and tools are reviewed. The course addresses the factors which allow health care organizations to be successful in carrying out projects. Students will complete a health informatics project.
HINF673  Health Informatics Organizational Issues  3 semester hours
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620, 622, 632 or permission of the instructor
Organizations are comprised of individuals. Therefore, the most important functions of managers in an organization include understanding and motivating individuals and organizing structural systems within which they can work in a productive manner. The field of organizational behavior deals with these issues. This course will consider the issues as they relate to health informatics at the individual, group and organizational levels.

HINF690  Professional Practice Experience  2 semester hours
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620, 622, 632, 660, 673 or permission of the instructor
Co-requisite or Prerequisite: HINF 691
Students will gather information and complete projects at area healthcare facilities under the direct supervision of various managers (or their designees), typically within the following departments: Patient Access/Registration; Clinical departments such as Pharmacy, Lab, Radiology, etc.; Health Information Services/Medical Records; Information Systems/Technology/Management; Finance/Revenue Cycle/Business Office; Compliance; Decision Support/Clinical Decision Support; Quality Management/Performance Improvement.

HINF691  Capstone  1 semester hour
Prerequisite(s): HINF 520, 523, 541, 553, 570, 620, 622, 632, 660, 673 or permission of the instructor
Co-requisite or Prerequisite: HINF 690
As a capstone course, students will integrate their professional practice experiences with emerging health informatics professional practice issues, culminating in presentation of their final research project. Students will use situations from their professional practice experiences to discuss and integrate various ethical dilemmas, legal issues and emerging issues. Topics may include professional roles, professional development, human resource management, ethics, regulation and accreditation issues, balancing resources, risk management, health care reform, the national health information network and many others. Students will explore their own contribution(s) to the profession and develop professional goals.
Affiliated Professional Practice Experience (PPE) Sites

We are very grateful to the following healthcare facilities which support UF’s MSHI program by hosting students for their PPEs.

- Findlay, Ohio:
  - Blanchard Valley Health System
  - Dental Center of Northwest Ohio
  - Hancock County Board of Alcohol, Drug Addiction and Mental Health Services (ADAMHS)
- Bowling Green, Ohio:
  - Wood County Hospital
  - Behavioral Connections of Wood County
- Columbus, Ohio:
  - Mount Carmel Health System
- Hilliard, Ohio:
  - Ohio Health Information Partnership
- Lima, Ohio:
  - Lima Memorial Health System
- Mansfield, Ohio:
  - OhioHealth MedCentral
- Newark, Ohio:
  - Licking Memorial Health System
- Sandusky, Ohio:
  - Firelands Regional Medical Center
- Youngstown, Ohio:
  - Valley Care Health System

A signed and dated Affiliation Agreement must be on file for each facility before students can participate at the PPE site. As students enter the health informatics program, they are asked which facility they prefer to be placed for their PPE. These additional PPE sites will be contacted for affiliation at that time. If the Affiliation Agreement cannot be secured, the student must request a different facility.
ACADEMIC POLICIES AND PROCEDURES

Academic Advising

Policy

The University of Findlay is committed to personalized academic advising and the delivery of an effective orientation, counseling and support network for each student. As such, the MSHI program is dedicated to providing effective individualized academic advising.

A student who wishes to change his/her advisor should first contact the current advisor then submit a written request to the program office on the appropriate form available in the College of Health Professions office.

Procedure

1. All student applicants to the MSHI program must schedule and participate in an Academic Advising appointment with the Program Director.
2. After a student has been accepted into the MSHI program, he/she will receive a letter identifying his/her advisor. This letter will also list any unmet program entry requirements, if applicable.
3. Each student is responsible for seeking academic advisement as necessary and for fulfilling any unmet requirements and scheduling next term courses.
4. Faculty advisors are required to keep posted office hours and be available at additional times by appointment.
5. Academic Support Plan: If a student is identified as having difficulty meeting the academic requirements of the MSHI program, an academic support plan for the student may be developed in collaboration with the advisor. The academic support plan will be completed and reviewed at mutually agreed upon times. The purpose of an academic support plan is to optimize the success of the student through the use of available campus resources.
6. Subsequent meetings between the student and the faculty advisor will occur as needed if concerns arise.

Student Success Tips

All courses under the MSHI program are:

- managed online via the Moodle Learning Management System
- delivered asynchronously, which means that assignments such as required readings, online exercises, discussion boards, quizzes, and other course responsibilities are completed on your own, but within specific due dates.
- delivered via “8-week blocks”
- Student success requires online course discipline and excellent time management skills.
Tips for online courses in general:

- Develop your “online course discipline”:
  - check your UF email daily (see “Regarding email” below)
  - check your course(s) for the latest course “Announcements”
  - keep up on required reading, finish it early
  - complete asynchronous assignments early
  - post initial responses and replies to discussion boards early

- Regarding email:
  - Use only your UF email account for classroom activities:
    - Only your UF email address is “linked” to Moodle, so your instructor can email:
      - you as an individual,
      - you as part of a group, or
      - an entire class
    - Home and work email addresses change frequently; your instructor can’t keep up, so email your instructor using only your UF account.
    - To email your instructor from home:
      - go to the UF website, logon to UF Mail
      - compose and send your email message
  - Read all emails in their entirety - important content can be at the end of an email too
  - Review all attachments on the email. Save files to your own PC as instructed or necessary.
  - Follow-through with all requests to reply, follow-ups, etc.

Professionalism

Is based on 2 components:

1. Attendance
2. Behavior & Communication

1. Attendance –
   a. You should log-on and access course content on a regular basis and complete/submit assignments by their due date
   b. Notify your Instructor immediately if life circumstances may interfere with your ability to do so
   c. Just as in the workplace, please avoid “no call – no shows” (don’t “drop off the planet” or “disappear”)
2. Behavior and communication –

   a. Your instructor appreciates your efforts to **consistently demonstrate** that you “**own**” your behavior & communication by making **professional** (timely, reasonable and appropriate) communication(s) to the instructor regarding:

      i. Provide advance notice to your Instructor if life circumstances may interfere with your ability to logon, access course content on a regular basis, or complete/submit assignments by their due date. Avoid no calls, no shows
      ii. Clarification regarding any aspect of assignments, instructions, or due dates
      iii. Turning-in homework (on-time or in advance where warranted)
      iv. Scheduling make-up tests and taking them within the required timeframe
      v. Following procedures for resolving issues, questions, concerns.
         Typically - discuss issue with instructor, then with program director, then with Dean, and beyond
      vi. Scheduling advising/meeting appointments

**Professional Practice Experience (PPE) “Internships”**

**Policy**

The Health Informatics program at The University of Findlay requires students to complete the HINF 690 Professional Practice Experience (PPE) course in their final semester of the program. This “internship” course requires students to attend regularly-scheduled shifts at their requested affiliated healthcare facilities.

A signed and dated Affiliation Agreement must be on file for each facility **before** students can participate at the PPE site. As students enter the health informatics program, they are asked which facility they prefer to be placed for their PPE. These additional PPE sites will be contacted for affiliation at that time. If the Affiliation Agreement cannot be secured, the student must request a different facility.

Many PPE facilities have specific background/health/other screening criteria which they require students to meet **before** participating in the PPE on-site. Examples include (and are not limited to):

- Student (criminal) background screening
  - Includes “Medicare exclusion”
- HIPAA privacy training
- Drug screen, 10-panel
- Health screening examination and/or updated immune status for the following illnesses:
  - Rubella (German Measles)
  - Rubeola (10-day Measles)
  - Mumps
  - Varicella (Chicken Pox)
- TB-2 STEP
- Hepatitis B vaccine dates or declination
- Influenza
- Pertussis

- Proof of health insurance coverage and/or professional liability insurance coverage

Failure to submit to this/these required screening(s) will prevent entry into or completion of the HINF 690 PPE course, which will consequently bar graduation. **Students must complete the screening process (see steps below) by a specific deadline (varies by facility).**

The background and/or drug screening **must** be done through our service provider - Verified Credentials, Inc. The screening must be done at this time, even if you have completed one previously. Please follow the steps below:

1. Access the Verified Credentials, Inc. website by going to: [http://scholar.verifiedcredentials.com/findlay](http://scholar.verifiedcredentials.com/findlay)
2. Enter the code **CCHCT-24286** above the “Get Started!” button on the right side of the page, then click on the “Get Started!” button.
3. Create an account by entering all the required information.
4. **Students pay all expenses associated with the screening(s),** including costs for the screenings, drug tests, mileage to and from the test site, and any other associated expenses. Payment may be in the form of a credit card (Visa/Master Card), an electronic bank transfer or by submitting a money order to Verified Credentials, Inc. Directions for all of this is on their website.
5. Verified Credentials, Inc. will perform County Criminal Searches in all counties of residency and all names used within the past seven years.
6. Students may elect to receive their own copy of the report/results by indicating so.
7. For questions, please call Verified Credentials, Inc. at 1-800.938.6090 or email them at ClientServices@verifiedcredentials.com.

The screening results will be provided to the UF Health Informatics Program Director by Verified Credentials, Inc. The Health Informatics Program Director will retain a copy in the student’s permanent record and also forward a copy to the designated Site Supervisor at the PPE training site. **The Site Supervisor makes the final determination of whether a student is permitted to complete their PPE at that site.**

PPE facilities may request screening results/verification from the educational institution at any time.

**Confidentiality of Student Records**

**Policy**

The MSHI program and the Office of the Registrar maintain academic and personal records for all students. Except under legal compulsion, information contained in such records, with the exception of name, address, dates of attendance and degrees obtained, will not be released to agencies outside the University without the written consent of the student.
Students are permitted, under supervision, to examine their permanent academic records. All persons handling the permanent records are instructed concerning the confidential nature of such information and their responsibility regarding it.

A copy of the Family Educational Rights and Privacy Act (FERPA) may be requested from the Office of Student Services.

**Essential Functions**

**Policy**

The Essential Functions were developed to assist each student in evaluating their capabilities and chances for success in the UF Health Informatics program. Essential Functions must indicate the skills/functions required to be successful in the particular allied health professional role. In addition to what is required for success in the academic component of the program, the following Essential Functions pertain to particular cognitive, motor, behavioral and social skills that are associated with the educational process in Health Informatics:

**Observational standards:**
- Read and understand measurement values (e.g. height, weight, blood pressure) and their units
- Read and understand graphs, charts, and plots (2D and 3D)
- Observe and solicit clarification as warranted when comparing theoretical knowledge to professional practice
- Critically assess various situations for correctness and appropriateness
- Read and store observations in quantitative form from instruments or devices in a data acquisition scenario.

**Communication standards:**
- Set-up and work with folders and files associated with Microsoft and/or MacOS environments.
- Create, open and edit word processing and spreadsheet files in either Microsoft or MacOS environments.
- Communicate (verbal and written) in English utilizing correct grammar, spelling and presentation of ideas, problems, and results of tasks pertinent to data collection, analysis and reports.
- Read and implement instructions pertaining to computer software installation and hardware connections.

**Intellectual/Conceptual standards:**
- Utilize theoretical knowledge and concepts appropriately in all applications.
- Use problem-solving skills to identify and correct professional practice scenarios, where needed.
- Attend and participate in continuing education and training to maintain a current body of knowledge.

**Motor Skills standards:**
- Obtain, assemble, calibrate, and check necessary equipment used for data collection, processing and storage.
- Operate with precision any knobs, dials, switches, touch screens or keypads used with data collection and storage devices.
Behavioral and Social standards:

• Demonstrate appropriate interpersonal skills to work productively with co-workers, supervisors and staff.
• Accept and follow-through on directives and instructions.
• Adhere to safety guidelines as required in the workplace.
• Prioritize multiple tasks; maintain composure while managing multiple tasks simultaneously.
• Show respect and cooperation to interact effectively with co-workers, supervisors and staff of the same or different cultures.
• Maintain personal hygiene consistent with close personal contact as required in the workplace.
• Display attitudes/actions consistent with the ethical standards of the profession.

Americans with Disabilities Act

Policy

Students with disabilities are entitled to request reasonable accommodations for both the academic and clinical/fieldwork portions of the program through the Office of Disability Services. The Office of Disability Services will determine if special accommodations will be needed. The Office of Disability Services will coordinate appropriate accommodations with the appropriate clinical coordinator/advisor.

Procedure

A student with a disability is responsible to register with the Office of Disability Services and contact the course professor at least one week prior to a needed service so reasonable accommodations can be made. In addition, students with disabilities that may impact workplace performance during the Professional Practice Experience (PPE) “internship” are strongly encouraged to complete the Disability Accommodation Request form prior to the Clinical Coordinator’s contact with the Site Supervisor to help ensure success in the PPE. This will facilitate the provision of appropriate accommodations and opportunities for meaningful participation in the PPE.

Equal Opportunity Statement

Policy

The University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees, or prospective employees in violation of state and federal laws.
Grade Challenges

Policy

The MSHI program abides by the policies of The University of Findlay in cases of final course grade challenges. It is the policy of the MSHI program to support each student’s right to a fair and impartial evaluation of their academic work and to petition for redress of grievances. Please refer to the UF Graduate Catalog for the Grade Challenge procedure.

Health and Safety

Health Insurance

Policy

Students must have personal health insurance coverage and show proof of this coverage prior to beginning the PPE placements. In the absence of other sources for health insurance, Graduate and professional students carrying six credit hours or more may be eligible to participate in The University of Findlay student health plan by request only. Students interested in purchasing the University insurance policy should contact the Business Office for further details.

Liability Insurance

Policy

The University of Findlay has a blanket policy for student malpractice insurance. The policy provides coverage ONLY for students enrolled in the MSHI program during their scheduled PPE with single limit of not less than one million ($1,000,000) dollars per occurrence and three million ($3,000,000) dollars in the aggregate.

Procedure

A PPE site may occasionally require a higher amount of coverage than is provided through the University policy. In those instances, **it is the student’s responsibility to acquire and pay for** additional malpractice insurance. Proof of any individual insurance as well as the blanket policy will be included in the Student Information Packet, which is provided to the PPE Site Supervisor at the time of placement.

Professional and Academic Conduct/Student Code of Ethics

Code of Ethics

Policy

Each student is expected to abide by the Code of Ethics established by the American Health Information Management Association (AHIMA) - see the Appendices section of this Handbook.
**Academic Dishonesty/Misconduct**

Policy

The MSHI program abides by the policies of The University of Findlay in cases of academic dishonesty/misconduct. Please refer to the UF Graduate Catalog, Academic Dishonesty section, for the disciplinary procedures in instances of student misconduct of an academic nature.

Further, each student is expected to abide by the Code of Ethics established by the American Health Information Management Association (AHIMA) as mentioned above.

**Attendance**

Policy

The MSHI program abides by the attendance policies of The University of Findlay as set forth in the Graduate Catalog, Attendance section.

Student success in the program requires online course discipline and excellent time management skills. Since courses offered in the MSHI program are online and asynchronous, the expectation is that students will regularly logon, access their course content, and complete/submit their assignments before the due date. Students are expected to do so, and if any extended technical or other difficulties are encountered, students are expected to contact their Instructor. Instructors of online courses must be able to meet the federal expectation for tracking Last Date of Attendance. The federal guideline states: the last date of attendance is calculated by the last time a student participated in an online discussion or made contact with a faculty member. Students who do not comply with attendance procedures may be subject to dismissal from the program.

**Weather/Snow Emergencies**

Policy

Since courses offered in the MSHI program are online, the expectation is that inclement weather will not affect students’ ability to access online course content. Students are expected to do so, and if any extended technical difficulties are encountered, students are expected to contact their Instructor. Refer to related UF weather policies for other course formats, such as in-person, etc. Beyond that, in general, students are advised and required to check Moodle for any updated information regarding class meetings or updates.
**Cell Phones**

Policy

For scheduled in-person sessions under the Professional Practice Experiences (PPEs), all students are required to adjust their cell phones to "silent" or "vibrate" mode prior to entering the facility. If your cell phone does not have this feature, you are required to turn your cell phone off while at the facility. We do realize there may be emergency situations. If such an emergency situation develops, and you are called accordingly, immediately discuss the matter with your Site Supervisor, who will decide how to accommodate.

Under no circumstances should students be text messaging or using cell phones for some form of entertainment while at the PPE facility. Violations of the cell phone policy will be reported by the Site Supervisor to the student’s advisor and/or the Program Director.

**Photo, Video and Comment Release**

Policy

From time-to-time during a student’s tenure in the program, the student may be asked to be included in certain marketing/promotional photographs and/or videos, or to provide a comment/quote/testimonial. Interested students should complete and submit a Photo, Video and Comment Release Form (See the Forms section of this Handbook).

**Confidentiality of Client and Colleague Information**

Policy

Throughout the educational process, the MSHI student will have access to confidential client and/or peer information. It is the expectation of the MSHI program that confidentiality of client and/or peer information will be maintained. At no time should the student discuss any confidential information with anyone outside of the MSHI program. It is the students responsibility to follow all policies and procedures dictated by the PPE site (including polices relating to HIPAA). Confidentiality violations will not be tolerated and are subject to disciplinary action including dismissal from the MSHI program.

When referring to a specific individual in any homework or class assignment, that person’s initials should be used rather than his/her name.
**Dress Code**

**Policy**

It is the responsibility of each student to dress in a professional manner while attending PPEs, professional meetings or conferences.

**Procedure**

Students are required to wear clothing that is clean, pressed, in good repair and appropriately fitted at all times. Shorts, halter tops, tank or crop tops and other similar casual attire are generally not appropriate.

Business casual dress is recommended for all settings. Slacks, skirts and/or tailored dresses, tailored shirts or blouses, sweaters, and polo shirts are examples of business casual dress. Gym shoes, flip flops, or other casual footwear are not included in business casual dress.

Good personal hygiene is required. This includes regular bathing with the use of deodorant; clean, styled hair; facial hair that is appropriately groomed or shaven; good oral hygiene; and manicured nails.

Tattoos and body piercings should not be visible when at PPE sites. Make-up, perfumes, and/or after-shave may be used with moderation.

Each instructor has the right to request specific attire and/or determine the appropriateness of clothing for a particular class or experience. The instructor may ask the student to leave class or not participate in an experience if he/she deems the student’s clothing is so inappropriate that it detracts from the learning experience or the professional presentation of the MSHI program to the public.

Specific dress requirements for PPEs will be determined by the policies of each PPE site. If no dress requirements are specified, assume that business casual attire is to be worn.

**Professional Membership**

**Policy**

Participation in professional membership organizations is considered to be part of the professional responsibility of each student. It is highly recommended that students join the American Health Information Management Association (AHIMA) as a student member. Membership to the Ohio Health Information Management Association (OHIMA) (or other state) is included with AHIMA membership. In addition, students will need to obtain information from the AHIMA and OHIMA websites for certain course assignments within the program. Much of this information can be accessed only by members.
Procedure

National Membership:

American Health Information Management Association (AHIMA)
233 N. Michigan Avenue, 21st Floor
Chicago, IL 60601-5809
Phone: (312) 233-1100
Fax: (312) 233-1090
Website: http://www.ahima.org

State Membership:

Ohio Health Information Management Association (OHIMA)
P.O. Box 824
Worthington, OH 43085-0824
Phone: (614) 847-0160
Fax: (614) 847-0153
Website: http://www.ohima.org

Two other professional membership organizations may be of interest as well:

Healthcare Information and Management Systems Society (HIMSS)
230 East Ohio Street, Suite 500
Chicago, IL 60611-3270
Phone: (312) 664-4467
Fax: (312) 664-6143
Website: http://www.himss.org

American Medical Informatics Association (AMIA)
4915 St. Elmo Avenue, Suite 401
Bethesda, MD 20814
Phone: 301-657-1291
Fax: 301-657-1296
Website: http://www.amia.org
Program Evaluation

Evaluation of aspects of an academic program should be regarded very seriously. Assessment is essential to maintain or improve the quality of education and the program. Evaluators are asked to take these evaluation procedures seriously and to participate honestly. Including detailed comments is essential and required by anyone completing these evaluation forms.

There are several evaluation components under the MSHI program, each is listed below with more detail following:

1. Instructor/Course Evaluations
   • “Class Climate” online surveys
2. Student Evaluation by their Professional Practice experience (PPE) Site Supervisor
3. PPE Site Supervisor Evaluation by Student
4. Student’s Evaluation of the MSHI Program (1st and 2nd Year)
5. MSHI Alumni Evaluation (by graduates of the MSHI Program)
6. MSHI Alumni’s Employer Evaluation

IMPORTANT: The deadlines for these evaluation tools (and other program requirements) are important. If students and PPE Site Supervisors choose to submit evaluation forms electronically (via email attachment), they should be sent directly to the Program Director or Clinical Coordinator. These evaluation tools are used to evaluate sometimes lengthy timeframes, so please take as much time as necessary prior to the deadline to complete these evaluation tools. Furthermore, there is plenty of space for comments (feedback), which is always more important than the Likert scale questions.

1. Instructor/Course Evaluations

   Evaluation of classroom teaching at The University of Findlay has two purposes:
   • to improve teaching effectiveness, and
   • to provide evidence for contract renewal, promotion, and tenure.

   One method used by the institution to evaluate classroom teaching involves the use of standardized online “Class Climate” evaluation surveys. These online surveys are completed by students at the end of the term for each course offered in the curriculum. The UF online surveys are summarized by the Registrar’s Office.

2. MSHI Student Evaluation by PPE Site Supervisor (PPE-SS)

   Students will be evaluated by their PPE-SS or designee at end of the semester in which the PPE occurs. All students will make an appointment with their PPE-SS to review their completed evaluation forms. Any comments, from the staff or student, will be noted on the evaluation forms and each person will subsequently sign the form. These forms will then be filed in the student’s clinical education folder with the MSHI Instructor. If two PPE-SS designees had equal exposure to a particular student, the designee that the student was assigned to will write the evaluation and use other designee’s experiences/comments as they see fit in writing the student’s evaluation. At the end of the semester, the MSHI Instructor will review the evaluations and note any opportunities for improvement.
Any student receiving a mean score of 2.5 or lower for any section of their clinical rotation evaluation will be required to meet with the MSHI Program Director and their PPE-SS to discuss strategies for improvement.

3. PPE Site Supervisor (PPE-SS) Evaluation (by MSHI Students)

To maintain quality in our MSHI program, it is necessary to assess the professional practice instruction provided in the PPE site settings. Each student will be asked to evaluate each PPE-SS who had “direct” contact (visual and audible) of this experience and each site where a significant amount of time was spent during the rotation. Use only the standard, approved evaluation form that is provided. Please provide constructive comments and be honest. All students will make an appointment with their PPE-SS to review their completed evaluation forms.

4. MSHI Student’s Evaluation of the MSHI Program (1st and 2nd Year)

Students are asked to complete an evaluation form to assess the complete program – academic, PPE, resources, services, etc. The 2nd Year’s form is slightly different since there are more courses and experiences to evaluate. These forms are anonymous. However, the last page of the 2nd Year evaluation is for the student to provide his/her contact information and employment information, if known. Students must submit their forms electronically to the Program Director.

5. MSHI Alumni Evaluation (by graduates of the MSHI Program)

Approximately 1 year after graduating from the MSHI program, alumni will be mailed an evaluation form to be completed. Out of all of the evaluation tools, this is perhaps the most important. Alumni can also complete this survey online in about 15-30 minutes.

6. MSHI Alumni’s Employer Evaluation

Once we have employer information from the alumni, an evaluation form will be mailed by the Program Director. This evaluation, again, is to assess the quality of our graduates and our MSHI Program. One’s supervising administrator may present some additional viewpoints and feedback that the alumni may not have thought of.

Policy

The goals of The University of Findlay include a dedication to providing exemplary instruction and to evaluating our institution's performance in providing quality education. The University is committed to continuously improving our institution. In support of this, the Health Informatics program believes that student participation in this process is critical.

Procedure

Students will be asked to participate in frequent and periodic course and program evaluations, which will occur in a formal or informal format. Professors will not review course evaluations until after final grades have been submitted. These evaluations will be used as part of the program evaluation process.
**Program Progression**

*Minimum Progress*

The admission criteria for the Health Informatics program are designed for the selection of candidates who are most likely to succeed in the academic environment provided by The University of Findlay. The Health Informatics program is dedicated to retaining those students who have been accepted into its programs. However, certain circumstances regarding academic performance will result in suspension from the program and may ultimately lead to permanent dismissal from the program.

**Policy**

The MSHI program curriculum is sequential and integrative in nature. For this reason, failure of one course results in an inability to progress in the program with the same cohort. In order to remain in good academic standing in the program, students must:

1. maintain a minimum cumulative grade point average of 3.0
   a. Students receiving a B- or lower in any course will be referred to the Program Director
2. achieve a minimum grade in each course. *No more than one “C+” or “C” may be used to meet graduation degree requirements.*
   a. Students are allowed one C+ or C without having to repeat that course
   b. When a student receives more than one grade lower than a B-, the Program Director will determine which course must be repeated
   c. Any other course (concurrent or subsequent) receiving a grade lower than B- will result in suspension from the Health Informatics program and must be repeated.

**Probation**

Failure to maintain the minimum cumulative grade point average of 3.0 will result in probation for the next academic term. During the term of academic probation, students are expected to initiate and successfully complete an Individualized Academic Support Plan and achieve the appropriate cumulative grade point average as indicated above. Failure to do so will result in suspension from the Health Informatics program.

**Suspension**

Failure to maintain an adequate grade point average and/or failure to achieve minimum grades in individual courses (as indicated above) will result in suspension from the program. Students wishing to reenter the program must return as soon as the courses to be repeated are offered. Those students must submit an Intent-to-Return application (in Forms section below) by the date indicated in the suspension letter, receive approval from the professional program, and successfully repeat the course(s) that received below the minimum grade. Students who do not return within this time frame must reapply and repeat all courses within the program.

**Dismissal**

Students placed on academic suspension twice will be dismissed from the Health Informatics program and will not be permitted to re-enter. The second suspension is the time of dismissal.
Procedure

If a student fails to meet minimum academic standards the following procedures apply:

1. The student will receive written notification from the MSHI Program Director specifying the nature of the academic difficulty (academic probation or suspension from the MSHI program).
2. In situations of academic probation, the student must submit an Individualized Academic Support Plan identifying areas for improvement and strategies that can be used to improve performance. This plan must be submitted to his/her academic advisor within 10 days of probation notification. The faculty advisor will modify the plan as needed and monitor the student’s academic performance throughout the term. The student is responsible for following the plan, asking for assistance when necessary.
   Students on probation will receive notification from the MSHI Program Director at the end of the probation term indicating either:
   a. Satisfactory completion of requirements and the end of probation, or
   b. Unsatisfactory performance and suspension from the MSHI program.
3. Suspended students wishing to reenter the program must return as soon as the courses to be repeated are offered. Students must submit an intent-to-return application which includes an Individualized Academic Support Plan identifying areas for improvement and strategies that can be used to improve performance. This intent-to-return application and academic support plan must be submitted to the MSHI Program Director no less than six (6) months before the start of the semester the student plans to return. Students who do not return within this time frame must reapply to the program completing all application procedures and meeting time lines associated with the application process. These students will need to repeat all courses within the professional program.
4. Students who have been placed on academic suspension twice will receive written notification from the MSHI Program Director specifying that the student has been dismissed from the Health Informatics program and will not be permitted to reenter. The second suspension is the time of dismissal.

It is the responsibility of each student who finds him/herself in academic difficulty during any semester to contact the course professor to request additional assistance as well as to notify his/her faculty advisor.

Students should refer to the Graduate Catalog for the procedure regarding final course grade appeals.

Withdrawal/Readmission

Policy

It is recognized that various circumstances may necessitate a student to withdraw from a course or the program. The Health Informatics program curriculum is sequential and integrative in nature. For this reason, withdrawal from one course will negatively impact a student’s established academic plan and depending on the course, may also require withdrawal from the program.
Procedure

Students in good academic standing who withdraw from the program and wish to reenter must do so with next cohort progressing through the program and submit an Intent to Return form (See Forms section of this Handbook). This intent-to-return application must be submitted no less than six (6) months before the student plans to return.

Students withdrawing from the program who are unable to reenter with the next cohort must reapply to the program completing all application procedures and meeting time lines associated with the application process. Students reentering the program in this manner must repeat all courses in the program.

Research

Documentation Style

Article critiques, research critiques, and other coursework submitted with references, citations, headings, statistics, tables and more, must adhere to APA style, (American Psychological Association). Students should refer to the most current Publication Manual of the American Psychological Association.

Human Subjects Research

Any project, survey or thesis that requires the use of human subjects for data collection through interviewing, testing, observation or examination must be approved by the Institutional Research Review Board, prior to beginning the study. Such a review is required by federal statute. Questionnaires or other materials used as a part of a master's project and distributed outside the University must receive the prior approval of the professor or advisor in charge of the study.

Rights/Responsibilities

The Health Informatics program supports the guidelines for student rights and responsibilities set forth by The University of Findlay in the Graduate Catalog. Please refer to the Graduate Catalog for a complete description of student rights and responsibilities.

Student Grievances

Policy

It is the policy of the Health Informatics program to support each student's right to a fair and impartial evaluation of their academic work and to petition for redress of grievances. The Health Informatics program abides by the policies of the College of Health Professions and The University of Findlay in cases of student grievances. Please refer to the Graduate Catalog for specific policies and procedure details.
APPENDICES

1. Code of Ethics, American Health Information Management Association (AHIMA) – 2004
2. 2010 Interpretation of Standards for Health Informatics Master’s Degree; Commission on Accreditation for Health Informatics and Information Management Education’s (CAHIIM)
3. CAHIIM Curriculum Map
American Health Information Management Association
Code of Ethics

Preamble

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

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

Professional Values

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

These professional values will require a complex process of balancing the many conflicts that can result from competing interests and obligations of those who seek access to health information and require an understanding of ethical decision-making.
Purpose of the American Health Information Management Association Code of Ethics

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

The AHIMA Code of Ethics serves six purposes:

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

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

The Use of the Code

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

Guidelines for ethical and unethical behavior are provided in this code. The terms "shall and shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall or shall not" do everything that is listed. For example, not everyone participates in the recruitment or mentoring of students. A HIM professional is not being unethical if this is not part of his or her professional activities; however, if students are part of one's professional responsibilities, there is an ethical obligation to follow the guidelines stated in the code. This concept is true for the entire code. If someone does the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "protect all confidential information to include personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to protect all confidential information to include personal, health, financial, genetic, and outcome information."
A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles, and offers ethical guidelines to which professionals aspire and by which their actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

Professional responsibilities often require an individual to move beyond personal values. For example, an individual might demonstrate behaviors that are based on the values of honesty, providing service to others, or demonstrating loyalty. In addition to these, professional values might require promoting confidentiality, facilitating interdisciplinary collaboration, and refusing to participate or conceal unethical practices. Professional values could require a more comprehensive set of values than what an individual needs to be an ethical agent in their personal lives.

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

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must take into account the context in which it is being considered and the possibility of conflicts among the code's values, principles, and guidelines. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the AHIMA Code of Ethics does not specify which values, principles, and guidelines are the most important and ought to outweigh others in instances when they conflict.
Code of Ethics 2004

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all health information management professionals.

Health information management professionals:

I. **Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.**

II. **Put service and the health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the health information management profession.**

III. **Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard the contents of the records and other information of a confidential nature, taking into account the applicable statutes and regulations.**

IV. **Refuse to participate in or conceal unethical practices or procedures.**

V. **Advance health information management knowledge and practice through continuing education, research, publications, and presentations.**

VI. **Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.**

VII. **Represent the profession accurately to the public.**

VIII. **Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.**

IX. **State truthfully and accurately their credentials, professional education, and experiences.**

X. **Facilitate interdisciplinary collaboration in situations supporting health information practice.**

XI. **Respect the inherent dignity and worth of every person.**
How to Interpret the Code of Ethics

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all health information management professionals. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not to be meant as a comprehensive list of all situations that can occur.

I. **Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.**

Health information management professionals **shall:**

1.1. Protect all confidential information to include personal, health, financial, genetic, and outcome information.

1.2. Engage in social and political action that supports the protection of privacy and confidentiality, and be aware of the impact of the political arena on the health information system. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, coding compliance, and other issues that surface as advocacy issues as well as facilitating informed participation by the public on these issues.

1.3. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid consent from a patient or a person legally authorized to consent on behalf of a patient or as authorized by federal or state regulations. The need-to-know criterion is essential when releasing health information for initial disclosure and all redisclosure activities.

1.4. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons.

II. **Put service and the health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the health information management profession.**

Health information management professionals **shall:**

2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting.

2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly.
2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, or in providing services requiring potentially conflicting roles (for example, finding out information about one facility that would help a competitor). The conflicting roles or responsibilities must be clarified and appropriate action must be taken to minimize any conflict of interest.

2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the code.

2.5. Take responsibility and credit, including authorship credit, only for work they actually perform or to which they contribute. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication.

Health information management professionals shall not:

2.6. Permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

2.7. Take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

III. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards the contents of the records and other information of a confidential nature obtained in the official capacity, taking into account the applicable statutes and regulations.

Health information management professionals shall:

3.1. Protect the confidentiality of patients' written and electronic records and other sensitive information. Take reasonable steps to ensure that patients' records are stored in a secure location and that patients' records are not available to others who are not authorized to have access.

3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of a termination, incapacitation, or death of a healthcare provider to other parties through the use of any media. Disclosure of identifying information should be avoided whenever possible.

3.3. Inform recipients of the limitations and risks associated with providing services via electronic media (such as computer, telephone, fax, radio, and television).

IV. Refuse to participate in or conceal unethical practices or procedures.

Health information management professionals shall:

4.1. Act in a professional and ethical manner at all times.
4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.

4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. Take action through appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee.

4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment.

Health information management professionals shall not:

4.6. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

- Allowing patterns of retrospective documentation to avoid suspension or increase reimbursement
- Assigning codes without physician documentation
- Coding when documentation does not justify the procedures that have been billed
- Coding an inappropriate level of service
- Miscoding to avoid conflict with others
- Engaging in negligent coding practices
- Hiding or ignoring review outcomes, such as performance data
- Failing to report licensure status for a physician through the appropriate channels
- Recording inaccurate data for accreditation purposes
- Hiding incomplete medical records
- Allowing inappropriate access to genetic, adoption, or behavioral health information
- Misusing sensitive information about a competitor
- Violating the privacy of individuals

V. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.

Health information management professionals shall:

5.1. Develop and enhance continually their professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share with colleagues their knowledge related to practice, research, and ethics.
5.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics.

5.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

5.4. Engage in evaluation or research that ensures the anonymity or confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods.

5.5. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

Health information management professionals **shall not**:

5.6. Design or conduct evaluation or research that is in conflict with applicable federal or state laws.

5.7. Participate in, condone, or be associated with fraud or abuse.

6. **Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.**

Health information management professionals **shall**:

6.1. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors.

6.2. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students.

6.3. Be a mentor for students, peers and new health information management professionals to develop and strengthen skills.

6.4. Provide directed practice opportunities for students.

Health information management professionals **shall not**:

6.5. Engage in any relationship with students in which there is a risk of exploitation or potential harm to the student.
VII. **Accurately represent the profession to the public.**

Health information management professionals **shall**:

7.1 Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

VIII. **Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.**

Health information management professionals **shall**:

8.1. Perform responsibly all duties as assigned by the professional association.

8.2. Resign from an Association position if unable to perform the assigned responsibilities with competence.

8.3. Speak on behalf of professional health information management organizations, accurately representing the official and authorized positions of the organizations.

IX. **State truthfully and accurately their credentials, professional education, and experiences.**

Health information management professionals **shall**:

9.1. Make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the health information management profession, a professional health information organization, or the health information management professional's employer.

9.2. Claim and ensure that their representations to patients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, other relevant professional experience are accurate.

9.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials.

X. **Facilitate interdisciplinary collaboration in situations supporting health information practice.**

Health information management professionals **shall**:

10.1. Participate in and contribute to decisions that affect the well-being of patients by drawing on the perspectives, values, and experiences of those involved in decisions related to patients. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
XI.  *Respect the inherent dignity and worth of every person.*

Health information management professionals **shall**:

11.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity.

11.2. Promote the value of self-determination for each individual.

**Acknowledgement**

Adapted with permission from the Code of Ethics of the National Association of Social Workers.

**Resources**


*Revised & adopted by AHIMA House of Delegates – July 1, 2004*
2010 Interpretation of Standards - Health Informatics Master’s Degree

Who We Are

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs in health informatics and health information management. The CAHIIM office is located at 233 N. Michigan Avenue, 21st Floor, Chicago, Illinois, 60601, and on the Web at www.cahiim.org

Public Interest

CAHIIM serves the public interest by operating in a consistent manner with all applicable ethical, business and accreditation best practices. Accreditation is a voluntary, self-regulatory process by which nongovernmental associations recognize educational programs found to meet or exceed standards for educational quality. Accreditation also assists in the further improvement of these educational programs as related to resources invested, processes followed, and outcomes achieved.

CAHIIM and its sponsoring organization(s) cooperate to establish, maintain, and promote appropriate standards of quality for postsecondary educational programs in health informatics and information management to provide competent, skilled professionals for the healthcare industry.

Mission

The Commission serves the public interest in advancing the value of health informatics and health information management through quality education by:

- Establishing and enforcing accreditation Standards for health informatics (HI) and health information management (HIM) higher education programs;
- recognizing programs that meet the Standards;
- assessing student achievement;
- respecting educational innovation and diversity;
- recognizing academic institutions’ autonomy;
- emphasizing the principle of volunteerism and peer review; and
- embracing a culture of continuous quality improvement.

CAHIIM strives to carry out its mission by promoting, evaluating, and improving the quality of undergraduate and graduate health informatics and information management education in the United States and internationally. Through our partnership with academe and the practice fields, CAHIIM serves colleges and universities in a voluntary peer review process as a means to continuously improve quality education to meet healthcare workforce needs. As a result, CAHIIM accreditation becomes the benchmark by which students and employers determine the integrity of health information education for the global community.
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I Introduction

Health informatics has been variously defined. For the purposes of program accreditation, CAHIIM views the discipline through the lens of three major facets or domains:

- Information systems
- Informatics
- Information technology

Information systems are concerned with such issues as information systems analysis, design, implementation, and management.

Informatics is concerned with such issues as the structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction.

Information technology is concerned with such issues as computer networks, database and systems administration, security, and programming.

These three facets are aligned for the purpose of meeting the information needs of the various stakeholders within health care and related systems. Components of each of these facets are highly interactive with each other, requiring knowledge and skills that are shared between them. The result is a critical synergy within the discipline of health informatics.

An educational program in health informatics must include content from all three facets. Graduates of a program must have formal exposure and show an understanding of the interconnections between the three facets. Programs and students may choose to emphasize one or more facets consistent with their goals and objectives.

The kind of knowledge learned (knowledge dimension) and the process used to learn (cognitive processes) must be consistent with the program’s emphasis, goals, and objectives.

I.A Mission The health informatics graduate program is designed in concert with the institutional mission and the goals of the college/university division or department in which it is located.

The institutional mission and goal statements are documented and made public.

I.B Sponsorship The sponsoring educational institution is accredited by a regional or national accrediting organization recognized by the U.S. Department of Education, and must be authorized under applicable law or other acceptable authority to award a minimum of a master’s degree.

The sponsoring educational institution must provide the name of the accrediting agency, the most recent date and length of accreditation. The sponsoring educational institution must participate in Title IV programs.

I.C Responsibilities Responsibilities of the sponsoring educational institution must assure that governance and lines of authority are clearly defined and that the provisions of these Standards are met.

The sponsoring educational institution must clarify the lines of authority and administrative governance of the health informatics program within the framework of the sponsoring institution.

II The Program

II.A Program Mission The program’s mission and goals must form the basis for program planning, implementation and be compatible with the mission of the sponsoring educational institution.

Each program will define its own mission within the broad definition of health informatics; a program may further define its mission to include other roles and functions, which derive from the purposes of its sponsoring educational institution, its communities of interest, faculty expertise and research initiatives.
II.B Program Goals The program’s goals must be stated in terms of educational (student and program) outcomes to be achieved, are measurable, and reflect the principles and ethics of the health informatics field, and fit within the mission of the sponsoring educational institution.

The program’s mission and goals must be outcomes-focused and relevant to the mission of the sponsoring educational institution.

II.C Program Assessment Plan A program assessment plan exists for systematic evaluation to the extent to which the mission, goals and objectives of the health informatics program must be met.

A process exists for systematic evaluation to the extent to which the mission, goals and objectives are being met, and describe how this process of assessment and continuous improvement complies with the sponsoring educational institution’s overall evaluation plan.

II.D Annual Assessment The program must at least annually assess and document its effectiveness in achieving its stated goals and outcomes.

Each program must annually assess its program goals and outcomes as required by the designated CAHIIM reporting system.

II.E Document Program Improvements The program must use the results of assessment to document program improvements.

Data analysis and action plans must be documented. A program must document how it meets its target goals and objectives and how it plans to address weaknesses observed.

III Program Curriculum

III.A Core Concentration or Specialized Track The health informatics program must be established as a core concentration or specialized track within a graduate level program of study or culminates with a master’s degree or a doctoral degree.

The program must describe the degree(s) awarded on completion of the program of study. If a certificate is awarded explain how it is an adjunct to the graduate degree.

III.B Program-Specific Curriculum The program’s curriculum must reflect the program’s mission, goals and objectives. The curriculum must build on health informatics competencies. The curriculum must include evaluation methods to assess student learning outcomes.

The curriculum must focus on the knowledge, skills and values as outlined by the program. CAHIIM considers competencies that have been approved by professional and educational associations and governmental agencies. CAHIIM will validate alignment of competencies and outcome assessments with the program’s mission, goals and objectives.

III.C Staying Current The program curriculum must stay current with evolving issues and practices in health informatics.

The program must demonstrate how the curriculum is routinely updated and relevant.

IV Faculty

IV.A Faculty The program must clearly define the roles and responsibilities of the faculty necessary to fully support and sustain the program.

The number of full-time faculty appointed at the rank of assistant, associate, or full professor must be sufficient to ensure that teaching, research and service goals of the program are met. Part time and adjunct faculty must be recognized as an important faculty component. The size of the faculty complement in relationship to the size of the student body must support and encourage effective and regular student/faculty interactions. An appropriate student/faculty ratio depends on a number of factors, including the nature of the institution, the range of teaching responsibilities, and teaching intensity (such as didactic material, projects, practice experiences, research).
IV.B Professional Development The program must provide opportunities for faculty to stay current with evolving issues and practices in health informatics.

Examples of acceptable mechanisms may include but are not limited to continuing education, memberships and contributions to professional organizations, links with industry, and partners.

IV.C Program Leadership The program shall clearly define the roles and responsibilities of the program leadership necessary to fully support and sustain the program. The program director or equivalent must have a minimum of a master’s degree.

The qualifications and responsibilities of the individuals responsible for leadership of the health informatics program must be documented.

IV.D Qualifications The qualifications of each faculty member must include competence in assigned teaching areas, effectiveness in teaching, and scholarly productivity consistent with their faculty appointment.

The program must maintain documentation of faculty competence, teaching effectiveness, and scholarly productivity consistent with each faculty appointment (including part time and adjunct faculty).

IV.E Performance Each faculty member’s performance must be evaluated according to the institution’s policies.

Evaluation includes accomplishment and innovation in the areas of teaching, research and service. Within applicable institutional policies, faculty, students, and others must be sufficiently involved in the evaluation process.

V Resources

V.A Resources and Services The instructional resources and services provided for the program including access to reference/library and information technology applications, as well as other resources used in the curriculum must be adequate, appropriately staffed and accessible by all students regardless of the delivery mode of the program.

The program must be able to demonstrate that current instructional resources, technology, reference/library resources needed to fulfill the requirements of the curriculum, are accessible to and can support all students in the program. The program must be able to demonstrate that staff and services provided for the health informatics program are sufficient for the level of use required, and specialized to the degree needed by the program to achieve its goals and outcomes.

V.B Financial Resources Resources to support the program’s goals and outcomes must include evidence of financial support for the program.

The program must demonstrate that financial resources are adequate to support and maintain the program offered.

VI Students

VI.A Students The program must have an effective and accessible academic advising system for students, as well as readily available career and placement advice. Career paths of graduates are monitored, documented and used in the annual program assessment.

Each student enrolled in the program must have access to advisors who are knowledgeable about the program’s curriculum and specific courses.
VII Fair Practices

VII.A Accurate Published Information All published program information must accurately reflect the program offered:

VII.A.1 The sponsoring educational institution and programmatic accreditation status.
VII.A.2 Number of credits required for completion of the program.
VII.A.3 Tuition/fees and other costs required to complete the program.
VII.A.4 Policies and procedures for withdrawal and for refunds of tuition/fees.
VII.A.5 Academic calendar.
VII.A.6 Student grievance procedure.
VII.A.7 Criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co-requisites, minimum grade point average, and required courses.

Interpretation (VII.A.1 – VII.A.7): Policies covering these areas must be published and made available to students and the public in the college catalog (and/or online Website), and such information must be consistent wherever it appears.

VII.B Non-Discriminatory Practices All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations.

The college catalog and/or Web site must include an official non-discrimination statement and it must be clear that the health informatics program adheres to the non-discrimination policy as regards faculty employment and student admissions.

VII.C Documentation Documentation must be maintained for student admission, advisement, counseling, and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsoring educational institution in a safe and accessible location.

The program must maintain student records that reflect evidence of student evaluation on all levels, and progression toward achievement of program requirements.

VIII Administrative Requirements for Maintenance of Accreditation

VIII.A Submission of CAHIIM required reports by the determined deadline date.
VIII.B Participation in a designated periodic site visit of the accredited program.
VIII.C Notification in writing to CAHIIM of any substantive changes in the institution affecting the program’s accreditation including changes in sponsoring institution name, ownership, or program officials (Chief Executive Officer, Dean and Program Director) within 30 days of the effective date.
VIII.D Payment of all CAHIIM administrative fees.
### CAHIIM Curriculum Map – Health Informatics Master’s Degree

#### Instructions

A graduate program will have an emphasis in one or more of the specified facets of Health Informatics as described below (see Column 1 – Health Informatics Master’s Degree Curriculum Facets) but to meet CAHIIM accreditation requirements **all three facets and curricular components** (see Column 2 – Curricular Components) **must be introduced** within the curriculum of a graduate program in Health Informatics. Where a program emphasizes a specific facet, the depth of instruction for those curricular components under that facet, will be expected to be comprehensive.

To use this template for CAHIIM accreditation purposes, please document the course or courses (in Column 3) by prefix and number, that contain the curricular components listed below for each facet. (For example: HI 520, HI 600) As stated above, depth and focus will vary depending on the emphasis of the program’s goals and objectives.

<table>
<thead>
<tr>
<th>Column 1 - Health Informatics Master’s Degree Curriculum Facets</th>
<th>Column 2 - Curricular Components</th>
<th>Column 3 - List the Course(s) - Prefix and Number that contain each of the curricular components as listed in Column 2 for each facet.</th>
</tr>
</thead>
</table>

**Facet I. Information Systems** – concerned with such issues as information systems analysis, design, implementation, and management.

1. Healthcare organization, systems and workflow
<table>
<thead>
<tr>
<th>Column 1 - Health Informatics Master's Degree Curriculum Facets</th>
<th>Column 2 - Curricular Components</th>
<th>Column 3 - List the Course(s) - Prefix and Number that contain each of the curricular components as listed in Column 2 for each facet. Course(s): Prefix and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Health information systems characteristics, strengths and limitations</td>
<td></td>
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<td></td>
<td>3. Health information systems assessment methods and tools</td>
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<td></td>
<td>4. Quality assessment including total quality management, data quality, and identification of best practices for health information systems</td>
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<td></td>
<td>5. Health IT standards</td>
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<td></td>
<td>6. Use of healthcare terminologies, vocabularies and classification systems</td>
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<td>7. Health information exchanges (HIE)</td>
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<td>8. Electronic health records and personal health records</td>
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<td>9. Patient rights and HIPAA</td>
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<td></td>
<td>10. Privacy and confidentiality of patient health information</td>
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<td></td>
<td>11. Information security practices</td>
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<td></td>
<td>12. Management of information systems including life cycle analysis, system design, planning methods and tools</td>
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<td>13. Knowledge management systems</td>
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<td></td>
<td>14. Workflow process re-engineering</td>
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<tr>
<td>Number</td>
<td>Topic</td>
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<tr>
<td>--------</td>
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<tr>
<td>15.</td>
<td>Human factor engineering, work organization and tools</td>
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<td>16.</td>
<td>Professional ethics and professional business etiquette</td>
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<td>17.</td>
<td>Strategic planning</td>
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<tr>
<td>18.</td>
<td>Finance and budgeting and cost-benefit analysis for information systems</td>
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<td>19.</td>
<td>Assessment of commercial vendor products and software applications</td>
<td></td>
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<tr>
<td>20.</td>
<td>Policy development and documentation</td>
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</tr>
<tr>
<td>21.</td>
<td>Personnel management, negotiation, communication skills, leadership and governance</td>
<td></td>
</tr>
</tbody>
</table>

**Facet II. Informatics**

- Concerned with such issues as the structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction.

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>History of health informatics development and health informatics literature</td>
</tr>
<tr>
<td>2.</td>
<td>Medical decision-making: principles, design, implementation</td>
</tr>
<tr>
<td>3.</td>
<td>Development of healthcare terminologies, vocabularies and ontologies</td>
</tr>
<tr>
<td>4.</td>
<td>Clinical data standards theory and development</td>
</tr>
<tr>
<td>5.</td>
<td>Clinical data and clinical process modeling (such as UML-Unified Modeling Language, UP-Unified Process)</td>
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<tr>
<td>6.</td>
<td>Artificial intelligence</td>
</tr>
<tr>
<td>7.</td>
<td>Biomedical simulations</td>
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<tr>
<td>8.</td>
<td>Knowledge management design principles</td>
</tr>
<tr>
<td>9.</td>
<td>Human-computer interface</td>
</tr>
<tr>
<td>10.</td>
<td>Principles of health information systems data storage design,</td>
</tr>
</tbody>
</table>
including patient-centered

11. Principles of research and clinical literature research (such as use of Medline, PubMed)

12. Systems research

Facet III. Information Technology – concerned with such issues as computer networks, database and systems administration, security and programming.

| 1. Computer science theory and methods |
| 2. Programming language(s) (such as SQL, JAVA) |
| 3. Software applications – design, development, use |
| 4. Systems testing and evaluation |
| 5. System integration tools |
| 6. Networking principles, methods, design |
| 7. Principles of data representation |
| 8. Electronic data exchange |
| 9. Health Information systems architecture, database design, data warehousing |
| 10. Technical security applications and issues |
| 11. IT system documentation |
| 12. Business continuity and disaster recovery |

IV. Additional desired course(s) content.

| Biomedical Sciences (such as medical terminology, anatomy, physiology, pathophysiology) |
| Qualitative sciences (such as advanced mathematics, statistics) |
| Epidemiology (public health or clinical) |
FORMS

1. Declaration of Understanding, Confidentiality Agreement, Professional Conduct Agreement
2. Intent to Return
3. Photo, Video and Comment Release
Declaration of Understanding

I have received and have carefully read the University of Findlay Master of Science in Health Informatics Student Handbook. I have also reviewed the information contained in The University of Findlay Graduate Catalog. By signing below, I verify that I understand the policies and procedures contained in this Student Handbook and the Graduate Catalog, and I agree to follow these policies and procedures. I verify that I fully understand that failure to follow the policies and procedures may result in disciplinary action(s) and possible dismissal from the Master of Science in Health Informatics program. I also verify that I am aware that these policies and procedures contained herein are subject to change and that I will be responsible for following the most current policies and procedures.

Health Informatics Student Signature: ___________________________  Date: ____________

Witness Signature: ___________________________

Confidentiality Agreement

It is the responsibility for all University of Findlay Health Informatics students to ensure that confidentiality is maintained. All patient information, personal information, medical information, or education related information must remain confidential. Following HIPAA and FERPA policies will be required at all times to maintain confidentiality. It is essential that these policies be observed to maintain the trust between health informatics professionals, health informatics students, parents, patients, educators, and other health care workers. By signing below, I am verifying that I fully understand the above policy and that violation(s) of this policy may result in disciplinary action(s) and possible dismissal from the Health Informatics program.

Health Informatics Student Signature: ___________________________  Date: ____________

Witness Signature: ___________________________

Professional Conduct Agreement

It is the responsibility for all University of Findlay Health Informatics Students to act and conduct themselves in a professional manner at all times. Students are required to abide by the AHIMA Code of Ethics and The University of Findlay Student Honor Code. By signing below, I am verifying that I understand the above conduct contract and understand that failure to abide by this contract may result in disciplinary action(s) and possible dismissal from the Health Informatics program.

Health Informatics Student Signature: ___________________________  Date: ____________

Witness Signature: ___________________________
THE UNIVERSITY OF FINDLAY
MASTER OF SCIENCE IN HEALTH INFORMATICS

INTENT TO RETURN FORM

Purpose of Form: This form is to be used if a student cannot or will not progress with his/her original academic cohort and wishes to return to the program the following year. This form must be submitted to the program director six months before the beginning of the semester in which the student wishes to return.

Please complete the form in its entirety

Name: _______________________________        Student ID ________________

Date of last completed semester and courses completed within that semester
Last Semester (i.e. Fall, 2014): __________________________

<table>
<thead>
<tr>
<th>Courses Completed</th>
<th>Grade Received</th>
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</thead>
<tbody>
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</table>

Reason for disruption in program sequence (please provide a description of the situation surrounding withdrawal from the MSHI program).

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Intent to Return: I intend to return to the MSHI program during the __________________________ (fall/winter/spring) semester of ____________ (year) and take the following courses:

<table>
<thead>
<tr>
<th>Required Course(s)</th>
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</table>

I realize in submitting this Intent to Return form, that I am subject to all policies and procedures as outlined in the latest available Student Handbook which surround my return to the MSHI program.

________________________________________________________
Student Signature        Date

________________________________________________________
Program Director’s Approval        Date
THE UNIVERSITY OF FINDLAY
MASTER OF SCIENCE IN HEALTH INFORMATICS

PHOTO, VIDEO, AND COMMENT RELEASE

Please Print

NAME: ____________________________________________

ADDRESS: ____________________________________________

PHONE: ______________________ E-MAIL: ______________________

UF __ Faculty __ Staff __ Student __ Visitor STATUS:

EVENT: ______________________ DATE: ______________________

GENERAL RELEASE

I, ________________________________________________, hereby grant The University of Findlay (UF) the absolute and irrevocable right and permission, with respect to photographs and videos taken of me and/or comments made by me or in which I may be included with others, to copyright for same; to use, reuse and publish the same in whole or in part in any and all media including use on the World Wide Web, now or hereafter, and for any purpose whatever for illustration, promotion, art, advertising and trade, and if appropriate, to use my name and pertinent education and/or biographical facts as UF chooses.

I hereby release and discharge UF from any and all claims and demands arising out of or in connection with the use of photographs, videos and/or comments, including without limitation any and all claims for libel or invasion of privacy.

I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand its contents. This release shall be binding on me and my heirs, legal representatives and assigns.

Signed: ______________________ Date: __________

Witness: ______________________ Date: __________