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A. GENERAL INFORMATION ABOUT THE PROFESSION
FACT SHEET
HEALTH INFORMATION ADMINISTRATORS AND
HEALTH INFORMATION TECHNICIANS

The Medical Record

A medical record is a permanent document of an individual’s health history, illnesses and/or injuries, made to preserve information of medical, scientific, legal, and planning value. It is a compilation of observations and findings, recorded by the patient's physician and other health care professionals. These entries and reports originate at various points throughout the patient's care at a hospital, clinic, nursing home, health care, or other health care facility. Through a network of communications systems, entries are documented in the individual patient's record. X-ray and laboratory reports, cardiogram tracings, diet orders, and pulmonary function tests are examples of pertinent data included in the medical record. This vital medical profile constitutes the patient's own unique medical history.

Information in the medical record is needed by:

1. **The Patient**. Medical records help safeguard the individual patient. Recorded information is essential for accurate diagnosis and rapid treatment of present and future illness. This material is also needed to verify insurance claims and authenticate legal form.

2. **The Community**. Information from medical records is used to inform public health officials and the community of health conditions and disease trends. This information is essential to effective public health programs, and planning for community health needs.

3. **Facility Administrators and Providers of Health Care**. Medical records help physicians and other care providers show they have discharged their responsibilities to the patient and the community. Records provide a basis for sound hospital planning. They constitute factual data for hospital accreditation and licensure.

4. **Medical Researchers**. Medical records provide data for evaluating new methods of treatment and comparing the effectiveness of different medications and treatments. Much medical research depends on the medical data included in the medical record.

5. **Insurance Companies, Medicare, Medicaid and Other Payors**. Most patient care is paid for by third party payors. The medical record provides information to verify diagnosis and the treatment given so that the bill for services will be paid.

The Health Information Manager

NB: The professional credential for the health information manager is Registered Health Information Administrator (RHIA) and for the health information technician is Registered Health Information Technician (RHIT).
The health information manager is the professional responsible for the management of health information systems consistent with the medical, administrative, ethical, and legal requirements of the health care delivery system. The responsibilities of the health information manager include:

1. **Planning and Developing**: Health record/health information systems which meet standards of accrediting and regulatory agencies. In-service educational materials and instruction for health care personnel and departmental budgets. Institutional policies and procedures, including medical-legal aspects of record keeping.

2. **Designing**: Health information systems appropriate for various sizes and types of health care facilities. Health record abstracting systems. Facilities in which medical record services may be offered efficiently.

3. **Directing**: A total health information system which appropriately meets the needs of the health facility. Collection, analysis, and security of patient care data. The management of human resources.

4. **Participating and Coordinating**: Committee functions relating to health records and patient information systems. Medical staff activities which evaluate the quality and appropriateness of patient care. Basic and applied research in the health care field. The services the health information department provides other departments within the facility.

To qualify for certification as a professional Registered Health Information Administrator (RHIA) a candidate must successfully complete an approved health information management educational program at the baccalaureate or post-baccalaureate level and pass a national registration examination. Entrance requirements and course titles vary from school to school.

**The Health Information Technician**

Health information technicians are knowledgeable and skilled in the maintenance of health information systems. Their job responsibilities include:

1. Organizing, analyzing, and technically evaluating health records according to established standards.

2. Compiling and utilizing various types of administrative and health statistics.

3. Coding symptoms, diseases, operations, procedures, and other therapies according to recognized classification systems.

4. Maintaining and using a variety of health record indexes, storage, and retrieval systems.

5. Abstracting and retrieving health information used for evaluating and planning in health care and health-related programs.
In addition, health information technicians are often employed as directors of medical record departments in small hospitals and nursing homes.

To qualify for certification as an Registered Health Information Technician (RHIT), a candidate must successfully complete an approved program in health information technology and pass a national accreditation examination. Entrance requirements and course titles vary from school to school.

Many community and/or technical colleges offer a two-year program in health information technology which leads to an associate degree. The program includes general education subjects as well as the required health information technology courses. Such programs are subject to approval by AHIMA through its accrediting agency. The Committee on Accreditation of Allied Health Education Programs (CAAHEP).

American Health Information Management Association

Founded in 1928, AHIMA (formerly the American Medical Record Association) is the national organization of professional health information managers and technicians. Its goals are to promote excellence in health care by utilizing the latest technologies to ensure that health information is accurate and complete, promote the teaching of health information administration, maintain a professional registry of credentialed HIM professionals, recruit qualified students into the field, and interpret the profession to other health care-related groups and to the general public. The staff of the Association works from headquarters at 233 North Michigan Avenue, Suite 2150, Chicago, Illinois 60601. The current executive director of AHIMA is Linda Kloss, MA, RHIA, a graduate of The College of St. Scholastica.

Students enrolled in HIM programs are invited to become student members of AHIMA. The program chair will provide membership applications to sophomore and junior students in December of each year.

The Foundation of Research and Education (FORE) is a charitable organization that is a subsidiary of AHIMA. It offers a student scholarship program (see Section B-7) and maintains a professional library (see Section D-8) to which students have access.
Domains, Subdomains and Tasks
For
Registered Health Information Administrators (RHIAs)

This section contains the document developed by the Council of Certification of the American Health Information Management Association. The Domains, Subdomains and Tasks (DSTs) outline the entry-level competencies expected of graduates of an baccalaureate level, accredited health information management program. The national registration examination is based on the Domains, Subdomains and Tasks listed in the following document.

HIM department faculty carefully design and monitor the curriculum to be certain that the DSTs are reflected in the HIM program at the College. This assures that graduates of this program are well prepared (with adequate preparation and study, of course) to pass the national registration examination. To date, graduates of the St. Scholastica HIM program have performed exceedingly well on the exam and approximately 99% of CSS graduates have passed the examination.
# RHIA Certification Examination Content Outline

(Effective for certification examinations beginning 2000)

Key to Cognitive Levels:  RE=Recall; AP=Application; AN=Analysis

<table>
<thead>
<tr>
<th>Domains, Subdomains, and Tasks</th>
<th>Number of Items By Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Domain: Healthcare Data</strong></td>
<td></td>
</tr>
<tr>
<td>A. Subdomain: Data Structure, Content and Use</td>
<td>6 6 18 30</td>
</tr>
<tr>
<td>1. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources (e.g., patient care, management, billing reports and/or databases).</td>
<td></td>
</tr>
<tr>
<td>2. Conduct qualitative analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status.</td>
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<tr>
<td>3. Assist in the facility’s billing process.</td>
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<tr>
<td>4. Validate coding accuracy using clinical information found in the health record.</td>
<td></td>
</tr>
<tr>
<td>B. Subdomain: Clinical Classification Systems — ICD-9-CM Coding</td>
<td>4 6 10</td>
</tr>
<tr>
<td>1. Assign diagnosis/procedure codes using ICD-9-CM</td>
<td></td>
</tr>
<tr>
<td>C. Subdomain: Clinical Classification Systems — CPT Coding</td>
<td>4 6 10</td>
</tr>
<tr>
<td>1. Assign procedure codes using CPT/HCPCS</td>
<td></td>
</tr>
<tr>
<td><strong>II. Domain: Health Information Analysis</strong></td>
<td>30</td>
</tr>
<tr>
<td>A. Subdomain: Healthcare Statistics and Research</td>
<td>4 12 4 20</td>
</tr>
<tr>
<td>1. Abstract records for department indices/databases/registries.</td>
<td></td>
</tr>
<tr>
<td>2. Collect data for quality management, utilization management, risk management, and other patient care related studies.</td>
<td></td>
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<tr>
<td>3. Calculate and interpret healthcare statistics.</td>
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</tr>
<tr>
<td>4. Present data in verbal and written forms.</td>
<td></td>
</tr>
<tr>
<td>B. Subdomain: Clinical Quality Assessment and Performance Improvement</td>
<td>2 2 6 10</td>
</tr>
<tr>
<td>1. Participate in facility-wide quality management program.</td>
<td></td>
</tr>
<tr>
<td>2. Analyze clinical data to identify trends.</td>
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<tr>
<td><strong>III. Domain: Healthcare Environment</strong></td>
<td>40</td>
</tr>
<tr>
<td>A. Subdomain: Healthcare Delivery Systems</td>
<td>4 6 10</td>
</tr>
<tr>
<td>1. Interpret and apply laws, accreditation, licensure and certification standards, monitor changes, and communicate information-related changes to others in the facility.</td>
<td></td>
</tr>
<tr>
<td>2. Understand the role of various providers and disciplines throughout the continuum of healthcare services.</td>
<td></td>
</tr>
<tr>
<td>B. Subdomain: Legal and Ethical Issues</td>
<td>3 9 3 15</td>
</tr>
<tr>
<td>1. Release patient-specific data to authorized users.</td>
<td></td>
</tr>
<tr>
<td>2. Request patient-specific information from other sources.</td>
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<tr>
<td>3. Summarize patient encounter data for release to authorized users.</td>
<td></td>
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<tr>
<td>4. Develop policies and procedures to protect unauthorized access to patient records.</td>
<td></td>
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<tr>
<td>5. Assist in developing facility-wide confidentiality policies.</td>
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</tr>
</tbody>
</table>

1Part II of exam (Coding section-coding books required)
<table>
<thead>
<tr>
<th>Domains, Subdomains, and Tasks</th>
<th>Number of Items By Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RE  AP  AN  Total</td>
</tr>
<tr>
<td>III. Domain: Healthcare Environment (continued)</td>
<td></td>
</tr>
<tr>
<td>C. Healthcare Information Requirements and Standards</td>
<td></td>
</tr>
<tr>
<td>1. Assist in developing health record documentation guidelines.</td>
<td>3 3 9 15</td>
</tr>
<tr>
<td>2. Perform quantitative analysis of health records to evaluate compliance with regulations and standards.</td>
<td>3 3 9 15</td>
</tr>
<tr>
<td>3. Perform qualitative analysis of health records to evaluate compliance.</td>
<td>3 3 9 15</td>
</tr>
<tr>
<td>4. Assist in preparing the facility of an accreditation, licensing and/or certification survey.</td>
<td>3 3 9 15</td>
</tr>
<tr>
<td>5. Develop and demonstrate HIM service compliance with relevant regulations and accreditation standards.</td>
<td>3 3 9 15</td>
</tr>
<tr>
<td>6. Ensure facility-wide adherence to health information services’ compliance with regulatory requirements (e.g., ICD-9-CM Cooperating parties coding guidelines, HCFA Compliance Plan, Correct Coding Initiative).</td>
<td>3 3 9 15</td>
</tr>
</tbody>
</table>

IV. Domain: Information Technology & Systems

| A. Subdomain: Information Technology | 30 |
| 1. Use common software packages (e.g., spreadsheets, databases, word processing, graphics, presentation, statistical, e-mail) | 3 9 3 15 |
| 2. Use electronic or imaging technology to store medical records. | 3 9 3 15 |
| 3. Query facility-wide databases to retrieve information. | 3 9 3 15 |
| 4. Generate reports from various databases. | 3 9 3 15 |
| 5. Protect data integrity and validity using software or hardware technology. | 3 9 3 15 |
| 6. Enforce confidentiality and security measures to protect electronic information. | 3 9 3 15 |
| 7. Identify common software problems. | 3 9 3 15 |
| 8. Design data quality controls and edits. | 3 9 3 15 |
| 9. Participate in development of strategic and operational plans for facility-wide information systems. | 3 9 3 15 |

| B. Subdomain: Health Information Systems | 3 9 3 15 |
| 1. Collect and report data on incomplete records and timeliness of record completion. | 3 9 3 15 |
| 2. Maintain filing and retrieval systems for paper-based patient records. | 3 9 3 15 |
| 3. Maintain integrity of master patient/client index. | 3 9 3 15 |
| 4. Maintain integrity of patient numbering and filing systems. | 3 9 3 15 |
| 5. Design forms, computer input screens, and other health record documentation tools. | 3 9 3 15 |
| 6. Evaluate software packages to determine that they meet user needs. | 3 9 3 15 |
### RHIA Certification Examination Content Outline

(Effective for certification examinations beginning 2000)

Key to Cognitive Levels: RE=Recall; AP=Application; AN=Analysis

<table>
<thead>
<tr>
<th>Number of Items By Cognitive Level</th>
<th>RE</th>
<th>AP</th>
<th>AN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Domain: Organization and Management</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>A. Subdomain: Human Resources Management</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Interview prospective employees.</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2. Hire new employees.</td>
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<tr>
<td>3. Develop and implement new staff orientation and training programs.</td>
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<tr>
<td>4. Supervise staff.</td>
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<tr>
<td>5. Collect data on employee performance.</td>
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<td>7. Counsel, discipline and terminate staff.</td>
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<tr>
<td>8. Perform job analyses.</td>
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<tr>
<td>9. Develop job descriptions.</td>
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<tr>
<td>10. Conduct in-service education programs on topics related to health information services.</td>
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<tr>
<td>11. Develop and support work teams.</td>
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<tr>
<td>B. Subdomain: Health Information Services Management</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>1. Monitor staffing levels, turnaround time, productivity and workflow.</td>
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<tr>
<td>2. Assign projects and tasks to appropriate staff.</td>
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<tr>
<td>3. Develop productivity and control measures.</td>
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<tr>
<td>5. Determine resources (equipment and supplies) to meet workload needs.</td>
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<tr>
<td>6. Develop departmental policies and procedures.</td>
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<tr>
<td>7. Develop strategic plans, goals, and objectives for area of responsibility and communicate to staff.</td>
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<tr>
<td>8. Participate on intra-departmental teams/committees.</td>
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<tr>
<td>9. Participate on facility-wide teams/committees responsible for health information services issues.</td>
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<tr>
<td>10. Coordinate inter-departmental and/or intra-departmental services.</td>
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<tr>
<td>11. Provide consultation, education, and training to users of health information services.</td>
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<tr>
<td>12. Prepare budgets with accompanying justification and monitor adherence.</td>
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<tr>
<td>13. Evaluate effectiveness of department operations and services.</td>
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<tr>
<td>14. Develop quality control/improvement systems for departmental processes and use quality improvement tools and techniques to improve processes.</td>
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<tr>
<td>15. Manage special projects.</td>
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<tr>
<td>16. Plan and conduct meetings.</td>
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<tr>
<td>17. Resolve customer complaints.</td>
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<tr>
<td>18. Identify departmental resource requirements, determine cost/benefits, communicate requirements to vendors, and evaluate vendor proposals.</td>
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<tr>
<td>19. Assist in redesigning/re-engineering departmental services and operations.</td>
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<tr>
<td>20. Prioritize department functions and services.</td>
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<tr>
<td>Total Number of Exam Items</td>
<td>46</td>
<td>88</td>
<td>66</td>
<td>200</td>
</tr>
</tbody>
</table>
HIIM Mission Statement

The Department of Healthcare Informatics and Information Management provides a professional curriculum which spans the continuum from entry level undergraduate preparation to graduate education for advanced professional practice. The rigorous curricula, offered in a supportive environment, are designed to prepare students to meet the challenges of diverse practice opportunities within a changing health care environment.

The HIIM department offers the undergraduate program in a traditional format and in an intensive summer-based format that provides an opportunity for practicing accredited record technicians to attain a baccalaureate degree in health information management. Additionally, a Master of Arts program in HIM is also offered in an intensive summer format that allows health care professionals to enhance their educational experiences and prepare themselves for increasingly challenging roles in the health information management field.

Vision Statement

The Department of Healthcare Informatics and Information Management at The College of St. Scholastica will continue to be a recognized national leader in HIM education at both the undergraduate and graduate levels and will continue to provide high quality, innovative educational programs that meet the needs of both traditional college students and practicing health information management professionals.

Value Statements

We value...

• . . . quality education that prepares students for the challenges of the health care industry.
• . . . leadership skills that will prepare graduates to continue the tradition of HIM leadership demonstrated by alumni of the College.
• . . . respect for each student through open and honest communication, just and honest assessment of academic skills and encouragement of students to participate in the design of their educational plan.
• . . . excellence through teamwork, open communication and self-evaluation.

Undergraduate Curricular Goals

The undergraduate curriculum, both traditional and progression, is offered in a supportive environment that challenges the student to:

• Attain requisite professional knowledge
• Develop skills and competencies fundamental to the health information management profession.
• Foster analytical and systems thinking
• Develop personal attitudes and attributes critical to professional leadership
• Acquire self-directed learning skills using a variety of information resources and technologies
CURRICULUM PHILOSOPHY

The curriculum in the Department of Health Information Administration is presented in an environment that encourages student-instructor and student-student interchange both inside and outside the classroom. Faculty recognize and appreciate diversity of experiences, styles, interests, and values among students while cultivating a sense of the importance of community among them. The focus of all curricular activities for students is on the attainment of requisite professional knowledge, development of skills, and competencies fundamental to the medical record profession, as well as on development of the personal attitudes and attributes critical to professional leadership.
HIIM FACULTY

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Progression Program Coordinator
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Title III Coordinator
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seichenw@css.edu

We appreciate appointments for lengthy discussion, but our doors are generally open to students.
PROGRAM MISSION, GOALS, AND STANDARDS

Community

The Health Information Administration program is situated in a private liberal arts college, which has a long tradition of allied health education. It was the first program in the nation to grant a degree in medical record science, established in 1934. The College is located in a city that is a regional health care center.

The traditional program attracts students primarily from the geographic region. Students from across the nation are enrolled in the Progression Program.

Nationally, employment opportunities for graduates at entry level are primarily as supervisors and assistant directors in medium sized hospitals, and directors of medical record services in hospitals in rural communities. Within the state of Minnesota, employment opportunities at entry-level are increasing in number in alternative care delivery settings and in staff/specialist positions. Job opportunities are primarily located outside the geographic region.

Program Goals

1. To prepare students for competent entry-level practice as health information administrators in hospitals and other health care facilities/agencies within the national job market.
   - Standard 1.1—Provide a professional curriculum that prepare graduates to meet entry level job requirements.
   - 1.1a Upon completion of the program, students will demonstrate on the registration examination ability to comprehend and apply information and to solve problems relative to the entry-level competencies for medical record administrators.
   - 1.1b Upon completion of the program, students will demonstrate, based upon employer satisfaction rating, the administrative skills and abilities identified in the competencies for the medical record administrator.
   - 1.1c Upon completion of the clinical internship, students will demonstrate commendable performance as evaluated by the clinical supervisor.
   - Standard 1.2—Provide broad geographical clinical placement opportunities for senior students.
   - Standard 1.3—Maintain a job network referral system that connects employers and recruiters nationally with senior students and alumni.

2. To prepare students for leadership roles in the profession.
   - Standard 2.1—Upon completion of the program, each student will demonstrate the personal behaviors consistent with expectations of the profession and employers.
   - Standard 2.2—Involve students in departmental decision making.
   - Standard 2.3—Support a student medical record association.
   - Standard 2.4—Recognize student leadership through an annual leadership award.
   - Standard 2.5—Demonstrate leadership to students through faculty involvement in professional and campus activities
3. To provide a program structure that assures the opportunity for liberal arts course work throughout the curriculum.
   - Standard 3.1—Each student will meet the College general education requirements.
   - Standard 3.2—Total professional program requirements for a student shall not exceed 140 credits of the 192 required for graduation.

4. To provide an alternate program format that meets the needs of Accredited Record Technicians who wish to progress to certification as a Registered Record Administrator.
   - Standard 4.1—Summer course work is offered in a "two-week" format to allow working RHITs to take advantage of the educational program, primarily utilizing vacation.

5. To sustain the program's national reputation as a leader in professional health information education.
   - Standard 5.1—The College of St. Scholastica will maintain institutional membership in the AHIMA's Assembly on Education (AOE).
   - Standard 5.2—Faculty member will actively contribute as elected or volunteer members of local, regional, or national professional association work groups.
   - Standard 5.3—The program will be represented at the AHIMA Annual Meeting and AOE conference annually.

6. To maintain a strong alumni network and a committed professional practice resource for clinical supervision, program recruitment support, and job placement.
   - Standard 6.1—Maintain a job network referral system that connects employers and recruiters nationally with senior students and alumni.
   - Standard 6.2—Hold an annual alumni luncheon and conduct an annual clinical supervisor's recognition activity.
   - Standard 6.3—Communicate to all alumni annually via a letter to update them on program activities and respond appropriately to all alumni contacts throughout the year.
   - Standard 6.4—Utilize alumni as program evaluators through the Program Advisory Committee, clinical supervision, and through direct survey methods.
   - Standard 6.5—Serve as a professional information resource for alumni.
<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
</table>
| ENG 1110 First Year Composition 4 cr  
General Education Courses | CTA 1102 Human Communication 4 cr  
*CIS 1105 Computer Information Systems 4 cr  
**BIO 1120 Animal Biology 4 cr  
General Education Courses  
World Language add-ons each semester as needed 2 cr | FPG (2 COURSES) (met by ENG 1110 and CTA 1102)  
(1) CULTURAL DIVERSITY (may meet a second general education requirement)  
(2) SOCIAL SCIENCE  
(3) WORLD LANGUAGE  
(4) LITERATURE  
(5) ANALYTICAL REASONING (met by PSY 3331)  
(6) NATURAL SCIENCE (met by BIO 1120)  
(7) HISTORY  
(8) FINE ARTS  
(9) PHILOSOPHY  
(10) RELIGIOUS STUDIES (met by RES 3311)  
(11) GENERAL EDUCATION UPPER DIVISION ELECTIVE WRITING COURSE (met by ENG 3364) |
| BIO 2110 Vertebrate Anatomy/Physiology I 4 cr  
*CIS 2203 US Health Care System 4 cr  
**HIM 2101 Med Lang and Pharmacology 4 cr  
General Education Course | BIO 2120 Vertebrate Anatomy/Physiology II 4 cr  
RES 3311 Health Care Ethics 4 cr  
HIM 2112 Fundamentals of Health Information Management 4 cr  
General Education Course | Application to the major is made during the SPRING semester of the SOPHOMORE year.  
-HIM 3311 Management Human Resources 4 cr  
-HIM 3211 Classification of Clinical Data 4 cr  
*PSY 3331 Statistics 4 cr  
-BIO 3020 Pathophysiology 4 cr |  
-HIM 3311 Management Human Resources 4 cr  
-HIM 3211 Classification of Clinical Data 4 cr  
*PSY 3331 Statistics 4 cr  
-BIO 3020 Pathophysiology 4 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |  
-HIM 3311 Management Human Resources 4 cr  
-HIM 3211 Classification of Clinical Data 4 cr  
*PSY 3331 Statistics 4 cr  
-BIO 3020 Pathophysiology 4 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |  
-HIM 4411 Management of Computerized HIS 2 cr  
-HIM 4421 Alternative Health Record System 2 cr  
-ENG 3364 Written Business Communication 4 cr  
-HIM 4511 Project Planning/Research 2 cr  
-HIM 4231 Clinical Quality Management 4 cr  
Elective 2 cr |

*Students with strong computer skills and/or planning a double major or minor in CIS should select CIS 1105  
**HIM and Bio majors may take BIO 1120 as a prerequisite to BIO 2110/2120. Students considering other health science majors should take BIO/CHM 103 Cellular Microbiology.
JUNIOR TRANSFER POLICY

To transfer into the Health Information Management program at the junior level, students must have achieved a minimum GPA of 3.0 because of the heavy workload of required courses and lack of time for electives. Students with a GPA below 3.0 will be required to begin the program at the sophomore level.

Transfer Courses: Students planning to transfer at the junior level must have the following courses completed prior to transfer:

- General education courses to meet the St. Scholastica general education program.
- Anatomy and Physiology (must have dissecting lab)
- Statistics
- Computer course(s) equivalent to CIS 1105 including: introduction to hardware and software concepts; microcomputer applications focusing on word processing, spreadsheets, e-mail, networks and internet skills, introduction to database and presentation software.
- Management Information Systems course equivalent to CIS 3105. If not available, this course may be taken via CSS independent study as listed below.

Summer Courses: In addition to the courses listed above, junior transfer students must complete the following courses from St. Scholastica in summer sessions either prior to transfer or between the junior and senior levels. All are available via independent study.

BIO 3020 (4 cr.) - Pathophysiology: available via audiotape independent study
RES 3311 (4 cr.) - Healthcare Ethics: available via internet-based independent study
CIS 3105 (4 cr.) - Management Information Systems: available via internet-based independent study

Fall Semester

HSC 2203 (4 cr.) - U.S. Health Care System
HIM 2101 (4 cr.) - Medical Language and Pharmacology
CIS 3107 (4 cr.) - Database Modeling
HIM 3311 (4 cr.) - Managing Human Resources

Spring Semester

HIM 2112 (4 cr.) - Fundamentals of Health Information Management
HIM 3132 (4 cr.) - Medicolegal Issues
HIM 3211 (4 cr.) - Classification of Clinical Data
CIS 3108 (4 cr.) - Systems Analysis and Design

The sequence in the Senior year is as printed on the HIM curriculum plan (see reverse).

Policy adopted: 4/92
Revised and effective 1/01
INDEPENDENT PROFESSIONAL PRACTICE EXPERIENCE ASSIGNMENT

HEALTH INFORMATION SERVICES QUESTIONNAIRE

To give HIM students the opportunity to visit and observe a health information service in a health care facility, a two-part project involving a Health Information Services Questionnaire is carried out at the end of the sophomore year and at the end of the junior year.

Objective

After observation of a health information department and discussion with the department director focused on gaining specific questionnaire responses, the student will complete and be prepared to discuss the Health Information Services Questionnaire in such a way as to demonstrate his/her comprehension of the manner in which health information functions are integrated in the "live" setting.

Student Activities

Complete the Health Information Services Questionnaire (Part I and Part II) and turn each part in to the Academic Coordinator of Professional Practice Experience by the established deadline. Both parts must be completed and turned in to the Academic Coordinator of Professional Practice Experience at the beginning of fall semester of the student's senior year.

Method of Evaluation

Successful completion of the Health Information Services Questionnaire (Part I and Part II) is required. Students not completing the questionnaire will not be allowed to go on the Professional Practice Experience (Internship).

The completed questionnaire will be reviewed by program faculty and discussed with the student.

NOTE: The assignment of Part I is made during the spring semester, sophomore year with completion in fall semester of the junior year. Part II is assigned spring semester junior year also with a fall semester completion. This assignment is designed as summer projects to familiarize students with a hospital in geographic areas other than Duluth.
C. POLICIES AND PROCEDURES
ACADEMIC HONESTY

Foremost among the student responsibilities in any academic program is the responsibility for being honest in all aspects of his/her educational process—for example:

1. Maintaining the confidentiality of examination content.

2. Using only instructor-approved resources during any examination session.

3. Presenting papers, projects, or other assignments which truly represent the student's own creative work with all contributing sources clearly identified within the work.

4. Communicating truthfully to faculty and staff in all matters pertaining to the student's academic/educational situation.

Neither the College nor the department tolerates academic dishonesty. When such behavior is evidenced by a student in a course offered by HIM faculty, the faculty member is obligated to inform the student and, based on the evidence, institute course-related sanctions ranging from a written warning or failure on the specific project or exam to failure of the entire course.

There may be occasions when the nature or severity of the behavior is such that a faculty member may recommend probation, suspension or dismissal of the student from the program. Actions taken on such a request are based on departmental decisions.

Refer to The College of St. Scholastica Catalog and Student Handbook for general information on dismissal, academic misconduct, and the Academic Appeal Procedure.
ACADEMIC PROGRESS

HIM students must maintain a cumulative GPA of 2.7 or above and earn a minimum grade of a C in each course required in the major.

ACADEMIC AWARD

This award is granted at the discretion of the department faculty to two senior students who exhibits exceptional academic achievement as reflected by two or more of the following:

- Minimum cumulative GPA of 3.75 at the end of fall semester of senior year.
- Quality of academic work as evaluated by faculty
- Intellectual initiative consistently demonstrated in the classroom and in other academic endeavors

This award may or may not be awarded in a given year. If it is awarded, the students recipient will be honored at The College of St. Scholastica Senior Awards Convocation during spring semester of the senior year.

ADMISSION PROCESS

During the spring quarter, sophomore students participate in a departmental admissions process.

The philosophy of this admission process is primarily to obtain counseling information and secondarily for selecting those to be admitted to the major. The interview is not a stress interview (although we realize it would be impossible to remove the stress aspect totally). The interview process is not intended to sort out the “men from the boys” or the “women from the girls.” It is intended to get to know you and to identify those areas in which we can assist you as you strive to reach your career potential.

The admission process involves completing a pre-interview questionnaire and participating in an interview session (approximately 20 minutes in length) which will be held in the department on a Thursday/Friday in April. The interview panel consists of four people, generally two faculty, one RHIA practitioner and a counselor. The comments of the interview panel will be shared with each student during his/her fall quarter registration/advisement session. Acceptance to the major is based on cumulative GPA (minimum acceptable is 2.7); information from the admission process questionnaire and interview are used for advising/counseling. (Notification of status regarding acceptance into the major is sent during spring semester following department review of transcripts through fall semester.)
ADMISSION AND RETENTION

Minimum Admission Requirements

Junior level standing.

Cumulative GPA of 2.7 on a 4.0 scale.

"C" (2.0) in all courses required by the major department.

A personal interview, health examination, and/or psychological testing may be required.

If a department sets more rigorous selection criteria the department will make such selection criteria available to students interested in seeking admission to the department.

Each department reserves the right to select from applicants who meet the minimum criteria those with the best qualifications.

Retention Requirements

"C" (2.0) in each major course. In the case of sequential courses, it is necessary to obtain the "C" grade before proceeding to the next level course.

A major course (course required by the department) may be repeated once.

Each department reserves the right of retaining in the major only those students who, in the judgment of the department faculty, satisfy requirements of scholarship, health, and personal suitability for the profession.

Student Alternatives

If a student fails to meet the standards set forth above for admission or retention, the student may request probationary status from the department chairperson.

A student may appeal through the College academic grievance procedure.

Effective: September 1981

* NOTE: The Department of Health Information Management follows the admission and retention policies of the Division of Health Sciences.

AHIMA STUDENT MEMBERSHIP
HIM students are encouraged to become active members of the American Health Information Management Association during their sophomore year. Benefits to being a member include access to educational resources and a discounted rate on textbooks and also the national certification exam. Students are also required to subscribe to the Journal of the American Health Information Management Association effective at the end of fall semester of junior year. 9/23/82 (F)

APPLICATION TO MAJOR

Students must apply to the Health Information Management major during the spring semester of their sophomore year OR during the spring semester of junior year for transfer students. (See Admission Process for details)

ATTENDANCE

1. Students are expected to attend all classes, laboratories, clinical visits, and all other required activities scheduled in a course.

2. If a student must be absent from a class or scheduled activity for valid reasons (e.g., illness, family emergency, etc.), it is the student's responsibility to contact the instructor IN ADVANCE of the class.

3. More than three absences will put the student at risk of having the student’s grade lowered.

4. Special arrangements will be made in situations of lengthy illness or emergency situations where the student has had an extended absence from school.

Approved 9/95
Revised 1/03

CODE OF ETHICS

HIM students are expected to adhere to the Code of Ethics published by the American Health Information Management Association. The most recent version is available at http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_024277.hcso?dDoc...
As a student at The College of St. Scholastica, I recognize the fact that I am dealing with extremely CONFIDENTIAL INFORMATION as part of my professional education at The College of St. Scholastica and affiliated sites, while gaining professional practice experience through the use of the medical record and exposure to health information systems in classroom, lab sessions and at clinical sites. This is true for both the paper record and computerized health information.

The American Health Information Management Association’s (AHIMA’s) Code of Ethics states it is the duty of all health information management professionals to protect and maintain the confidentiality of all patients’ health information, as we are the patients’ advocates for confidentiality.

I, ________________________________, understand I have an ethical duty while in the HIM program not to discuss with family, friends, or other acquaintances any confidential information seen or heard during any clinical experience. This includes class, lab or clinical activities.

I agree that for all class, lab or clinical activities:

♦ I will protect all confidential information that I may see or hear including, but not limited to:
  o patient records (both paper and computer-based);
  o guest speakers;
  o student projects;
  o class/lab discussions;
  o conversations during clinical visits (with staff and among staff);
  o financial information of the clinical site;
  o any clinical facility legal matters;
  o clinical facility employee-employer issues or employee-employer issues;
  o any other information heard or seen in class/lab/clinical facility.

♦ I will act in a professional manner at all times.

♦ I will use the information obtained strictly to enhance my educational understanding.

♦ I will access only the information necessary to perform clinical duties or as required for class/lab/clinical facility activities.

♦ I will NOT search for:
  o celebrity records;
  o family members, friends or acquaintances records;
  o any specific diagnoses;
  o records containing sensitive information.

♦ I will maintain the confidentiality of all research data and results used for projects, unless otherwise allowed by the facility (for written and oral reporting, the facility will remain anonymous).

Signing this form indicates that I agree to abide by all of the conditions set forth in this statement. I have been advised and understand that any violation of this agreement will result in disciplinary and academic actions up to and including dismissal from the Department of Health Information Management and/or The College of St. Scholastica.

Signature of Student ________________________________ Date ________________________________

Signature of Department Chair, HIM ________________________________ Date ________________________________
CRIMINAL BACKGROUND CHECKS

All healthcare facilities require criminal background checks for students completing professional practice placements (internships) with them. The College of St. Scholastica initiates the background check on each student assigned to a facility for Professional Practice Experience.

- The background checks:
  
  o must be done in the state in which the student resides and in the state of the college (Minnesota);
  o must include the current and any previous names under which the student is/has been known
  o are done in any open state that allows criminal background checks. If the student lives in a closed state that does not do background checks, the healthcare facility has the right to refuse acceptance of student for internship

In the states of Minnesota and Wisconsin, there is no charge to CSS students for this process. However, students who are residents of other states must pay the required fee charged by the state. Fees may vary by state as well as the number of names by which the student has been known.

IMPORTANT NOTE: If a criminal background check is requested by a healthcare facility where a student is assigned and there is cause for concern, this will result in ineligibility and the student will not be able to progress in the program.

DEPARTMENT EVALUATIONS OF JUNIOR AND SENIOR STUDENTS BY FACULTY

An evaluation of all students is done by the HIIM faculty during the spring semester of the Junior and Senior years. The results of the Junior evaluations are shared with the students during advisement. The results of the Senior evaluations are shared with the students during Senior Seminar. To view the evaluation form, click here…

DISABILITY ACCOMMODATION

Students with disabilities, physical or learning, are entitled to appropriate accommodations. It is the student’s responsibility to notify the Access Center far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation.
GRADING

Faculty reserve the right, and consider it an obligation, to judge student performance on assignments, projects and examinations on factors which appropriately discriminate among minimally acceptable, acceptable and exceptional performance for each student. Therefore, faculty members will take evaluative criteria such as the clarity of expression and level of synthesis evidenced in student work into consideration in order to differentiate levels of quality in overall performance.

The department interprets letter grades earned by students in courses taught by department faculty to mean:

A = Excellent performance relative to stated course competencies, objectives and related evaluative criteria.

B = Fully acceptable level of mastery relative to stated course competencies, objectives and related evaluative criteria.

C = Minimally acceptable performance relative to stated course competencies, objectives and related evaluative criteria.

D = Unacceptable performance relative to stated course competencies, objectives and related evaluative criteria.

NOTE: Each student must achieve a "C" or better grade in each required course of the major to satisfy the basic academic requirements of the major. Students who achieve a "C"- or less in any required course must repeat the course unless a specific waiver from this requirement is requested in writing by the student and subsequently granted in writing by the department. Generally a P/N grade is not acceptable for a required course, unless the department has specifically designated the course for P/N grading; e.g. HIM 4555.

Letter grades are given to each student at the conclusion of a course based on the following translation of the percentage of total points earned by each student on course project, assignments and/or examinations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>87-90</td>
</tr>
<tr>
<td>B-</td>
<td>85-86</td>
</tr>
<tr>
<td>C</td>
<td>83-84</td>
</tr>
<tr>
<td>C-</td>
<td>83-84</td>
</tr>
<tr>
<td>D</td>
<td>79-82</td>
</tr>
<tr>
<td>D</td>
<td>77-78</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Approved 4/92
Effective 9/92
Updated 1/99
The Healthcare Informatics and Information Management Department will provide students HIPAA content in courses and provide training modules to assure their understanding of HIPAA legislations. In order to assure that all students understand and respect the confidentiality and privacy of healthcare information all students must pass a HIPAA competency exam prior to their professional practice experiences.

INCOMPLETE / IN PROGRESS GRADES

The HIIM department will adhere closely to the College policy regarding incompletes: See p. 45 of The College Catalog

JUNIOR TRANSFER POLICY

To transfer into the Health Information Management program at the junior level, students must have achieved a minimum GPA of 3.0 because of the heavy workload of required courses and lack of time for electives. Students with a GPA below 3.0 will be required to begin the program at the sophomore level.

Transfer Courses: Students planning to transfer at the junior level must have the following courses completed prior to transfer:

- General education courses to meet the St. Scholastica general education program.
- Anatomy and Physiology (must have dissecting lab)
- Statistics
- Computer course(s) equivalent to CIS 1105 including: introduction to hardware and software concepts; microcomputer applications focusing on word processing, spreadsheets, e-mail, networks and internet skills, introduction to database and presentation software.
- Management Information Systems course equivalent to CIS 3105. If not available, this course may be taken via CSS independent study as listed below.

Summer Courses: In addition to the courses listed above, junior transfer students must complete the following courses from St. Scholastica in summer sessions either prior to transfer or between the junior and senior levels. All are available via independent study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3020</td>
<td>4 cr.</td>
<td>Pathophysiology: available via audiotape independent study</td>
</tr>
<tr>
<td>RES 3311</td>
<td>4 cr.</td>
<td>Healthcare Ethics: available via internet-based independent study</td>
</tr>
<tr>
<td>CIS 3105</td>
<td>4 cr.</td>
<td>Management Information Systems: available via internet-based independent study</td>
</tr>
</tbody>
</table>

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 2203</td>
<td>4 cr.</td>
<td>U.S. Health Care System</td>
</tr>
<tr>
<td>HIM 2101</td>
<td>4 cr.</td>
<td>Medical Language and Pharmacology</td>
</tr>
<tr>
<td>CIS 3107</td>
<td>4 cr.</td>
<td>Database Modeling</td>
</tr>
<tr>
<td>HIM 3311</td>
<td>4 cr.</td>
<td>Managing Human Resources</td>
</tr>
</tbody>
</table>
NATIONAL EXAMINATION

Following graduation, students are strongly encouraged to sit for the AHIMA Registration Exam upon completion of the program. Successful completion of the exam results in the credential of RHIA.

PROFESSIONAL PRACTICE EXPERIENCE (INTERNSHIP)

A Professional Practice Experience (Internship) is a requirement of the Department of Health Information Management. The Professional Practice Experience will take place during the first eight weeks of spring semester.

The HIM Professional Practice Experience consists of 4 weeks (Directed Practice) spent in a regional hospital (Minnesota, Wisconsin, North Dakota, South Dakota or Iowa) and 3 weeks (affiliation) in a large medical center which is selected from a variety of national sites. Experience in a non-hospital setting for one week (Exploration) completes the Professional Practice Experience.

Selection of sites is made by the student during spring semester of the junior year from a list of approved sites. (See College Catalog for information on frequent sites used for clinical experience.) Final assignments are made by the Academic Coordinator of Professional Practice Experience. Every effort is made by the faculty to grant the student one of his/her first three choices. The student is notified of his/her assignments during the summer between the junior and senior year.

The cost of the Internship is assumed by the student (travel and living) but the Academic Coordinator of Professional Practice Experience at the College and the Professional Practice Mentor at the internship site give assistance in finding suitable housing. Stipends cannot be accepted.
The Internships consist of a rotation of the student through all aspects of the work in the medical record department of that hospital according to a schedule prepared by the Professional Practice Mentor (usually the Director of the hospital Health Information Service) and approved by the Academic Coordinator of Professional Practice Experience at the College. Emphasis is placed on management and systems development. Internship schedules may also include visits of varying lengths to non-hospital health care facilities/agencies in the area.

A student cannot be employed in the same facility to which he/she is assigned for Directed Practice or Affiliation. A student may be employed at another facility while on the Internship provided employment does not interfere with the Professional Practice Experience schedule.

Most HIM students enjoy the Professional Practice Experience immensely. It gives them an opportunity to "put it all together" and to visit new and often exciting places. They find they gain increased self-confidence, sometimes learn of employment opportunities and have a chance to undertake a special problem-solving project. The Seminar in HIM which follows in spring semester is also fun as everyone gets an opportunity to share their experiences.

An Internship Manual serves as the text material for this experience. It specifies objectives, student activities and all other instructions/guidelines needed to structure the clinical experience. Students purchase the Manual and an ID pin from the Bookstore at the end of fall semester. Internship preparation is included as part of HIM 4511 during fall semester of the senior year. This, in conjunction with several one-on-one conferences with students beginning in the fall of senior year, orient the students very well to this clinical experience.

Revised 1/01

PROFESSIONAL PRACTICE EXPERIENCE REPORTS

While on Internships during the spring semester of senior year, students are expected to construct a PPE report including all information gained from their experience. Professional Practice Experience Project Reports are considered to be the property of the facility making the project assignment. A copy of the report may be retained by the College and the student. Requests for release of these reports will be referred to the appropriate facility for action. As courtesy, the student author(s) may be informed of the request.
PROFESSIONAL PRESENTATIONS

Preparation for a professional career requires that an individual obtain the necessary body of knowledge for a specific profession. In addition, it requires that the individual demonstrate professional presentation in their encounters with others. Professional presentation includes the way one dresses, talks, and generally presents oneself to others as well as the way one presents oneself in written communications. Proper professional presentation can ultimately determine if you are the one to receive the position for which you apply; whether or not you receive a promotion; or whether or not you obtain approval for a significant project for your department. Always take pride in your work. Prepare your assignments as if you were presenting them to an employer to make a very important decision.

The HIM faculty feel it is important for you to become accustomed to acting in a professional manner. There will be several occasions throughout your HIM courses where you will be asked to dress in a professional manner. Likewise, we expect that your written communications to us will be presented in a professional manner throughout your HIM courses. The following parameters are the basis for professional work:

1. Never turn in an assignment on notebook paper that has been torn out of a notebook. Likewise, do not turn in assignments with smudges, food spills, or other distracting marks on the paper.
2. Always proofread your work. It is okay to use spell check systems but not to solely rely on them for final proof of your work.
3. Be sure you have correctly spelled words in your assignment. Use a dictionary if necessary!
4. Whenever possible, type/word process your assignment. If unable to type, use a pen for completion of your assignment unless the assignment specifies that you use pencil or other medium.
5. Be timely! Be sure the assignment is turned in on or before the due date!
6. **Always give credit to sources utilized in your work. Never copy from a reference source without proper credit.**
7. If you are completing a large project, be sure it:
   a. has an organized format;
   b. has an introduction to the project;
   c. includes specific examples where appropriate, to support your position;
   d. is concise (clear, easy to understand);
   e. includes graphics, if appropriate;
   f. is presented in an appropriate folder, binder, or other cover as defined by the project;
   g. includes outcome/recommendations, if appropriate;
   h. include references and gives credit to sources of information.

Put your best effort in your work! Be a professional!
1. The Sister Loretta Sheehan Leadership Award (non-monetary) is presented each spring at a special luncheon to the senior HIM student selected by vote of the department senior and faculty as having demonstrated "outstanding potential for leadership in the health information management (HIM) profession." Criteria for the award are:

   - Scholastic Achievement
   - Leadership Ability, both demonstrated and potential
   - Extracurricular Activities
   - Commitment to the Profession

2. St. Scholastica Medical Record/Health Information Alumni have established the Sister Loretta Memorial Scholarship awarded to a junior Health Information Management student. Criteria for selection are:

   A. Scholarship
   B. Written essay discussing personal strengths and weaknesses, personality, style and individuality in relation to your professional career.

   The deadline for submitting the application is in early Spring each year. Determination of the scholarship winner is made by the Sister Loretta Scholarship Committee, a group of alumni. Application forms will be distributed to eligible students at the beginning of Spring semester.

3. The American Health Information Management Association (AHIMA), through its Foundation of Research and Education (FORE), offers up to $3000 in loan to students in their last year in a Health Information Management program. An interest of eight percent is applied to the unpaid balance. Deadline for application: June 15 and October 15.

4. The AHIMA also offers several scholarships for senior year undergraduate study. Application information can be obtained from AHIMA. Deadline for application: July 1.

5. St. Mary's Medical Center Auxiliary offers seven scholarships to students in a St. Scholastica health related program, including HIM. Criteria are scholarship and financial need. Application deadline: mid-March. Information will be distributed to eligible students at the appropriate time.

6. Students who are residents of North Dakota, Iowa, or Minnesota can contact the state association president to determine if their scholarship programs are accepting applications for the next academic year. See Department Chairman for information.

7. For general scholarship/loan information, contact The College of St. Scholastica Financial Planning Office.
SHIMA

**Student Health Information Management Association**

The Student Health Information Management Association (SHIMA) is an organization at the College of St. Scholastica who’s mission is to promote education and social interaction among students majoring in Health Informatics and Information Management, as well as to provide an opportunity for involvement in community service.

Officers of this organization include President, Vice-President, Treasurer, and Secretary. All positions hold office for one year. All officers are elected during the Fall Semester of the Academic Year by closed ballot with a majority vote of the membership. The office of the President is open to any Junior SHIMA member. The office of the Vice-President is open to any Junior or Senior SHIMA member. The office of the Treasurer is open to any Junior or Senior SHIMA member. The office of the Secretary is open to any Sophomore SHIMA member.

SHIMA Advisor:

Vicki Zeman, MA, RHIA  
Assistant Professor

**STUDENT REPRESENTATIVES**

Two students are elected from each class (Sophomore, Junior, and Senior) to represent them at regular meetings with the HIIM faculty. The President of SHIMA also serves as a representative to this Faculty/Student (F/S) Committee. These representatives serve as a liaison between each class and the faculty on a formal basis. Students may discuss their concerns and/or suggestions with them. In addition, students are encouraged to bring their individual concerns and/or suggestions to any faculty member.

Rev. 12/06
TESTING, PROJECTS and ASSIGNMENTS

1. Students are expected to take tests/exams during the designated class time for that exam and to hand in all projects and assignments by the designated deadline. If, for valid reasons (e.g., illness, multiple tests on the same day, etc.), the student is unable to take the test/exam or turn in the assignment at the scheduled time, arrangements for an alternate test/deadline date must be made **IN ADVANCE** with the instructor.

2. A student who is allowed by the instructor to take a late test **MUST** take the test within two days of the original test date. A student who misses a test because of illness must take the test within two class days of returning to school. A student must negotiate a project/assignment extension with the course instructor.

3. The grade will be reduced by 10% if arrangements have not been made in advance for an extension.

4. Special arrangements will be made in situations of lengthy illness or emergency situations where the student has had an extended absence from school.
D. EVALUATIONS

NOTE: See Clinical Internship Manual for Clinical Evaluation Tools
It is critical for all educational programs to have a process of evaluation that addresses all aspects of the program, including evaluation of students, courses, faculty and curriculum.

The HIM program has a well-defined process of program evaluation that utilizes a number of evaluation tools. This process of self-assessment is valuable in assuring that the program is relevant to HIM practice and that it prepares students/graduate to be effective health information management professionals. The process of evaluation has many facets, one of which is evaluation of individual students.

In addition to the academic evaluation that occurs in the grading process, HIM students are assessed at several points during the program and after graduation. This section of the Student Handbook presents the evaluation tools that are used to assess individual students. See the attached forms for details of each evaluation.

### HIM Department Student Evaluation

<table>
<thead>
<tr>
<th>Type of Evaluation</th>
<th>Time of Evaluation</th>
<th>Purpose</th>
<th>Refer to Form in Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Process</td>
<td>Sophomore year</td>
<td>Admission to major is based on GPA. Admissions process interview is used for advising/counseling only</td>
<td>E - 1</td>
</tr>
<tr>
<td>Department Evaluation #1</td>
<td>Junior year Spring semester advisement session</td>
<td>Used to appraise student of faculty perceptions of personal and/or professional attributes. Advisor reviews with student</td>
<td>E - 1 (The same form is used)</td>
</tr>
<tr>
<td>Department Evaluation #2</td>
<td>Following graduation when final transcript available</td>
<td>Used by program director and/or faculty for job recommendations</td>
<td>E - 2</td>
</tr>
<tr>
<td>Curriculum Evaluation</td>
<td>Two year post-graduation</td>
<td>1) Graduate evaluates HIM curriculum and satisfaction with career in HIM 2) Employer evaluates grad</td>
<td>E - 3 and E -</td>
</tr>
</tbody>
</table>
Each applicant should be rated on a separate rating scale by circling the number which best applied to the categories being measured for this applicant.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Minimum Accept</th>
<th>Fair</th>
<th>Unsat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance Cumulative (3x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>Leadership Factors (2x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>Life Goals and Objectives (2x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>Written Communication Skills (3x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>verbal Communication Skills (3x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>Situational Analysis/Problem Solving Skills (2x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
<tr>
<td>Presentation (2x)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>____</td>
</tr>
</tbody>
</table>

Please Complete:

1. Observed strengths:

2. Areas for improvement:

3. Plan for improvement (advisor and student):
The following evaluation has been made by the faculty members of the Department of Health Information Management acting as a group. If you have any questions, refer them to the Department Chairman, Kathy LaTour, (218) 723-6011.

Name of Student

[ ] Junior Evaluation [ ] Senior Evaluation [ ] Reviewed with Student

Date: ________________________________ Advisor’s Initials: ________________________________

Please be sure to Check EACH ITEM

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOLARSHIP</td>
<td>2.7</td>
<td>2.7-3.3</td>
<td>3.4-3.7</td>
<td>3.7-4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastery of essentials in academic and professional subjects.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>COOPERATIVENESS</td>
<td></td>
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</tr>
<tr>
<td>Ability to work with others and adjust to other people.</td>
<td></td>
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</tr>
<tr>
<td>RELIABILITY</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Faithfulness in duties; personal integrity; sense of responsibility.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>INDUSTRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of effort to a task; capacity for sustained effort.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Initiative; ability to obtain cooperation from others in achieving a goal.</td>
<td></td>
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</tr>
<tr>
<td>PERSONAL APPEARANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress, cleanliness; bearing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td></td>
<td></td>
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<tr>
<td>Originality; ability to think critically.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ABILITY TO EXPRESS THOUGHTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness and fluency in: Speaking</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL INTEREST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study, reading and interest in chosen field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department faculty participating in above evaluation:

_____ Kathy LaTour _____ Madonna LeBlanc Date: __________

_____ Shirley Eichenwald _____ Vicki Zeman
THE COLLEGE OF ST. SCHOLASTICA  
Duluth, Minnesota  
Department of Health Information Management  
CURRICULUM EVALUATION  
SURVEY OF PROGRAM GRADUATES  

GENERAL INFORMATION  

1. Name: ________________________________ (Optional)  

2. What is your primary job function? (Circle appropriate letter)  
   A. Director, HIM Department  
   B. Assistant Director, HIM Department  
   C. First-line Supervisor  
   D. Coder  
   E. Other (Specify) ________________________________  

3. How many months have you been employed in your current position?  
   A. Less than 6 months  
   B. 6 to 12 months  
   C. 12 to 24 months  
   D. more than 24 months  

4. Are you employed full-time or part-time in your current position?  
   A. Full-time  
   B. Part-time  

5. In what type of work setting are you currently employed?  
   A. Hospital  
   B. Ambulatory/Physician clinic  
   C. HMO  
   D. Community health center  
   E. Long-term care facility  
   F. Vendor  
   G. Service Company (ex. ROI service)  
   H. Other  

6. If you work in a hospital, please indicate the hospital size:  
   A. Under 100 beds  
   B. 100 to 299 beds  
   C. 300 to 499 beds  
   D. 500 + beds  

7. If you work in hospital, please indicate the type of facility:  
   A. Teaching  
   B. Psychiatric  
   C. Federal
8. Please indicate your current salary range:

A. Less than $20,000
B. $20,000 to $24,999
C. $25,000 to $29,999
D. $30,000 +

CURRICULUM EVALUATION

INSTRUCTIONS: Using the following scale, please circle the response that best represents your opinion.

1 = Very Satisfied; 2 = Satisfied; 3 = No Opinion; 4 = Dissatisfied; 5 = Very Dissatisfied

9. How satisfied are you with choosing health information management as a career?

1          2          3          4          5

10. How satisfied are you with your level of knowledge of HIM?

1          2          3          4          5

11. How satisfied are you with your HIM education from St. Scholastica?

1          2          3          4          5

How satisfied are you with St. Scholastica’s HIM program in developing the following skills?:

12. Problem solving skills 1 2 3 4 5
13. Critical thinking 1 2 3 4 5
14. Verbal communication 1 2 3 4 5
15. Written communication 1 2 3 4 5
16. Computer skills 1 2 3 4 5
17. Research skills 1 2 3 4 5
18. Teamwork skills 1 2 3 4 5
19. Leadership skills 1 2 3 4 5

Please rate yourself on the following criteria, again using the same scale as above.

20. Initiative 1 2 3 4 5
21. Adaptability 1 2 3 4 5
22. Cooperativeness 1 2 3 4 5
23. Decisiveness 1 2 3 4 5
24. Planning 1 2 3 4 5
25. Organizing 1 2 3 4 5
26. Assertiveness 1 2 3 4 5
27. Interpersonal Skills 1 2 3 4 5
28. To what extent did clinical visits to health information services enhance the learning experience provided in the classroom?

A. Inadequately
B. Minimally
C. Acceptably
D. Exceptionally

29. To what extent did your internship prepare you for a professional position?
A. Inadequately  
B. Minimally  
C. Acceptably  
D. Exceptionally

The health information management curriculum is presented using lecture, clinical visits, and special projects. Please evaluate the balance of these experiences.

30.  A. Too much emphasis on lecture  
     B. Too little emphasis on lecture  
     C. Properly balanced

31.  A. Too much emphasis on clinical visits  
     B. Too little emphasis on clinical visits  
     C. Properly balanced

32.  A. Too much emphasis on projects  
     B. Too little emphasis on projects  
     C. Properly balanced

33.  Evaluate the nature of the individual help you received from the program faculty when requested.  
     A. Minimal  
     B. Acceptable  
     C. Exceptional  
     D. Did not request help

34.  To what extent did you feel the program prepared you with the knowledge base necessary to pass the national registration examination?  
     A. Unprepared  
     B. Minimally prepared  
     C. Adequately prepared  
     D. Well prepared

35.  Do you feel that the faculty gave you adequate guidance in how to study for the registration examination?  
     A. Yes  
     B. No

36.  Did you find the registration examination to be difficult?  
     A. Yes  
     B. No

37.  How would you rate your general level of confidence in your ability to function as a health information professional at the time you graduated?  
     1 = No confidence through 5 = Extreme confidence

38.  How would you rate your general level of confidence with your ability to function as a health information professional now, two year after graduation?  
     1 2 3 4 5
39. Could you enthusiastically recommend the health information management profession to others?
   A. Yes
   B. No

40. Could you enthusiastically recommend the health information management program at St. Scholastica?
   A. Yes
   B. No

PROFESSIONAL ACTIVITIES

41. Indicate association you currently hold active membership in: (Circle all that apply)
   A. Local
   B. State
   C. AHIMA
   D. Other

42. What type of continuing education activities have you participated in? (Circle all that apply)
   A. Regional association meetings
   B. State association meetings
   C. AHIMA meetings
   D. College coursework
   E. Workshops/Seminars
   F. Self-study
   G. Teleconferences
   H. Other

43. Are you currently working on an advanced degree?
   A. Yes
   B. No

44. If yes, specify type of program:
   A. Masters degree
   B. Doctoral degree

45. If yes, specify field of study:
   A. HIM
   B. Business Administration
   C. Finance
   D. Public Health Information Management
   E. Education
   F. Other

46. What motivated you to pursue an advanced degree? (Circle all that apply)
   A. Self-fulfillment
   B. Advancement opportunities
   C. Continuing education
   D. Required to maintain current position
47. Which contributes more to a positive quality of life, overall?

A. Your job
B. Activities other than your job
C. Both, equally
SAMPLE MEMO TO GRADUATE

MEMORANDUM

TO: 2000 HIM Graduates
FROM: Kathleen LaTour, M.A., RHIA
DATE: August 2001
RE: Curriculum Evaluation: Survey of Graduates

Greetings from your alma mater! We are writing to ask your participation in an evaluation of the medical record program curriculum. (Curriculum Survey is enclosed.) Every year we contact the graduates who are two years post-graduation and, as hard as it may be to believe you have been out of school this long, it's now evaluation time!

Another vital component of the evaluation process is your immediate supervisor's assessment of your on-the-job performance. The Graduate Performance Evaluation addresses these factors: job knowledge, initiative, reliability, adaptability, cooperativeness, problem-solving, decisiveness, planning/organizing, written communications, verbal communications, leadership, assertiveness, interpersonal effectiveness, and professional credibility. On each factor, your supervisor will be asked to rate you on a five-point scale between outstanding and unsatisfactory. Please give us your permission to contact your supervisor by completing and mailing the enclosed stamped, self-addressed postcard.

Both performance data and curriculum data are separately aggregated: your individual responses and those of your supervisor are held in strict confidence. We are not interested in graduate-specific data, but the patterns and profiles which emerge when these are aggregated. The aggregated information will assist us in focusing the program in the right direction; that is, to provide the type of education which will best prepare the student to meet the demands of his/her job. With your help and that of your supervisor's, we can pinpoint areas of relative strength and/or weakness within our program—important information when we deliberate changes to be made in our curriculum.

In the past, we have had very good response from the graduates: we are sure that our 1999 grads also want fair and representative input. This is all you need to do:

1. Complete and return the postcard as soon as possible. Upon receipt, we will mail your supervisor the Graduate Performance Evaluation survey.

2. Set aside some quiet time to complete the Curriculum Evaluation survey which is enclosed and return it in the stamped, self-addressed envelope by September 1998 to:

   Kathleen LaTour, M.A., RHIA
   Department of Health Information Administration
   The College of St. Scholastica
   1200 Kenwood Avenue
   Duluth, MN 55811

Thank you!
SAMPLE LETTER TO EMPLOYER

August 28, 2000

Dear {FIELD}1:

As a current employer of one of the recent graduates from our Health Information Management Administration Program, we are interested to know how you perceive the overall quality of that graduate's performance in your organization. The information obtained through this type of evaluation data will assist us in pinpointing areas of relative strengths and weaknesses of our program. Your input, combined with that of other employers, is necessary for making relevant curriculum revisions and other types of program changes. This information will be held in strict confidence within the Department of Health Information Administration, and your name and institution will not be used in the aggregated information.

The graduate you employ has given us written permission to contact you for your evaluation.

We think it will take less than one-half hour to complete the enclosed questionnaire. A stamped, self-addressed envelope has been enclosed for your convenience in returning the completed evaluation. Thank you in advance for your willingness to cooperate in this evaluation process.

Sincerely,

Kathleen LaTour, MA, RHIA
Chairman
Department of Health Information Administration

KML/ce

Enclosures
DIRECTIONS: Circle the value you most confidently believe represents the graduate's overall performance for each criterion listed. Please reflect on the total length of time this individual has worked under your supervision, and not merely on isolated incidences.

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>RATING SCALE</th>
<th>UNABLE TO JUDGE</th>
<th>UNSATISFACTORY</th>
<th>MARGINAL</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB KNOWLEDGE</td>
<td></td>
<td>No knowledge about performance; criterion not applicable</td>
<td>Performance is deficient; less than expectation.</td>
<td>Performance meets minimum expectation.</td>
<td>Performance fully meets expectation.</td>
<td>Performance is more than what is expected.</td>
<td>Performance far exceeds expectation.</td>
</tr>
<tr>
<td>INITIATIVE</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>RELIABILITY</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ADAPTABILITY</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>COOPERATIVENESS</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>DECISIVENESS</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>PLANNING/ORGANIZING</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
DIRECTIONS: Circle the value you most confidently believe represents the graduate's overall performance for each criterion listed. Please reflect on the total length of time this individual has worked under your supervision, and not merely on isolated incidences.

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>RATING SCALE</th>
<th>UNABLE TO JUDGE</th>
<th>UNSATISFACTORY</th>
<th>MARGINAL</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>bringing together resources, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITTEN COMMUNICATIONS</td>
<td>Consider ability to spell, use correct grammatical structure, present ideas in logical order, present a quality product in overall content and appearance.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>VERBAL COMMUNICATIONS</td>
<td>Consider ability to verbalize clearly and fluently, expressive through voice modulation and eye contact.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>Consider ability to gain respect for and acceptance of ideas from others (peers, subordinates, supervisors).</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ASSERTIVENESS</td>
<td>Consider ability to confront issues and defend positions, to pursue the acceptance of ideas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>INTERPERSONAL EFFECTIVENESS</td>
<td>Consider ability to deal tactfully and effectively with others, to influence as opposed to direct, to criticize without alienating others, to negotiate or mediate when appropriate, to artfully draw others into conversation.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>PROFESSIONAL CREDIBILITY</td>
<td>Consider ability to serve as a positive representative of the department, lending credibility to self, profession and the department generally.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

EMPLOYER EVALUATION OF PROGRAM GRADUATE