**HIM Program and Curriculum Review Template**

*Instructions: Review all information that is stored on your program and curriculum review web page.*

[***https://department.flemingcollege.ca/pcr***](https://department.flemingcollege.ca/pcr)

*On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5 year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.*

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| Program Coordinator: | | Patricia Hewes | | Chair: | Molly Westland |
| Program Review Facilitator: | | | Tanya Stewart | Date Completed: |  |
| Program Name: | Health Information Management | | | Program Code: |  |
| 1.0 Industry Trends and Employment | | | | Summary of Key Findings | |
| Review and discuss the following:   * Industry / sector changes or issues identified by the Program Advisory Committee * Recent labour market data or sector reports as provided by the Fleming Library Researchers. * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | | | * The PAC identified that the graduating HIM professional needs advanced preparation in coding in order to meet the hospital’s increasing needs for accurate and complete data. To this end, we have raised the pass mark on a number of courses that contribute to coding excellence.For example, Medical Terminology, Introduction to coding, Coding 1, 2 and 3, Health Data Management and Use... ………….. * Decision Support has also become an important career path for HIM professionals so the pass mark was raised for Statistics for HIM and Decision Support. * Since Record Management is the basis for everything in the program this pass mark was raised. * Many graduates work in release of information so the pass mark for Health Law was raised. | |
| 1.2 Labour Market and Employment Trends  Review and discuss the following:   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data. * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | | | | * At one time graduates were hired as coders in entry level positions. Rarely does this happen now as hospital reimbursement is key and the hospitals are looking for experienced coders. Many graduates now go into clerical positions with Health Records and Admitting/Patient Registration and must wait until coding vacancies occur. Students have been able to obtain position in Privacy and Release of Information and some students have gone directly into Decision Support | |
| 2.0 Key Performance Indicators  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | | | | Summary of Key Findings | |
| 2.1 Student Satisfaction  In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | | | | * The Year 2 focus group met with the Chair, Molly Westland, and identified issues with the program being very heavy in both the first and fourth semesters. Some of the problems identified relate to outside providers of services such as Med2020 and some relate to the practicum placement in semester 2 which necessitates having certain courses in semester 2 since students miss two weeks due to practicum in that semester. * The instructor focus group identified a number of issues that we believe can be rectified in the future by moving content from one course to another and eliminating excessive content in some areas. Many of the issues identified were echoed in the student comments. | |
| 2.2 Retention Rate   * Use the IPP (Integrated Program Planning) data that focuses on Retention. * Review patterns of retention on a semester by semester basis over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. | | | | * This program regularly loses a few students in semester one. These are usually students who have entered directly from high school and were not prepared for the heavy course load. We also may lose a few international students whose English language skills are insufficient for the program and reflected in their marks. Semester 2, with the practicum component, usually helps to provide students with the incentive to continue in the program once they see what their career potential is. Student attrition in semesters 3 and 4 is not likely unless it is for personal reasons and circumstances. | |
| 2.3 Graduate Rate   * Review patterns of graduation rates on a semester by semester basis over the last five years. | | | | NOTE: The program was in a hiatus (with suspended admissions) in the Fall of 2013. The program was overhauled and admissions were opened again in 2014.   * Graduate rates have remained relatively consistent over the last several years. There was a noticeable increase in 2016 grad rates which reflected an exceptionally well-prepared and engaged group of students, and the successful implementation of revised curriculum | |
| 2.4 Graduate Satisfaction   * Review patterns of graduate satisfaction and provide comment. | | | | * Graduates indicate that the program has prepared them adequately for the positions they move into in a variety of health care settings. | |
| 2.5 Enrolment Trends and Demand   * Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum. * Assess whether the program curriculum needs to change based on the above analysis. * Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis. * Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | | | | * Jobs do exist for graduates who are prepared to go to the areas where the jobs are. Unfortunately, many graduates are married and have families and are not in a situation to leave the Peterborough area. They may end up being underemployed as a result. The graduates from 2016 were exceptionally fortunate in obtaining positions. There were some who did not choose to follow an HIM career path for one reason or another, but those who did were very successful. * Students entering the HIM program in recent years have tended to be older and looking for a new challenge, or students who have completed a university degree in a totally unrelated area but seeking to have a career in an area where there are positions available. Most students are coming now with good technical skills so that we have been able to concentrate on developing skills in advanced Excel.   There has been a steady increase in international students, as the program seems to attract those with medical/dental/pharmaceutical backgrounds.   * International students are also challenged with being placed in a practicuum site located outside of the city limits due to lack of transportation. This impacts the number of sites that are available to students to complete their practicuum. | |
| 3.0 Program Curriculum | | | | Summary of Key Findings | |
| 3.1 Program Learning Outcomes and/or Sector Standards   * Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education) * Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. | | | | * The learning outcomes were reviewed in terms of vocational and essential employability skills. Some potential curriculum changes were proposed as a result. For example, we found that there was some duplication with the teaching of SNOMED in both Health Data Management and |Use and in Information Systems.….. | |
| 3.2 Program of Study, Course Outlines, Delivery and Program Map   * Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. * Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. * Collect a cross section of samples of student work as evidence of achievement of learning outcomes. * Reflect and comment upon the variety of methods used to demonstrate program outcomes. * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. * Discuss the degree and depth to which the program is providing work integrated learning experiences. * Record the course in the curriculum that covers the college-wide sustainability learning outcome * Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. * Make recommendations to address any gaps identified or improvements required. * Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness. * Include an updated program curriculum map on your program and curriculum review web page. | | | | * The program recently (2014) underwent a complete revision to make sure it met the requirements of LOHIM 2010 (CIHI), and the Health Information Management Ontario College Diploma – Vocational Program Standard MTCU Code 51643, therefore very few curriculum adjustments are currently needed. However, faculty identified some readjustments with the new curriculum to better meet the needs of the students. * Anatomy & Physiology 1: SCIE157   There is an issue with this course as it overlaps with the HIM students’ practicum by two weeks. Because it is not a course strictly reserved for HIM students (shares with other programs), the course rolls out at a normal pace, requiring HIM students to ‘keep up the best they can’ with the first two weeks of the course, while they are still on practicum.   * A variety of assessments are used by faculty to capture the learning progress of students. For example, multiple choice tests, case studies, research projects, placements/practicuum, short answers, scenario based project planning (simulations). * The program has an extensive practicuum focus where students are placed for two weeks in the first semester and four weeks in semester four, within a variety of healthcare settings. * The program itself reflects the sustainability learning outcome, as HIM focuses on a paperless health information management system, which is becoming the norm in the healthcare industry. * Students have indicated in the focus group, that there is a heavy concentration of courses in Sem 1 (due to the practicuum component in sem 2, during which students are absent from the college for two weeks).   NOTE: statement re: language standards being raised to alleviate obstacles for international students who struggle with the program in first semester | |
| 4.0 Strategic Positioning and New Opportunities | | | | Summary of Key Findings | |
| 4.1 College and School Alignment   * Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. | | | | * The HIM program fits the College’s Strategic plan, mission, values, academic plan and educational mandates of the School. * The program has provided outstanding student learning and experiences by ensuring top of the line Med2020 access available to students as part of student fees. The program provides high quality access to coding principles and practices both in the lab and in placement. The graduates of the program have attained high standards on the CHIMA exam and are well regarded in the local industry. The program fits the SMA by supporting the local health and community service needs. The program has also supported the local “College” community by doing placements in the School’s Massage Clinic to support documentation guidelines and document retention procedures. This will assist the Massage Clinic to excel as part of the Fleming organization. | |
| 4.2 Competitor Programs   * Analyze key parallels and differences between this program and those of its closest competitors, where applicable. * Comment on the ’Value-added’ program distinctions and their attractiveness to prospective students. | | | | * The program at St. Lawrence College is one year in length so it appeals to students who wish to fast track their education. The program at George Brown College is very large and we do get some students who did not get accepted into GBC. * The online programs provide some competition since some potential students opt for not having to quit their jobs or commute to Peterborough. * The fact that we have four courses in coding gives a “value added” component to our program as students have indicated that this influenced their choice. | |
| 4.3 Learning Pathways   * Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. * Identify any new pathways that could be developed. | | | | * We have recently received an updated articulation agreement from Athabasca university. We are hoping for a degree completion arrangement with UOIT but it has been delayed at their end. Ryerson accepts our students for a two year degree completion program. * There is a degree program at Conestoga College. Fleming students would have to go through a bridging program to be able to enter the degree portion of the program. The emphasis on this program is informatics, a specialized area of Health Information Management. | |
| 4.4 New Program or Redesign Ideas   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | | | | * There are opportunities for coding updated courses for students who have graduated and not been in coding positions but now wish to upgrade their coding skills so they can move into coding roles. * Explore the potential to provide a post-graduate certificate program for professionals already working in the industry but looking to remain current or increase their level of expertise and skill in another area of HIM. | |
| 5.0 External Relations | | | | Summary of Key Findings | |
| 5.1 Community Partnerships   * Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience? * Are faculty, staff, and student involved in volunteer projects and events? | | | | * There continue to be a lack of suitable practicuum sites to provide a choice of opportunities for students. This is because of when the practicuum falls (during the hospitals’ year-ends), the need for NARRS, and the fact that many hospitals have their coders working from home or they outsource their coding. Lack of transportation for some students also puts a strain on the demand for local Peterborough sites, as does the demographic makeup of the student group which reflects a greater percentage of female students (many have family responsibilities outside of the program, which in turn impacts the ability to place students in their practicuum). | |
| 5.2 Program Advisory Committee   * Comment on the distribution of Committee membership by constituency, sector, and / or region. * Comment on the vitality of the Committee (frequency of meetings, members’ level of participation, engagement, and turnover.) | | | | * We have tried to obtain representation from facilities that provide practicums to our students and hire our graduates. We also have representation from CIHI since CIHI sets the standards for coding and abstracting and has many of the databases that we use. CHIMA also has a representative on the PAC. * The PAC meets once a year unless there is a need to meet more often. The members are very engaged and offer valid suggestions that are taken into account when looking at both curriculum and standards. They are also good ambassadors for the program. | |
| 5.3 Alumni Relations   * Describe the type and range of alumnae involvement in the program. * Current and future strategies to engage alumnae in the program. | | | | * Graduates of the program have returned to work as instructors, guest speakers, and preceptors for practicuum placements. | |
| 6.0 Program Resources | | | | Summary of Key Findings | |
| 6.1 Program Revenue and Expenses   * Please review Integrated Program Planning (IPP) information for your program. * Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. * Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? * Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. | | | | * The HIM program has an IPP score of 72. This includes an external demand score of 76, quality score of 37 and a Financial score of 72. The quality score although low, has been increasing for the past two years. * The program is current, having undergone a full renewal two years ago and was readying itself for a collaboration with UOIT. This collaboration has not yet been fruitful. The current lab is sufficient, however, new chairs are required in the lab to support ergonomic needs of students who spend a great deal of time in the lab doing coding, etc. This was requested in the 2017/2018 budget year. There has been significant financial support budgeted for the completion of the Accreditation process for this fall. | |
| 6.2 Faculty and Staff Resources  Please comment on:   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments. * Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education. * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments. * Hiring priorities over the next few years based on the above. | | | | * The program has very diligent, hard-working and industry current faculty. They are all part-time and partial load faculty at present, however, there is a full-time permanent position currently posted. The coordinator is partial load and the accreditation standards insist that the coordinator be a full-time faculty member. This is certainly an area of concern for the program. * Coordinator of program has extensive knowledge of and experience in the industry and is actively involved in national association (CHIMA). She has also published in the subject matter. * Two of the instructors are graduates of the program and offer many useful insights in curriculum development. There are also many faculty who are still working in the field and bring ‘active’, real-world knowledge into the classroom. | |

**Proposed Program Improvement Plan**

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

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| Recommended Improvements: | Timeframe | Person(s) Responsible | Action Taken  Proceeding = P  Completed = C  Not Feasible = NF |
| Recruitment of a full-time faculty member to fulfill coordinator requirements for Accreditation. | Spring 2017 | Chair | C |
| Review potential/feasibility of providing a specific (online?) version of SCIE158 for HIM students, alleviating the issue of course cross-over and loss of content for HIM students.  Change language of direction to students … “You must do two weeks of online modules in course”  Evidence: Faculty focus, student feedback | Short - term  Review feasibility  Fall 2017  Development Spring 2018  Implement Fall 2018 if feasible | Faculty & Coordinator | NF-A re-evaluation of the placement timing would alleviate this issue. |
| Review potential to combine HLTH 65 and HLTH 322 (both 15hr courses) into one course instead of two. (Concepts of healthcare for HIM)  Evidence: Faculty Focus Group feedback, student focus group feedback | Short term  Review feasibility Fall 2017  Development  Winter 2018  Implement Fall 2018 | Chair/coordinator | N/F |
| Explore the potential to provide a post-graduate certificate program for professionals already working in the industry but looking to remain current or increase their level of expertise and skill in another area of HIM | Fall 2018 | David Francis | P |
| Explore software available to provide online modules (i.e. **Neehr Perfect),** in addition to Med 2020 (existing software in program)Some of the software available could be used by other programs and there is a potential for cross-curricular training - pharmacy, nursing.  Potential for a ‘coding’ simulation in this software. | Trial period for student use to begin Fall 2017  Review pilot in Spring 2018  Begin discussions with other programs for joint use in Fall 2018 | Pat Hewes | P |
| Add introduction computer info into HLTH 320, out of fourth semester course (it is needed to meet CHIMA requirements) | Fall 2017 | Pat Hewes and Chair | P |
| Research the potential for a pathway with Conestoga College’s degree program in informatics. They have developed a 2 year pathway for HIM diploma grads to complete a degree. This pathway is available on OCAS. | Fall 2017 | David Baker  Coordinator  Chair | P |
| Reinstate conversations with UOIT - re: Business degree program | Fall 2017 | David Baker  Dean | P |
| Marketing push for HIM | Winter 2018 | Dean | P |