Digital Health Professional/Leader Certificate Standards

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Contents

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational certificate programs in health informatics and health information management. CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA).

CAHIIM is located at 200 East Randolph Street, Suite 5100, Chicago, Illinois, 60601, and on the web at cahiim.org.

Introduction

The field of Digital Health is the intersection of healthcare, business administration, and information technology.

The Digital Health Professional and Digital Health Leader certificates, at the baccalaureate and graduate levels, respectively, are designed to prepare students, in a variety of disciplines, for leadership roles in the healthcare information technology workplace.

Recipients of the Digital Health Professional certificate, at the baccalaureate level, will demonstrate knowledge and skill proficiency in the following areas:

- General Healthcare Knowledge
- Organizational Vision and Strategy
- Enterprise Value Management
- Project Management
- Technology management
- Cybersecurity
- Impact of External Environment
- Patient Engagement of Service Management
- Change Management
- Data Management and Analytics

Recipients of the Digital Health Leader certificate, at the graduate level, will demonstrate knowledge and proficiency in the following areas:

- General Digital Healthcare Knowledge, General Healthcare Technology Knowledge, General Healthcare Knowledge
- Staffing/Organizational Development/Roles and Responsibilities
- Enterprise Value Management
- Project Management
- IT Governance, Asset and Application Management
- Cybersecurity
- Internal/External Service and Engagement
- Patient Engagement and Service Management

- Change Management/Leadership
- Data Management and Analytics

Public Interest

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

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

Mission

Provide innovative leadership that drives enhanced workforce competence by ensuring educational excellence.

Vision

A new era in innovation and educational excellence that supports public trust and workforce competence.

I. Sponsorship

1. Sponsoring Educational Institution

The sponsoring educational institution must be a postsecondary academic institution accredited by an institutional accrediting organization that is recognized by the U.S. Department of Education (USDE).

The sponsoring education institution must include a school or college of health sciences, administration, or similar field.

The institution is authorized to award a baccalaureate or graduate level degree.

II. Systematic Planning

2. Certificate program Mission

The certificate program's mission and goals must form the basis for program planning and implementation, be compatible with the mission of the sponsoring educational institution and reflect the principles and ethics of the Digital Health Professional/Leadership certificate program.

Each certificate program will define its own mission and goals which derive from the purposes of its sponsoring educational institution, communities of interest, faculty expertise, research initiatives, and the values of the field of Digital Health Professionals.

(See: CHIME Professional Standards of Conduct)

3. Certificate Program Effectiveness Measures

The certificate program must be involved in an ongoing effort to determine its effectiveness, which constitutes a quality improvement cycle. The certificate program's goals must be stated in terms of educational outcomes to be achieved and made sufficiently explicit and defined with measurable target outcome statements.

4. Certificate Program Planning

A certificate program plan exists that includes systematic evaluation of the mission, goals and outcomes and a process for continuous improvement, in compliance with the sponsoring educational institution's overall evaluation plan. Results of the certificate program's annual assessment must be monitored and reflected in an action plan. Implementation of the action plan must be documented and results measured by ongoing assessment.

III. Certificate Program Autonomy and Governance

5. Certificate Program Governance

The sponsoring educational institution must demonstrate clear lines of authority and administrative governance of the certificate program within the framework of the sponsoring institution.

6. Certificate Program Leadership

The certificate program must clearly define the roles and responsibilities of the program leadership that are necessary to fully support and sustain the certificate program. The certificate program leadership must have a minimum of a doctoral degree or terminal degree in related field. The qualifications and responsibilities of the individual(s) responsible for leadership of the Digital Health Professional/Leader certificate program, in a related field, must be documented.

7. Faculty

The certificate program must clearly define the roles and responsibilities of the faculty necessary to fully support and sustain the certificate program. The number of full-time faculty appointed in a tenure or non-tenure-track must be sufficient to ensure that teaching, research and service goals of the certificate program are met.

Part-time and adjunct faculty must be recognized as an important faculty component. The size of the faculty complement in relationship to the size of the number of enrolled students in the certificate program must support and encourage effective and regular student/faculty interactions.

An appropriate student/faculty ratio depends on a number of factors, including the nature of the institution, the range of teaching responsibilities, and teaching intensity (such as didactic material, projects, practice experiences, research).

8. Faculty Qualifications

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

9. Faculty Performance

Each faculty (including part time and adjunct faculty) member's performance must be evaluated and documented according to the institution's policies. Evaluation includes teaching effectiveness and scholarly productivity consistent with their appointment. Within applicable institutional policies, faculty, students, and others must be sufficiently involved in the evaluation process.

IV. Certificate Program Curriculum

10. Core Concentration

The Digital Health Professional/Leader certificate program must be established as a core concentration, specialized track, or cognate within a baccalaureate or graduate level program of study that culminates with a bachelor's degree, master's degree, or doctoral degree. Disciplines offering the Digital Health Professional/Leader certificate program may vary but should be aligned as appropriate with the field of study. They should not be housed in non-degree-granting departments.

11. Certificate Program-Specific Curriculum

The certificate program's curriculum must reflect the certificate program's mission, goals and objectives. The curriculum must build on the minimum Digital Health Professional/Leader competencies as

specified in the CHIME Digital Health Competency document. The curriculum must include evaluation methods used to assess student learning outcomes. The curriculum must focus on the knowledge, skills and values as outlined by the certificate program. CAHIIM will validate alignment of competencies and outcome assessments with the certificate program's mission, goals and objectives.

12. Staying Current

The certificate program curriculum must stay current with evolving issues and practices in the Digital Health Professional/Leader field. The certificate program must demonstrate and explain in their annual report how the curriculum is routinely updated and relevant.

13. Online Content Delivery

Academic technologies, software applications and simulations, and online or web-enhanced courses, have a significant role in the learning environment. To fairly evaluate online content, the certificate program must provide CAHIIM with full access to all online course content and relevant education applications used to deliver this content.

V. Resources

14. Professional Development

The certificate program must provide opportunities for faculty to stay current with evolving issues and practices in the Digital Health Professional/Leader field. Evidence of faculty professional development efforts must be documented and shared in the annual report. Examples of acceptable mechanisms may include but are not limited to continuing education, memberships and contributions to professional organizations, links with industry.

15. Resources and Services

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

16. Financial Resources

Resources to support the certificate program's goals and outcomes must include evidence of financial support for the certificate program from the sponsoring institution.

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

17. Student Advisement

The certificate program must have an effective and accessible academic advising system for students, as well as readily available career and placement advice. Career paths of certificate recipients must be monitored, documented and used in the annual program assessment. Each student enrolled in the certificate program must have access to advisors who are knowledgeable about the certificate program's curriculum and specific courses.

VI. Administrative Requirements for Maintenance of Accreditation

18. Administrative Requirements

The certificate program must abide by all administrative requirements as described in the *CAHIIM Accreditation Manual* as specified. This includes:

- Submission of CAHIIM-required reports by the determined deadline
  - This includes the Annual Program Assessment Report (APAR)
- Accurate Published Information: the certificate program must publish the following:
  - Student outcomes, including measures to promote informed decision making by prospective students and the public, as specified by the *CAHIIM Accreditation Manual*
  - The sponsoring educational institution and certificate accreditation status. The published accreditation statement must cite the official set of standards under which the certificate program is accredited.
  - The admissions policies and procedures.
  - The policies for advanced placement, transfer credits and credits for experiential learning.
  - The number of credits required for completion of the certificate program.
  - All tuition/fees and other costs required to complete the certificate program.
  - The policies and procedures for withdrawal and for refunds of tuition/fees.
  - The Academic Calendar.
  - The Student grievance procedures.
  - The criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co- requisites, minimum grade point average, and required courses.

- Participation in a designated, periodic site visit of the accredited certificate program
- Reporting of Substantive Changes
- Payment of all Fees
- Adherence to Naming, Publication, & Disclosure Guidelines