



FALL FESTIVAL
SUMMIT ON
HIGHER
EDUCATION

AGENDA



2022

Tuesday, September 27, 2022

Central Time

Welcome

10:00 AM

Angela Kennedy, EdD, MBA, RHIA

Insights from Washington

10:05 AM

Terry Hartle

The American Council on Education’s (ACE) Senior Vice President of Government Relations and Public Affairs will analyze key federal policy developments impacting higher education. Topics will reflect the latest current events and will include federal funding for student financial aid and other higher education initiatives, and much more.

Update from the American Health Information Management Association (AHIMA)

11:00 AM

Keith Olenik, MA, RHIA, CHP

The update from AHIMA will focus on what is being done in 2022 to support the education community based on market research that has been done to define industry needs in health information. Information will be shared regarding goals in our strategic plan that focuses on both existing and new professionals along with what is being done to support our educators. We will share insights into how we plan to promote both the profession and certification to the industry that will also benefit our academic education partners.

Update from the American Medical Informatics Association (AMIA)

11:30 AM

Gretchen Jackson, MD, PhD, FACS, FAMCI, FAMIA

The American Medical Informatics Association (AMIA) is the professional home for more than 5,500 informatics professionals, representing frontline clinicians, researchers, and public health experts who bring meaning to data, manage information, and generate new knowledge across the health and healthcare enterprise. AMIA President, Dr. Gretchen Purcell Jackson, will provide an update on AMIA initiatives, with an emphasis on activities related to health informatics education.

Update from the College of Healthcare Information Management Executives (CHIME)

12:00 PM

Timothy (Tim) Stettheimer, PhD, FACHE, FCHIME, CHCIO, CPHIMS

The College of Healthcare Information Management Executives (CHIME) has provided professional education for Digital Health leaders for the past 30 years. Over the past five years, especially during the pandemic, our online education presence has exponentially accelerated. Our offerings now include a host of online professional education choices as well as graduate degrees for practitioners. In this session, we will describe the challenges and success factors that resulted in our current worldwide reach and provide key lessons for those seeking to expand their online education offerings.

Driving Certificate Decisions

12:30 PM

Melinda Wilkins, PhD, RHIA, FAHIMA

Anita Hazelwood, EdD, RHIA, FAHIMA

Valerie Dobson, RHIA, CCS

Karen Lankisch, Ph.D., RHIA, CPC, CPPM, CEHRS, CHDA

The environment of higher education is changing. The impact of a degree in workforce development is evolving and the value of specific skillsets is increasing. This presentation will cover how a program can use data to make informed decisions about incorporating certificates into the degree program. Panelists will discuss the decision-making process for their certificate programs at their individual institutions.

Lunch Break (30 min)

1:30 PM

How Do You Know You Have an Inclusive Classroom?

2:00 PM

Mona Calhoun, PhD., M.S., M. Ed., RHIA, FAHIMA

Despite our efforts to teach to all learning styles in the classroom, there are still challenges in accurately measuring the effectiveness of our teaching methods and the course environment. This presentation will focus on measuring course design using an adapted instrument, the Inclusive Classroom Profile, developed to measure classroom indicators of inclusive education on the primary education level. Students are not required to disclose they have a learning disability in postsecondary education. Therefore, it is critical that we are confident that what we are teaching is reaching all students before they get to their practicum experience or sit for the credentialing exams, and the learning environment, we create is effective and conducive to an inclusive learning. This presentation will also explore the differences between universal and inclusive design and strategies for creating an inclusive classroom both in-person and online.

Break (10 min)

3:00 PM

Impact of COVID-19 on HIIM Education

3:10 PM

Prerna Dua, PhD

Joanna Ward, MA, RHIA

COVID-19 changed Health Informatics and Information Management education as these academics suddenly delivered courses and professional practice in a virtual format. Due to this sudden change, unexpected challenges arose. Challenges included: technological barriers, familiarity with online tools, online clinical delivery, and lecture delivery to students with disabilities. In particular, an additional challenge faced by the researchers was a work-life balance. They had to direct efforts at meeting the online delivery demands, instead of balancing research, life, and content delivery. Professional organizations such as the American Health Information Management Association (AHIMA) stepped up and mitigated the online resource deficit by allowing temporary access to their materials and classes for free. However, the impacts of COVID-19 on HIIM higher education programs have not been realized. Researchers designed a 37-question survey aimed to answer the question, “How has the pandemic ~~has~~ altered the pedagogy in HIIM and the future changes that will impact the higher education workforce in HIIM?” Specifically, this survey was sent to 323 program directors across the United States to gauge their experiences regarding this sudden change and how they were able to adapt. The questions ranged from the categories of leadership, student engagement, virtual clinicals, technology and software related to HIIM, and opinions affecting other aspects of HIIM. This project started on August 1~~st~~, 2021, with the design of the survey itself. From there, the devised survey was sent out to HIIM program managers in the first week of September 2021. Data was collected from the survey start date until the end of October 2021, which is when data analyzation in conjunction with the statistical consulting lab started. This lasted until January 2022, at which time the results were collected, and now the manuscript is being written.

Integrating Interprofessional Education (IPE) into the Health Informatics and Information Management Curriculum

4:05 PM

David Gibbs, PhD, CPHIMS, CPHI, CHPS, CISSP, FHIMSS

Debra Hamada, EdD, MA, RHIA

Anita Hazelwood, EdD, RHIA, FHIMA

Mary Morton, PhD, RHIA

While the advantages of incorporating interprofessional education (IPE) into the health professions are well-documented, challenges in implementation have impeded its widespread adoption. Presenters will clearly define IPE and will address misconceptions regarding what does and does not comprise interprofessional education. The Interprofessional Education Collaborative's (IPEC) competencies will be used as a framework to clarify IPE's role in training students. Faculty concerns regarding time constraints and resources required to incorporate IPE will be addressed.

This presentation will offer solutions to teaching IPE in diverse settings and with various constraints. Panelists will discuss tangible examples of IPE to enable attendees to envision how to implement activities within their unique programs and institutions. Health Informatics and Information Management programs may be housed within various departments or schools at their parent institutions. Courses may be delivered online, face-to-face or in hybrid format. Additionally, variations in institutional structure may enable unique opportunities for cross collaboration; therefore, a range of potential cases and scenarios will be presented.

Wednesday, September 28, 2022

Welcome 10:00 AM
Angela Kennedy, EdD, MBA, RHIA

The Shifting Skills Landscape 10:05 AM
Keynote: Karin Fischer
The world of work is rapidly changing, as new jobs are created and the skills within jobs are rapidly evolving. For workers, the idea that earning a diploma marks the end of an educational journey is obsolete. There are fresh challenges for colleges, as they must prepare today's graduates for tomorrow's jobs and become a resource for lifetime learning. This session will look at current trends and how colleges can respond.

Break (10 min) 11:00 AM

HIM Workgroup Research 11:10 AM
Susan Fenton, PhD, RHIA, CPHI, FAHIMA, FAMIA
Rebecca Reynolds, EdD, RHIA
Bob Hoyt, MD, FACP, FAMIA, ABPM-CI
David Marc, PhD, CHDA
Karima Lalani, PhD, MBA, FACHE, RHIA
Connie Renda, MA, RHIA, CHDA
CAHIIM had sponsored a HIM workforce study utilizing data from a national job search site. Nearly 700 job postings were analyzed and compared with the AHIMA domains and competencies, as well as the AHIMA Career Map. Join authors of the study to discuss the implications and opportunities for educational programs.

Data Visualization and Analysis: Teaching with Tableau

Diane Dolezel, EdD, MSCS, RHIA, CHDA

David Gibbs, PhD, CPHIMS, CPHI, CHPS, CISSP, FHIMSS

This session introduces teaching data visualization with Tableau, the highly popular and powerful tool available free to educators and students. From basic graphing to sophisticated dashboards, Tableau is easy to use following a basic orientation to the interface. Tableau has a drag and drop interface. Data for analysis in Tableau can be imported in many file formats (Excel file, text, Microsoft Access, pdf, spatial or Statistical data). Data can also be imported from over 94 different types of servers such as, Oracle, IBM DB2, Azure SQL Database, or various SAP systems.

Highlighting and filtering features enable rapid creation of interactive dashboards with a variety of visual data representations including geographic mapping, frequency tables, bar charts, histogram, heat maps, and others. Teaching techniques such as self-help resources and videos will be highlighted. Descriptive statistics and trend analysis capabilities of Tableau will also be highlighted.

Multiple Generations in the Workplace

Nicole Van Andel, MS, RHIA, CHPS

The presentation will highlight the five generations - Traditionalists, Baby Boomers, Generation X, Generation Y, and Generation Z. Participants will learn the characteristics and stereotypes of each generation. Participants will also learn about the different communication methods and centrality of work. The 2020 workplace will also be discussed. The participants will also learn about how telecommuting and the pandemic have affected the different generations. Additional guidance will be shared on how it has impact impacted learning and teaching. The ACORN method will also be introduced during this presentation. The presentation will also include how to retain the different generations in the workplace.

12:05 PM

Lunch Break (30 min)

1:00 AM

Transforming Security 101 to Security Fun

Barabara Hewitt, PhD.

Diane Dolezel, EdD, MSCS, RHIA, CHDA

Overall, organizations experienced 1,862 data breaches in 2021, an increase of 68% from 2020 (Fowler, 2022). In 2021 the Department of Health and Human Services' Office for Civil Rights received approximately 59 data breach notifications from healthcare organizations each month for breaches that exposed over 500 healthcare records (HIPAA, 2022). Recognizing the importance of safeguarding against these attacks, AHIMA added core competencies to Domain 2 that require associate / baccalaureate / graduate students to apply, recommend, or develop (respectively) security strategies for health information.

Ensuring both students and healthcare professions understand cyber security is imperative. This session introduces tools that can be used when teaching computer security to students and/or employees by highlighting resources that can be used to teach computer security including security tools, exercises, videos, self-help resources, and suggested textbooks. Describing current cybersecurity issues, using existing cybersecurity resources for course enrichment, and adding new cybersecurity content to existing classes will be highlighted.

Academic Integrity in 2022

Karen Bakuzonis, PhD, MS, RHIA, CPHI

Susan Fenton, PhD, RHIA, CPHI, FAHIMA, FAMIA

This is the presentation for you if you are wondering how to support academic integrity for your online and campus courses. It begins with confirmation that the person enrolled is the person taking the courses and receiving the degree. This is especially important for online programs. Proctoring and plagiarism prevention (for online and campus courses), the necessary training for faculty and students, providing technical support for users, as well as handling noncompliance will be covered. The two very experienced educators for this session will share their tips, tricks, and stories, as well as invite attendees to share their questions and input.

1:30 PM

Break (15 min)

2:25 PM

Equity for Faculty

Lynette Williamson, Ed.D., MBA, RHIA, CCS, CPC, FAHIMA

Hertencia Bowe, EdD, MSA, RHIA, FAHIMA

This presentation is aimed at providing information on areas of consideration that faculty members should be aware of and perhaps use as they are building course materials for an upcoming class. Information presented could also be used to shape and revise faculty to student interactions. These areas include a discussion of basic terms, equity, privilege and microaggressions. Information will be shared on syllabus revision with an equity lens. This presentation is designed to provide an open and safe space for the conversation on how to be more equity-minded as a faculty member. The presentation will conclude with the sharing of information on two topics: social justice in curriculum and culturally responsive teaching.

Diversity, Equity, and Inclusion Starts with an IDEA

Justin Harper, EdD

Marjorie Rosen, MBA-MDR, RHIT

There is a wide gap between organizations engaging in diversity, equity, and inclusion (DEI) work and those who are not. DEI is often looked at as an enormous undertaking, so many organizations choose not to put resources into this type of work. This session is a presentation designed to simplify DEI efforts to arm organizations with both feasible and practical steps they can take to begin to make their workplaces more diverse, equitable, and inclusive. It will show what awareness can do as we investigate the Gratitude Project performed by the healthcare department. Changing the culture can be as simple as bringing more awareness and showing more gratitude.

2:40 PM

Break (5 min)

3:15 PM

Artificial Intelligence and Health Information Management

Bridgette Stasher-Booker, Ph.D. RHIA, CHTS-IM, MCCT

Georgeanna Wright, DHA, CHDA, CPHIMS, ITILv3

This presentation is an overview of Artificial Intelligence and HIM collaboration to improve healthcare services. The presentation will review positive collaborations in healthcare, provide a synopsis of HITECH as the bridge to AI, and show areas where HIM and AI benefit healthcare services. The overarching goal is to share trends in AI and HIM collaboration which can lead to improved healthcare services. The presenters will conclude by seeking to advocate for the continuation of the collaboration between AI and HIM to further healthcare services improvement.

Quantitative vs. Qualitative Indicators for Program Success

Margaret Czart, DrPH

The traditional quantitative metrics used to measure the success and quality of a program includes retention rates, graduation rates, time of completion, and the academic performance. However, it is unknown if qualitative indicators such as comments on course evaluation, course objectives and curriculum content are taken into consideration for the success of the program at the course level. Course evaluation comments with feedback on potential weaknesses of the course and program may give insight to traditional metrics for success. Course titles and design throughout a program may play an essential role in the retention rates and GPA at various points of a program. Validating course titles and objectives to measure the appropriate learning outcome may improve traditional metrics used for measuring success of a program. The goal of this presentation is to propose how more qualitative metrics may supplement the traditional quantitative metrics for determining the program success.

3:20 PM

Rising in Victory: The Battles of Black Women Faculty and Administrators in Academe and How They Overcome

Japera Denson, MBA, RHIA

This presentation will summarize a conceptual paper, written by the presenter, that addresses the underrepresentation of Black women faculty and administrators in higher education. The following categories will be discussed.

- 1) introduction of the presenter and what inspired me to pursue this research;
- 2) introduction to the conceptual paper with an overview of the problem;
- 3) the literature review inclusive of a discussion around the experiences of Black women academicians and administrators, the barriers they experience during their tenure in academe, and institutional and individual strategies for overcoming those barriers;
- 4) the methodology;
- 5) discussion of the findings;
- 6) conclusions;
- 7) recommendations for future research.

Escaping the Ordinary: Building and Using Escape Rooms for HIM Student Assessment, Soft Skills Reinforcement, and Recruitment

Renae Spohn, PhD, MBA, RHIA, CPHQ, CPHI, FAHIMA, FNAHQ

Lisa Delhomme, MHA, RHIA

Escape rooms have been gaining popularity on the social scene for many years. The same concept can be used in an educational environment to not only assess technical or “hard” skills, but also to require our students to apply many of the soft skills today’s employers often feel our graduates are lacking. Implementing escape rooms in your classes does not have to drain your time or resources. There are a couple of ways to create an escape room digitally, at no cost, making it accessible to students enrolled in both face-to-face and online programs.

From this presentation, audience members will learn to build two fun, no-cost, digital escape rooms for use in face-to-face and online courses. This presentation will describe the escape room planning process, discuss the selection of skills to focus, provide several options for the creation of tasks for student completion, and ultimately demonstrate how to set the room up. Useful questions for a post-escape room debriefing and discussion will be provided. Instructor and student reactions and comments to escape room implementation will also be shared.

3:50 PM

Thursday, September 29, 2022

Welcome

10:00 AM

Angela Kennedy, EdD, MBA, RHIA

Bridging the Social Determinants of Health with Learning: A Call to Action

Sandra Brightwell, EdD, RHIA, FAHIMA

This presentation will discuss and highlight the intersection of Social Determinants of Learning with Social Determinants of Health - how these two impact one another, and how HIM educators and practitioners can address the divisiveness.

Public Health Informatics and Technology Workforce Development Program: Overview and Opportunities

Susan Fenton, PhD, RHIA, CPHI, FAHIMA, FAMIA

Kai Zheng, PhD, FACMI

Philip de Melo, PhD

Brian Dixon, PhD, MPA FACMI, FHIMSS

Maggie (Gladdis) Wanis

One of the many gaps highlighted in the U.S. health care system during the COVID-19 pandemic was the lack of a sufficiently trained public health informatics workforce. In addition, there were, and still, are significant disparities in public health for under-represented minorities. The Office of the National Coordinator (ONC) established the Public Health Informatics & Technology (PHIT) Workforce Development Program in 2021 focused on training under-represented minorities for jobs in public health informatics and technology. In September 2021, the ONC awarded a total of \$73 million to 10 consortia to train more than 4,000 individuals. This panel, with representatives from ONC and three awardees (Bowie State University; University of California, Irvine; and University of Texas Health Science Center at Houston), moderated by Dr. Brian Dixon, will describe their programs and the expected outcomes.

11:10 AM

Break (5 min) 12:05 PM

Transforming Health Care Education with HIM

Elaina Osterbur, PhD

Teresa Neal, MHA, RHIA

Julie Howe, MBA, D-ABMDI

Brian Elliott, MS

The Health Information Management (HIM) Program at Saint Louis University was established in 1936 and is one of the oldest accredited programs in the country. The explosion of data democratization triggered a recognition of opportunities that requires expert management. The Program in Health Sciences (HS) recognized that the integration of HIM and HS curriculum could benefit students in both programs. Therefore, a grassroots faculty effort was initiated to integrate the HIM Program into the HS Program. After a two-year review and alignment of requirements for continued accreditation, HIM became a concentration in the HS program in Fall 2021. The integration offers more flexibility to create collaborative opportunities to strengthen curriculum, increase efficiencies, and align program identity with market realities while positioning graduates for a successful career. The HIM concentration underwent a successful Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) reaccreditation in January 2022. This presentation will examine the University's approach to disrupting the status quo and being a part of transforming health and healthcare education.

Student Perceptions of Cheating and How Faculty Can Model Ethics

Abby Kazley, PhD

Previous research on academic cheating suggests that students have varied degrees of understanding and identifying questionable behavior. Additionally, access to information on the internet coupled with online education have created new avenues for academic dishonesty. Using a validated survey to assess student perceptions of cheating across a wide range of practices from citing references, to exams, to group work, studying, licensing tests, and beyond, we measured the perceptions of 480 students in a College of Health Professions. Students represent the fields of health informatics, health administration, cardiovascular perfusion, PhD studies, health care studies, physical therapy, occupational therapy, physician's assistants, and anesthesia for nurses. We identify areas where there is clear agreement among students as to what constitutes cheating, and areas that are more open to interpretation from a student standpoint.

In this session, the survey data will be presented along with advice on how to encourage ethical behavior from students. Such practices involve clear expectations, computer tools to identify and prevent cheating, individual accountability, assignments that require more than memorization, and individualized topics for assignments. Trends in the data will be explained, and the audience will have an opportunity to brainstorm additional means of reducing student cheating.

12:10 PM

Rethinking Health Informatics Education

12:40 PM

Josette Jones, RN, PhD

This presentation will introduce an innovative curriculum enhancement process in Health Informatics Education. A pathway for more comprehensive, competency-driven curricula was developed in response to the rephrased foundational domains of Health Informatics by the AMIA Accreditation Committee (AAC). Information on student learning outcomes and competencies was developed and collected from current students and alumni. Faculty were then surveyed on the intended learning outcomes of their course. Necessary skills and knowledge for health informatics were collected from the job markets by analyzing the position requirements. This information was then combined, and courses and the corresponding student learning outcomes were modularized according to the newly refined-foundational domains in the health informatics disciplines by AAC.

Building a Professional Practice Experience (PPE)
Preceptor Pipeline using Social Media

1:05 PM

Jackie Moczygemba, MBA, RHIA, CCS, FAHIMA

Melissa Walston-Sanchez, MHIM, RHIA

The challenges associated with acquiring new PPE preceptors is a tale as old as time; however, maintaining a robust social media presence with alumni and students can provide an opportunity to create a “PPE preceptor pipeline.”

This presentation will benefit educators in associate and baccalaureate HIM programs. There is an ongoing need for new preceptors in the Department of Health Information Management (HIM) at Texas State University given the number of students accepted each year and where they reside. Establishing new PPE sites is a performance metric that is captured annually. The need for preceptors in diverse HIM career pathways is fueled by the everchanging healthcare industry. Moreover, students are searching for robust PPE experiences that ideally position them in their desired career entry point.

Lunch (30 min)

1:35 PM

Health Information Management Master's Degree Student Characteristics

Joseph Brown, DHA, CHDA

The overall purpose of the project is to provide most likely characteristics of potential students. This is so the marketing of Health Information Management master's degree programs can be targeted more effectively. The presentation will start by reviewing hurdles when recruiting Health Information Management master's degree students. Next the design of the research project will be reviewed, followed by its results. Finally, the results will be used to identify ways to eliminate these hurdles and generate new marketing and recruitment campaigns.

After the presentation, there would ideally be time for an open discussion so ideas can be shared between attending organizations. This will allow for participants to discuss what they have tried and are working to implement in the future.

Clinical Documentation Needs in the Telehealth Environment

Jennifer Peterson, PhD, RHIA, CTR

Telehealth services for patient visits substantially increased during the COVID-19 pandemic. While many providers started using telehealth during the pandemic, all signs point to continued use following the height of the pandemic. Therefore, there is increased importance and demand for high-quality telehealth clinical documentation. However, little is known about how telehealth clinical data documentation is collected, challenges faced in the collection of such data, and the quality of the data items collected. This study aimed to identify current practices in telehealth record documentation and to use such information to develop a best practice strategy for telehealth record documentation. Data were collected via a questionnaire for administrators and managers from physicians' offices and mental health facilities. Survey items included questions regarding health care organization information, use of telehealth policies and procedures, challenges in gathering clinical data, and clinical documentation collected for telehealth visits. Findings from this study can be used to understand current telehealth usage trends, current telehealth documentation processes, and challenges encountered in regard to telehealth patient visit documentation. In addition, findings from this study can be used to aid healthcare organizations in developing best practices in telehealth usage and clinical documentation improvement strategies.

2:00 PM

Break (5 min)		2:30 PM
<p>Andragogy Best Practices for Health Information Educators</p> <p>Hertencia Bowe, Ed.D., MSA, RHIA, FAHIMA</p> <p>Lynette Williamson, Ed.D., MBA, RHIA, CCS, CPC, FAHIMA</p> <p>This presentation aims to share best practices in teaching and learning. The content of the presentation derives from effective principles in teaching and learning and the 20+ combined years of teaching experiences of the presenters. The five pillars of adult learning theory; self-concept, adult learning experience, readiness to learn, orientation to learning, and motivation to learn are presented. Topics such as elements of an effective syllabus, applying Bloom’s Taxonomy to the health information curriculum, and components of meaningful learning assessments are explored in this presentation. This presentation further discusses how the syllabus, Bloom’s Taxonomy, and learning assessments can engage students with the health information curriculum. The presentation concludes with the presenters and attendees sharing ideas for developing a community network.</p>	<p>Innovative Approaches to Curriculum Design and Preparing the Health Informatics Workforce</p> <p>Miriam Isola, DrPH, FAMIA, CPHIMS</p> <p>Jacob Krive, PhD, MBA, MS, CPHIMS, LSSGB</p> <p>There is a growing need for innovation to prepare a well-trained health informatics workforce. The Master’s in Health Informatics program at University of Illinois Chicago added three new concentrations: Health Data Science, Consumer and Mobile Health, and Health Informatics Leadership. These concentrations encourage an intentional use of four electives and build competencies to prepare students for highly complex jobs in health informatics. A new option to write a Narrative Statement of Competence was also incorporated as a culminating experience to support students’ transition from academics to careers.</p> <p>To further develop competencies from the core curriculum, concentrations used active learning assignments that simulate real-world scenarios and health informatics work. These active learning assignments build competencies employers are seeking and develop creative, divergent thinking with flexible, student-defined solutions.</p> <p>Innovative approaches are needed at the program and course levels to address student and employer needs and to prepare the health informatics workforce.</p>	2:35 PM
Break (10 min)		3:10 PM

HIPAA Modernization for the Digital Age

Kim Theodos, JD, MS, RHIA

Scott Sittig, PhD, MHI, RHIA

Over twenty years after the HIPAA (Health Insurance Portability and Accountability Act) compliance date, the healthcare industry continues to seek solutions to contemporary privacy challenges absent in modernized law. Since HIPAA, a few attempts have been made to control specific aspects of health information, including genetic information and use of technology; however, none were visionary enough to address issues seen in today's digital data-focused healthcare environment. The proliferation of digital health data, trends in data use, increased use of telehealth applications due to COVID-19 pandemic, and the consumer's participatory role in healthcare all create new challenges not covered by the existing legal framework.

This presentation will discuss the challenges associated with protecting patient privacy in the digital data environment, including gaps in HIPAA coverage. Presenters will discuss modern efforts to address this dilemma in state and international law. Recent modernization attempts have been noted and will be discussed, including the Health Data Use and Privacy Commission Act, a bipartisan bill submitted for Senate consideration in February 2022.

How Do We Get Brought to the Table When Talking IPE?

Jenny Evans, MSHI, RHIA, CCS

As Health Information Management professionals, often we are not included in the conversation when it comes to interprofessional collaboration. This presentation is to provide participants with ways of being included in interactions with other disciplines within their college and beyond. Most, if not all, healthcare specialized accreditations contain a component for interprofessional education. Most organizations are quick to encourage nursing, pharmacy, and medical students in these collaborations, encouraging communication and teamwork. At times, supporting services such as therapies or social work may be brought into this fray, but this is not as widely accepted and encouraged. Helping other disciplines understand how we all fit together is a challenge when it comes to scheduling and arranging activities. This presentation will provide tools for participants to take to their organization to encourage interprofessional communication beyond the obvious conversations between doctors and nurses.

3:20 PM

The Practitioner and the Virtual Professional Practice Experience (VPPE) - Involvement in a Digital Landscape

Fanny Hawkins, Ed.D. CPHQ, RHIA

Carla Tyson-Howard, EdD, MHA, RHIA

Debora Butts, EdD, RHIA

Due to COVID-19, the VPPE Project was developed by the Health Information Program Directors from Houston Community College, Lee College, San Jacinto College, Texas Southern University, Lone Star College, Lamar Institute of Technology, and Midland College. The following Schools have also joined the VPPE Project: Saint Philip's College, Tyler Junior College, and Portland Community College. The VPPE Project has developed weekly access for students to Practicing RHIAs and RHITs. Current professionals share their journeys to their current positions and their everyday activities to give students information about the health information profession. Health information students interact with these professionals to better understand the health information profession. We are evaluating and expanding this original model of VPPE to include the health information practitioner (supervising projects/assignments, meeting weekly with students, and evaluating projects/assignments). The panel will discuss the impact of COVID-19 on the training of health information students. The presentation will provide a discussion of the evaluation and expansion of the virtual professional practice experience. The original model is being evaluated and expanded to include hands-on, real projects and assignments from healthcare facilities. The panel will also present the additional expansion recommendations.

Assessment Strategies in Higher Education: Student, Course, and Program

Pam Oachs, MA, RHIA, CHDA, FAHIMA

This presentation will focus on the efficient and effective development of assessment measures beginning at the student and course level, culminating at the program level. Academic programs typically have student learning outcomes; when evaluating how these outcomes are achieved, there may be ways to incorporate course and program assessment. For example, ensuring required course competencies are met at the appropriate taxonomic level may lead to the assessment of metrics related to achieving student learning outcomes; these outcomes may then lead to evaluation of identified program measures. There are many evaluation options for all levels of assessment, many of those will be discussed. In addition, not all measures need to be assessed at the same time. There are ways to prioritize and rotate assessment activities while meeting the requirements of accreditors and administration, as well as ensuring a reasonable and meaningful plan. This presentation will offer ideas for possible metrics, illustrate effective methods of reasonable assessment, and improve faculty engagement by reducing ineffective assessment activities.

4:00 PM

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