HIM- M444
Professional Practicum in Health Information Management II

Department of BioHealth Informatics
Indiana University School of Informatics and Computing, Indianapolis

Sections: Credit Hours: 2
Time: This is an online course. Lectures may be posted on a periodic basis for students to review. Online attendance is taken Thursday by 11:59 PM (make sure you are signing in each week before this to get attendance). See attendance policy for clarification.

Location: Online

First Class: The week of XXX unless otherwise specified by practicum site supervisor. There will be no-in-class meetings. Each student will meet face-to-face at their assigned practicum site throughout the semester. Students will coordinate with the site supervisor to set the student’s work schedule in whatever manner that best fits the work environment and that the student can accommodate. Please contact your instructor in the event that you are waiting to be placed at a practicum site. A link will be posted for you in the “Pages” to locate the lectures. Lectures will be added on Mondays as appropriate. You are expected to listen to the recordings and there can be notes regarding the homework. Do not email for homework clarification without checking here first.

Instructor: Nicole Van Andel, MS RHIA CHPS

Office Hours: Tuesday 11 AM to 1 PM or Wednesday 10 AM to 12 PM (Virtually) or by appointment

Office: WK 370D, Walker Plaza Building
719 Indiana Avenue, Indianapolis, IN 46202 [map]

Phone: (317) 278-4112 (Office) leave a message if emergency-this will forward to my phone

Email: nvanande@iupui.edu Instructor will respond to emails within two Indiana University working days (48 hours), which excludes weekends and holidays.

Prerequisites: INFO B505 Informatics Project Management, INFO B530 Foundations of Health Informatics

COURSE DESCRIPTION
This course provides professional practice experience. Students complete the project-based practicum under the direction of the assigned site supervisor. The student develops a project and presentation for the site. The student conducts all necessary research and applies project management tools and skills in completing the project.

**Required Text and Resources:**
There are no required books for this course.

**AHIMA Student Membership**

**Teaching and Learning Methods:** Online lectures, always check announcements, modules and pages!

**Core Competencies: Updated CAHIIM Model Curriculum 2014**

**Domain I. Data Content, Structure, and Standards (Information Governance)**

**Subdomain I.B. Health Record Content and Documentation**

1. Verify that documentation in the health record supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status
   *Practicum Site Project (4)
2. Compile organization-wide health record documentation guidelines
   *Practicum Site Project (6)
3. Interpret health information standards
   *Practicum Site Project (5)

**Domain I. Data Content, Structure and Standards (Information Governance)**

**Subdomain I.C. Data Governance**

1. Format data to satisfy integration needs
   *Practicum Site Project, Capstone Project (4)
4. Advocate information operability and information exchange
   *Practicum Site Project (5)

**Domain I. Data Content, Structure and Standards (Information Governance)**

**Subdomain I.D. Data Management**

1. Analyze information needs of customers across the healthcare continuum
   *Practicum Site Project, Capstone Project (4)
3. Manage clinical indices/databases/registries
   *Practicum Site Project (5)

**Domain I. Data Content, Structure and Standards (Information Governance)**

**Subdomain I.E. Secondary Data Sources**

1. Validate data from secondary sources to include in the patient’s record, including personal health records
   *Practicum Site Project, Capstone Project (3)

**II. Information Protection: Access Disclosure Archival Privacy and Security**

**Subdomain II.A. Health Law**

1. Identify laws and regulations applicable to health care
   *Practicum Site Project (3)
2. Analyze legal concepts and principles to the principles to the practice of HIM
   *Practicum Site Project (4)

**Subdomain II.B. Data Privacy Confidentiality and Security**

1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information
   *Practicum Site Project (4)
2. Recommend elements included in the design of audit trails and data quality monitoring programs
   *Practicum Site Project (5)
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures
   *Practicum Site Project (6)
4. Analyze the security and privacy implications of mobile health technologies
   *Practicum Site Project (4)
5. Develop and provide educational programs for employees in privacy, security and confidentiality
   *Practicum Site Project (6)

**III. Informatics Analytics and Data Use**

*Subdomain III.A. Health Information Technologies*
1. Utilize technology for data collection, storage, analysis and reporting information
   *Practicum Site Project, Capstone Project (3)
2. Assess system capabilities to meet regulatory requirements
   *Practicum Site Project (5)
6. Create the electronic structure of health data to meet a variety of end user needs
   *Practicum Site Project, Capstone Project (6)

*Subdomain III.B. Information Management Strategic Planning*
1. Take part in the development of information management plans that support the organization’s current and future strategy and goals
   *Practicum Site Project (4)
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies
   *Practicum Site Project (4)

*Subdomain III.C. Analytics and Decision Support*
1. Apply analytical results to facilitate decision making
   *Practicum Site Project, Capstone Project (3)
2. Apply data extraction methodology
   *Practicum Site Project, Capstone Project (3)
3. Recommend organizational action based on knowledge obtained from data mining
   *Practicum Site Project, Capstone Project (5)
5. Apply knowledge of database querying and data mining techniques to facilitate information retrieval
   *Practicum Site Project, Capstone Project (3)
6. Evaluate administrative reports using appropriate software
   *Practicum Site Project, Capstone Project (5)

*Subdomain III.D. Health Care Statistics*
1. Interpret inferential statistics
   *Practicum Site Project (5)
2. Analyze statistical data for decision making
   *Practicum Site Project, Capstone Project (4)

*Subdomain III.E. Research Methods*
1. Apply principles of research and clinical literature evaluation to improve outcomes
   *Practicum Site Project, Capstone Project (3)
2. Plan adherence to Institutional Review Board (IRB) processes and policies
   *Practicum Site Project (3)

*Subdomain III.F. Consumer Informatics*
1. Educate consumers on patient-centered health information technologies
   *Practicum Site Project (3)

*Subdomain III.G. Health Information Exchange*
1. Collaborate in the development of operational policies and procedures for health information exchange
   *Practicum Site Project (4)

*Subdomain III.H. Information Integrity and Data Quality*
1. Discover threats to data integrity and validity
   *Practicum Site Project, Capstone Project (3)
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise
   *Practicum Site Project, Capstone Project (3)
3. Apply quality management tools
   *Practicum Site Project, Capstone Project (3)
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems
   *Practicum Site Project, Capstone Project (4)

**Domain IV. Revenue Management**

**Subdomain IV.A. Revenue Cycle and Reimbursement**
1. Manage the use of clinical data required by various payment and reimbursement systems
   *Practicum Site Project (5)
3. Apply principles of healthcare finance for revenue management
   *Practicum Site Project (3)
4. Implement processes for revenue cycle management and reporting
   *Practicum Site Project (3)

**Domain V. Compliance**

**Subdomain V.A. Regulatory**
1. Appraise current laws and standards related to health information initiatives
   *Practicum Site Project, Capstone Project (5)
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle
   *Practicum Site Project, Capstone Project (4)

**Subdomain V.B. Coding**
1. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded date based on established guidelines
   *Practicum Site Project (6)

**Domain VI. Leadership**

**Subdomain VI.A. Leadership Roles**
1. Take part in effective negotiating and use influencing skills
   *Practicum Site Project (4)
2. Discover personal leadership style using contemporary leadership theory and principles
   *Practicum Site Project (3)
3. Take part in effective communication through project reports, business reports and professional communications
   *Practicum Site Project, Capstone Project (4)
4. Apply personnel management skills
   *Practicum Site Project (3)
5. Take part in enterprise-wide committees
   *Practicum Site Project (3)

**Subdomain VI.B. Change Management**
1. Interpret concepts of change management theories, techniques, and leadership
   *Practicum Site Project (5)

**Subdomain VI.C. Work Design and Process Improvement**
1. Analyze and redesign workflow processes and responsibilities to meet organizational needs
   *Practicum Site Project, Capstone Project (4)
2. Construct performance management measures
   *Practicum Site Project, Capstone Project (6)
3. Demonstrate workflow concepts
   *Practicum Site Project, Capstone Project (3)

**Subdomain VI.D. Human Resources Management**
3. Create and implement staff orientation and training programs
4. Benchmark staff performance data incorporating labor analytics
   *Practicum Site Project, Capstone Project (4)
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance
   *Practicum Site Project, Capstone Project (5)

**Subdomain VI.F. Strategic and Organizational Management**
3. Apply general principles of management in the administration of health information services
   *Practicum Site Project, Capstone Project (3)

**Subdomain VI.H. Ethics**
1. Comply with ethical standards of practice
   *Practicum Site Project, Capstone Project (3)

**Subdomain VI.I. Project Management**
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes
   *Practicum Site Project, Capstone Project (3)
4. Facilitate project management by integrating work efforts
   *Practicum Site Project, Capstone Project (4)

**Subdomain VI.K. Enterprise Information Management**
1. Manage information as a key strategic resource and mission tool
   *Practicum Site Project, Capstone Project (5)

RBT: Revised Bloom’s Taxonomy; PUL: Principles of Undergraduate Learning
A comprehensive final examination covers all student learning outcomes-N/A
Semester specific student learning outcomes are in boldface.

**Principles of Undergraduate Learning (PUL):**

Learning outcomes are assessed in the following areas:

1A. Core communication: written, oral and visual skills
1B. Core communication: quantitative skills
1C. Core communication: information resources skills
2. Critical thinking
3. Integration and application of knowledge
4. Intellectual depth, breadth, and adaptiveness
5. Understanding society and culture
6. Values and ethics
**LEARNING OUTCOMES:**

Upon completion of this course, the student will

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>RBT</th>
<th>PUL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verify that documentation in the health record supports the diagnosis and</td>
<td>4</td>
<td>1C,</td>
<td>Practicum Report (PR), Final Report (FR), Site Supervisor’s Evaluation</td>
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<td>reflects the patient’s progress, clinical findings, and discharge status.</td>
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<td>2, 4</td>
<td>(SE)</td>
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<tr>
<td>2. Compile organization-wide health record documentation guidelines</td>
<td>6</td>
<td>1C,</td>
<td>PR, FR</td>
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<tr>
<td>3. Interpret health information standards</td>
<td>5</td>
<td>1, 4</td>
<td>PR, FR, SE</td>
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<tr>
<td>4. Format data to satisfy integration needs</td>
<td>4</td>
<td>2, 4</td>
<td>PR, FR, SE, Capstone Project (CP)</td>
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<tr>
<td>5. Advocate information operability and information exchange</td>
<td>5</td>
<td>1A,</td>
<td>PR, FR, SE</td>
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<tr>
<td>6. Analyze information needs of customers across the healthcare continuum</td>
<td>4</td>
<td>1A,</td>
<td>PR, FR, SE, CP</td>
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<tr>
<td>7. Manage clinical indices/databases/registries</td>
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<td>PR, FR, SE</td>
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<td>8. Validate data from secondary sources to include in the patient’s record,</td>
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<td>PR, FR, SE, CP</td>
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<td>including personal health records</td>
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<tr>
<td>9. Identify laws and regulations applicable to health care</td>
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<td>PR, FR, SE, FR</td>
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<tr>
<td>10. Analyze legal concepts and principles to the practice of HIM</td>
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<td>2, 4</td>
<td>PR, FR, SE</td>
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<td>11. Analyze privacy, security and confidentiality policies and procedures for</td>
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<td>2, 4</td>
<td>PR, FR, SE</td>
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<td>internal and external use and exchange of health information</td>
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<td>12. Recommend elements included in the design of audit trails and data quality</td>
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<td>2, 4</td>
<td>PR, FR, SE</td>
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<td>monitoring programs</td>
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<td>13. Analyze security and privacy implications of mobile health technologies</td>
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<td>PR, FR, SE</td>
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<td>14. Collaborate in the design and implementation of risk assessment, contingency</td>
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<td>PR, FR, SE</td>
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<td>planning, and data recovery procedures</td>
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<td>15. Develop and provide educational programs for employees in privacy, security</td>
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<td>and confidentiality</td>
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<td>16. Utilize technology for data collection, storage, analysis and reporting information</td>
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<td>1C, 2</td>
<td>PR, FR, SE, CP</td>
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<td>17. Assess system capabilities to meet regulatory requirements</td>
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<td>1C, 2</td>
<td>PR, FR, SE</td>
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<td>18. Create the electronic structure of health data to meet a variety of end user needs</td>
<td>6</td>
<td>1A, 2, 4</td>
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<td>19. Take part in the development of information management plans that support the organization’s current and future strategy and goals</td>
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<td>2, 4</td>
<td>PR, FR, SE</td>
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<td>20. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies</td>
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<td>2, 4</td>
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<td>21. Apply analytical results to facilitate decision making</td>
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<td>22. Apply data extraction methodology</td>
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<td>23. Recommend organizational action based on knowledge obtained from data mining</td>
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<td>25. Evaluate administrative reports using appropriate software</td>
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<td>26. Interpret inferential statistics</td>
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<td>27. Analyze statistical data for decision making</td>
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<td>2, 3</td>
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<td>28. Apply principles of research and clinical literature evaluation to improve outcomes</td>
<td>3</td>
<td>2, 3</td>
<td>PR, FR, SE, CP</td>
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<td>29. Plan adherence to Institutional Review Board (IRB) processes and policies</td>
<td>3</td>
<td>2, 6</td>
<td>PR, FR, SE</td>
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<td>30. Educate consumers on patient-centered health information technologies</td>
<td>3</td>
<td>2, 3</td>
<td>PR, FR, SE</td>
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<tr>
<td>31. Take part in development of operations policies and procedures for Health Data Exchange</td>
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<td>PR, FR, SE</td>
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<td>32. Discover threats to data integrity and validity</td>
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<td>33. Implement policies and procedures to ensure data integrity internal and external</td>
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<td>34. Apply quality management tools</td>
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<td>35. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems</td>
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<td>36. Manage the use of clinical data required by various payment and reimbursement systems</td>
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<td>37. Apply principles of healthcare finance for revenue management</td>
<td>3</td>
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<td>38. Implement processes for revenue cycle management and reporting</td>
<td>3</td>
<td>2, 4</td>
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<tr>
<td>39. Appraise current laws and standards related to health information initiatives</td>
<td>5</td>
<td>2, 4</td>
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<tr>
<td>40. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle</td>
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<td>2, 4</td>
<td>PR, FR, SE, CP</td>
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<tr>
<td>41. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded date based on established guidelines</td>
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<td>2, 4</td>
<td>PR, FR, SE</td>
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<td>42. Take part in effective negotiating and use influencing skills</td>
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<td>PR, FR, SE</td>
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<td>43. Discover personal leadership style using contemporary leadership theory and principles</td>
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<td>44. Take part in effective communication through project reports, business reports and professional communications</td>
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<td>45. Apply personnel management skills</td>
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<td>46. Take part in enterprise-wide committees</td>
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<td>47. Interpret concepts of change management theories, techniques, and leadership</td>
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<td>48. Analyze and redesign workflow processes and responsibilities to meet organizational needs</td>
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<td>49. Construct performance management measures</td>
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<td>50. Demonstrate workflow concepts</td>
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<tr>
<td>51. Create and implement staff orientation and training programs</td>
<td>6</td>
<td>1A, 2, 4</td>
<td>PR, FR, SE, CP</td>
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<td>52. Apply general principles of management in the administration of health information services</td>
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<td>2, 4</td>
<td>PR, FR, SE, CP</td>
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<td>53. Benchmark staff performance data incorporating labor analytics</td>
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<td>54. Comply with ethical standards.</td>
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</tbody>
</table>

**RBT:** Revised Bloom’s Taxonomy; **PUL:** Principles of Undergraduate Learning

A comprehensive final examination covers all student learning outcomes.-N/A

Semester specific student learning outcomes are in boldface.
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter and Topic</th>
<th>Assessment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Introduction and Professional Practice Site</em></td>
<td>No assignments due</td>
<td>5 pm</td>
</tr>
</tbody>
</table>
| 2    | *Professional Practice Site* | Syllabus Quiz 20 points  
Initial Reflection Written Paper- 30 points  
Starting Resume- 20 points  
*Work on Practicum Site Projects* | 5pm |
<p>| 3    | <em>Professional Practicum Site</em> | <em>Practicum Report One Due -50 points</em> | 5pm |
| 4    | <em>Professional Practicum Site</em> | <em>Work on Practicum Site Projects</em> | 5pm |
| 5    | <em>Professional Practicum Site</em> | <em>Practicum Report Two Due- 50 points</em> | 5pm |
| 6    | <em>Professional Practicum Site</em> | <em>Work on Practicum Site Projects</em> | 5pm |
| 7    | <em>Professional Practicum Site</em> | <em>Practicum Report Three Due- 50 points</em> | 5pm |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Assignment</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Professional Practicum Site</td>
<td>Work on Practicum Site Projects</td>
<td>5pm</td>
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<tr>
<td>9</td>
<td>Professional Practicum Site</td>
<td>Practicum Report Four-50 points</td>
<td>5pm</td>
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<tr>
<td>10</td>
<td>Spring Break</td>
<td>No assignments due.</td>
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<tr>
<td>11</td>
<td>Professional Practicum Site</td>
<td>Work on Practicum Site Projects</td>
<td>5pm</td>
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<tr>
<td>12</td>
<td>Professional Practicum Site</td>
<td>Submit date/time for Clinical Coordinator Site Visit</td>
<td>5pm</td>
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<tr>
<td>13</td>
<td>Site Visits by Clinical Coordinator</td>
<td>Practicum Report Five-50 points</td>
<td>5pm</td>
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<td></td>
<td>Clinical Instructor will assign points for Site Visits. Students do not need to upload anything. 30 points</td>
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<tr>
<td>14</td>
<td>Site Visits by Clinical Coordinator</td>
<td>Clinical Coordinator will assign points for Site Visits. Students do not need to upload anything. 30 points</td>
<td>5 pm</td>
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<tr>
<td>Day</td>
<td>Task Description</td>
<td>Details</td>
<td>Deadline</td>
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<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>15</td>
<td>Site Visits by Clinical Coordinator</td>
<td>Professional Practicum Summary Written Report- 80 Points</td>
<td>5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practicum Thank you letter- 25 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Evaluation of Professional Practicum Site-15 points</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Site Supervisor Evaluation of Student-25 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Updated Resume Assignment 20 points</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Capstone Project</td>
<td>Capstone Project-100 points</td>
<td>5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each student will be responsible for doing a capstone project based on their clinical site. You will turn in your final draft to the Clinical Coordinator. Details will be forthcoming.</td>
<td></td>
</tr>
</tbody>
</table>
Grading Information

**Students enrolled in the HIM Plan of Study must maintain a minimum grade of C in all courses.** If a student fails to maintain a minimum grade of C the student must retake the course(s) in which a grade of C was not achieved. Students in the HIM program must maintain a minimum grade of C in all courses. If a student fails to maintain a minimum grade of C in a course(s), during the first semester in which a student fails to meet the minimum grade requirement h/she will be placed on Academic Probation retroactive to the semester in which the grade(s) was received. If a student fails to meet the minimum grade required of a C during any subsequent semester, the student will be placed on Academic Probation for a second time, retroactive to the semester in which the grade(s) was received and will be dismissed from the HIM program (see Academic Probation Policy – Professional Program). Faculty will update the CANVAS grade book at the beginning of each semester to reflect the HIM grading scale. You are responsible for keeping track of your own grades. There are no extra credit assignments. Please note: *there is also no rounding up of grades on individual assignments and final grades. The academic expectation is that grades recorded in the grade book should reflect the overall quality and depth of the student's knowledge and understanding of the assigned material.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% to 97%</td>
<td>Extraordinarily high achievement, quality of work; shows command of the subject matter</td>
</tr>
<tr>
<td>A</td>
<td>&lt; 97% to 93%</td>
<td>Mastery and fulfillment of all course requirements; good, acceptable work</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93% to 90%</td>
<td>Minimally acceptable performance and quality of work</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87% to 83%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83% to 80%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77% to 73%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73% to 70%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67% to 63%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 63% to 60%</td>
<td>Unacceptable work/Failure</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% to 0%</td>
<td>Unacceptable work/Failure</td>
</tr>
</tbody>
</table>
INSTRUCTOR’S GRADING CRITERIA/TIMETABLE

All course material submitted on time will be graded within 7 days of their due date (the Sunday of the following unit). Approved late work (with documentation) will be graded within 5 days of the submission date.

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

***If you are enrolled in an online course there is a requirement to sign into the class and look at the announcement page once a week between Sunday and Thursday. I will be checking to see if each student did this on Thursday at 9pm each week. If not, you will not be given attendance for that week. This rule is placed so that I can make sure you do not miss an announcement.***

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism. Attendance Requirements – In-class students should review the following attendance requirements for both 8 weeks and 16 week courses carefully:

- Students enrolled in an 8 week course may be absent one class period. The second absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Students enrolled in a 16 week course may be absent two class periods. The third absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Each unexcused absence will result in a reduction of one full letter grade for the course.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious
holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

***If you feel that attendance as an in-class student will be a challenge please consider an online section of this course***

The student needs to e-mail the instructor via Canvas if s/he will not be attending class.

**Tardy Policy** –

***If you are enrolled in an online course this policy does not apply. There is no tardy, only weekly absence***

*The Tardy Policy is structured as follows:*

- Tardy >15 minutes = 1 Absence
- Tardy (1 – 15) minutes = 1 Tardy
- 3 Tardies = 1 Absence

Students should refer to the No Fault Attendance Policy regarding unexcused absences.
LATE WORK POLICY: late work will not be accepted unless there are clear and compelling extenuating circumstances with Documentation.

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing coursework or participating in the class, please contact your instructor to make alternative arrangements.

The possibility of alternative arrangements is at the discretion of your instructor and/or administration. Active communication is the key to overcoming any hurdles you may encounter during the semester. It is your responsibility to inform your instructor (ahead of time, unless emergency circumstances prevent doing so) of extenuating circumstances that might prevent you from completing work by the assigned deadline. In those situations, your instructor will work with you to establish alternative deadlines without late penalty. Prior notification does not automatically result in granting alternative arrangements and/or a waiver of the late penalties.

Please note that evaluation of extenuating circumstances is at the discretion of your instructor and/or administration and documentation may be required for verification of the extenuating circumstance. Examples of extenuating circumstances may include but are not limited to: personal/family member hospitalization, childbirth or other medical emergencies, death in the family, weather/environmental evacuation due to fire/hurricane/tornado/earthquake/tsunami, or active military assignment where Internet connectivity is unavailable for an extended time period.

Computer-related issues and Internet connectivity issues are not considered extenuating circumstances.

Incomplete:

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through CANVAS. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. Please see late policy above.

All assignments will be posted in CANVAS with a COMPLETION DUE DATE. Assignments will not be opened for review nor will grades be posted until after each assignment due date. When you take a test using the CANVAS Original Test and Survey tool, it is a good idea to create a screenshot of your submitted test. This screenshot serves as additional proof that you completed and submitted your test in the event of CANVAS technical issues. If there is a dispute regarding an assessment (test) or assignment submitted after the assigned due date and time, the above method will be the only accepted proof that an assignment or assessment (test) was submitted. **Please note-unless the test or quiz has
Note: To avoid the loss of points for assignments and/or assessments (tests) submitted through CANVAS please read the following information carefully: All assignments submitted through the CANVAS “Assignment” tab automatically generate an e-mail notification. This notification is sent directly to your primary e-mail account. Students will be required to present a copy of this e-mail notification to the instructor if there is a dispute regarding an assignment submission. Therefore, it is highly recommended that students maintain a file, either electronic or on paper, for each assignment submission notification received. For your information, you cannot save your assignments/work via CANVAS Test and Survey tool and come back to it at a later time. Once an assignment has been submitted it will be graded as is, so be very careful that the assignment you submit is the version you want graded. Be sure you are submitting the correct, complete assignment.

Distance Education and On-Line Etiquette
When taking a course online, it is important to remember that an online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Inappropriate discussion responses will not be tolerated and disciplinary action will be taken according to the guidelines outlined in the Code of Student Rights, Responsibilities and Conduct. Remember to maintain current anti-virus protection programs and avoid forwarding email attachments from outside sources that you are uncertain of. Instructor sections in CANVAS include syllabus, announcements, messages, resources, roster, grade book, tests and surveys.

Changes Corrections and Omissions
The instructor reserves the right to make changes as necessary to the syllabus and the class schedule. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes and nature of change(s) on CANVAS Announcements

DISCUSSION BOARD FORUMS—No Discussion in this Course
All Discussion topics can be found within their respective units of the course. This only applies if your course includes a Discussion Forum.

Discussion Question Participation: Discussion provides a forum for students to ask questions and answer important questions about the course material. The Discussion topics also allow students to receive feedback from the instructor and other students in the class. A Discussion grade will be posted to the grade sheet for each unit.

Discussion Board Forum Grading Rubric
Students are expected to post:
A Minimum of three posts per unit (Monday – Sunday) discussion thread.
1. one post in response to the initial discussion forum topic by Thursday
2. two posts in response to two classmates by Sunday, end of unit
3. Initial response should be 200 words or more and response to classmates should be 75-100 words or more in length

<table>
<thead>
<tr>
<th>Inappropriate</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

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*a comment from me it has not been fully graded, do not email me regarding your test grade until I have commented on your exam. **
<table>
<thead>
<tr>
<th>Initial post timeliness</th>
<th>Provides an initial post after Thursday.</th>
<th>N/A</th>
<th>N/A</th>
<th>Provides an initial post by Thursday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional comment requirement</td>
<td>Does not post responses to others.</td>
<td>Posts one comment per Discussion topic.</td>
<td>N/A</td>
<td>Posts 2 comments per Discussion topic.</td>
</tr>
<tr>
<td>Content Quality Initial Response</td>
<td>Submission does not relate to the topic.</td>
<td>Answers some question/topics with some clearly stated opinions. Supports post using text only.</td>
<td>N/A</td>
<td>Answers all questions with opinions and ideas that are stated clearly. Supports post using text and at least one outside source.</td>
</tr>
<tr>
<td>Engagement</td>
<td>N/A</td>
<td>Participates, but does not post anything that encourages others to respond to the posting.</td>
<td>N/A</td>
<td>Frequently attempts to motivate the group discussion.</td>
</tr>
<tr>
<td>Length</td>
<td>Submission does not meet length requirements.</td>
<td>N/A</td>
<td>N/A</td>
<td>Submission meets the length requirements.</td>
</tr>
</tbody>
</table>

ASSIGNMENTS/PROJECTS

Assignments and/or Projects require you to submit coursework via Canvas. Coursework will be graded according to either the rubric below or assignment-specific rubrics found in the course. Assignments and/or Projects are due Sunday of their assigned unit unless otherwise specified by instructor. ALL ASSIGNMENTS AND/OR PROJECTS MUST BE SUBMITTED VIA CANVAS TO ENSURE CREDIT.

<table>
<thead>
<tr>
<th>Inappropriate</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Quality Initial Response</td>
<td>Submission does not relate to the topic.</td>
<td>Answers some question/topics, and most opinions and ideas are stated clearly.</td>
<td>Answers all questions, and opinions and ideas are stated clearly.</td>
</tr>
<tr>
<td>Resources</td>
<td>Does not cite references and/or does not include required number of resources.</td>
<td>Cites source material but may not be accurately referenced. Does not include the required number of resources.</td>
<td>Source material cited with rare errors. All sources referenced accurately. Contains the required amount of resources.</td>
</tr>
<tr>
<td>APA Format</td>
<td>Major errors and/or no APA format used.</td>
<td>Minor errors with APA format.</td>
<td>Rare errors with APA format.</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Length</td>
<td>Submission does not meet length requirements.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd)

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)

**Academic Misconduct:**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” assignment, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an exam or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned Midterm or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. directly quoting another person’s actual words, whether oral or written;
2. using another person’s ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. borrowing facts, statistics, or illustrative material; or
5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. Right to revise: The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. IUPUI course policies: A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

3. Classroom civility: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided,
such as ringing cell phones, engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Course Evaluation Policy:** Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

9. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete
an assignment on time, it is the student’s responsibility to inform the instructor. If a
student misses more than half of the required activities within the first 25% of the
course without contacting the instructor, the student may be administratively
withdrawn from this course. Administrative withdrawal may have academic,
financial, and financial aid implications. Administrative withdrawal will take place
after the full refund period, and a student who has been administratively withdrawn
from a course is ineligible for a tuition refund. Contact the instructor with questions
concerning administrative withdrawal.

Emergency Preparedness: Safety on campus is everyone’s responsibility. Know what to do
in an emergency so that you can protect yourself and others. For specific information,
visit the emergency management website. http://protect.iu.edu/emergency

1. Student Advocate: The Student Advocate provides assistance to students with
personal, financial, and academic issues. The Student Advocate Office is located in the
Campus Center, Suite 350. The Student Advocate may also be contacted by phone at
317-274-4431 or by email at studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

2. Counseling and Psychological Services (CAPS): Students seeking counseling or
other psychological services should contact the CAPS office by phone at 274-2548 or
email at capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/
information, visit the emergency management website. http://protect.iu.edu/emergency

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MISSION STATEMENT
The Mission of IUPUI is to provide for its constituents excellence in

• Teaching and Learning;
• Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by

• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities
of Learning, Responsibilities of Excellence, Accountability and Best Practices—of
Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES
IUPUI values the commitment of students to learning; of faculty to the highest standards of
teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI
recognizes students as partners in learning. IUPUI values the opportunities afforded by its
location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and service.