University of San Diego®

HAHN SCHOOL OF NURSING AND HEALTH SCIENCE
Betty and Bob Beyster Institute for
Nursing Research, Advanced Practice, and Simulation

Hahn School of Nursing and Health Science

MS-HCI and HCI Certificate Programs

Student Handbook

2019/2020

STUDENT HANDBOOK

Dear Students:

Welcome to our School! We are delighted that you have chosen to take this journey with us in expanding nursing knowledge. Please know that we are here for YOU, and are happy to help at any time. Keep this handbook in a place where you can access it often. Here's a few things to know about this Student Handbook:

- This handbook was written just for **you**! It will be valuable toward experiencing a rewarding, successful personal and academic journey at USD. **Consult it OFTEN, and keep it in a place that's easy to access.**
- This handbook is a supplement to the current University of San Diego (USD) **Graduate Course Catalog** for students in the Hahn School of Nursing and Health Sciences. You can find the **Graduate Course Catalog** online at: https://catalogs.sandiego.edu/graduate/
- Please **carefully** review the information in this handbook and the **Graduate Course Catalog**. Our expectation is that each student will review the handbook and course catalog and be held responsible for the content. We require that all students abide by the policies and procedures written in this handbook and the Graduate Course Catalog. Not adhering to an established policy/procedure may result in penalties.
- Each student is responsible for following the Student Code of Rights and Responsibilities. Please see: http://www.sandiego.edu/conduct/.
- The **Academic Calendar**, located at (http://www.sandiego.edu/academiccalendar/), provides dates and deadlines that may facilitate smooth and timely movement through your program of study. Official University holidays are listed, dates are specified for applying for financial aid, and deadlines are indicated for events such as receiving tuition refunds, removing incomplete grades, and petitioning for graduation.
- It is the individual responsibility of each student to keep abreast of any and all changes made in the handbook and course catalog. If we do make revisions, we will notify you via your USD email.

Need more info or can't find it? Please contact your program office.

OK! Important!: Please read and sign the last page of this document indicating receipt of this handbook and acknowledging accountability for its content. Return the form to your programs office.

I wish you all the best as you join us in expanding the frontiers of nursing knowledge. Together, we can make our visions of nursing a reality.
With warmest regards,
Jane

Jane M. Georges, PhD, RN
Dean, Hahn School of Nursing and Health Science

CONTENTS

MISSION STATEMENT

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research-intensive environment. We educate graduate level nurses to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community, and leadership at local and global levels. We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

FACULTY MISSION & PHILOSOPHY

The faculty of the School of Nursing view individuals as unique holistic beings in dynamic interaction with an ever-changing environment. Each person has the potential for self-direction and self-actualization. The faculty believes clients have the right to engage actively in decisions relative to their health and health care. An individual's potential is achieved through interaction with larger systems such as family, community, and society.

Health is a dynamic state of being which is self-perceived and delineated by certain empirical parameters. This state of being is positively or negatively influenced by interactions with the environment, including the health care system. The faculty believes the health care needs of clients are best served by a delivery system that is innovative and responsive to the needs of all people.

Nursing is a scientific discipline which engages in scholarly inquiry to expand its body of knowledge as a foundation for excellence in clinical practice. Nursing care is the translation of intellectual effort into humanistic interventions which respect the dignity and worth of each person throughout the lifespan. Implicit in nursing practice is accountability to individuals, families, and communities to promote, maintain, and restore health.

The faculty believes that learning is a continuing process that involves changes in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provides learning experiences that foster critical thinking and believe that students are accountable for their own learning. The faculty believes that they have a responsibility to assist students to advance in the community of nursing scholars.

The faculty of the School of Nursing exemplifies through teaching, research, and clinical practice the personal and professional characteristics they seek to develop in students. They serve as catalysts for student learning, contributors to nursing's expanding body of knowledge, and role models in clinical practice.

CORE VALUES
- Cultural respect and sensitivity to self and others
- Ethical, moral, behaviors
- Commitment and loyalty
- Compassion, empathy, advocacy, support
- Honesty and integrity
- Flexibility and creativity
- Professionalism
- Leadership
- Excellence
- Self-directed learning
- Teaching/learning/praxis
- Critical thinking
- Scholarship

Accreditation/Approval

The HCI/NI program is a HIMSS (Health Information Management Systems Society) approved academic partner. The USD Hahn School of Nursing and Health Science Health Care Informatics program is pursuing program accreditation through the American Association of Colleges of Nursing (AACN) and Graduate Level Quality and Safety Education in Nursing (QSEN) Competencies.

College Level Writing Skills

To ensure graduate students are successful in the writing activities required of graduate school all incoming DNP, HCI, and NI students are required to complete a writing assessment test. The purpose is to provide an assessment of wiring skills and provide the student with feedback in areas to improve. Students may access the USD writing center or Hahn School of Nursing for support.

The Standards of Education for Graduate Health Care Informatics Students

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

1. Core Concentration: The health informatics program must be established as a core concentration or specialized track within a graduate level program of study that culminates with a master's degree.

2. Program-Specific Curriculum: The program's curriculum must reflect the program's mission, goals and objectives. The curriculum must build on the minimum health informatics competencies as specified in the AMIA Competencies for Health Informatics Education at the Masters Degree Level. 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 program. CAHIIM will validate alignment of competencies and outcome assessments with the program's mission, goals and objectives.

3. Staying Current: The program curriculum must stay current with evolving issues and practices in health informatics. The program must demonstrate how the curriculum is routinely updated and relevant.

4. Professional Development: The program must provide opportunities for faculty to stay current with evolving issues and practices in health informatics.

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

6. Advisory Committee: An advisory committee, which is representative of the communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program faculty and sponsoring educational institution personnel in formulating and periodically revising appropriate goals and curriculum, monitoring needs and expectations, and ensuring program responsiveness to change. CAHIIM standards emphasize the importance of a strong advisory committee comprised of individuals external to the academic institution such as employers, graduates, and others representative of the communities of interest.

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

8. Accurate Published Information: All published program information must accurately reflect the program offered and must be known to all applicants and students and must include:
    i. The sponsoring educational institution and programmatic accreditation status. The published accreditation statement must cite the official set of standards under which the program is accredited.
    ii. The admissions policies and procedures.
    iii. The policies for advanced placement, transfer credits and credits for experiential learning.
    iv. The number of credits required for completion of the program.

     v.   All tuition/fees and other costs required to complete the program.

    vi.   The policies and procedures for withdrawal and for refunds of tuition/fees.

   vii.   The Academic Calendar.

  viii.   The Student grievance procedures.

    ix.   The criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co- requisites, minimum grade point average, and required courses.

9. Lawful and Non-Discriminatory Practices: All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations.

Masters of Science Program Outcomes

1. Analyze and evaluate complex biomedical informatics problems in terms of data, information, and knowledge.
2. Apply, analyze, evaluate, and relate biomedical information, concepts, and models spanning molecules to individuals to populations.
3. Use the analysis to identify and understand the possible solutions and generate designs that capture essential aspects of solutions and their components.
4. Implement the solution, evaluate it, and improve it.
5. Work effectively with partners within and across disciplines.

Hahn School of Nursing and Health Science and Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation

Hahn School of Nursing and Health Science (HSON) and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (BINR) includes the Hahn Main and the Beyster Institute for Nursing Research buildings. Hahn Main is a recently renovated, 26,000 sq. ft., two-story facility that houses administrative office suites, office space for 35 faculty and administrative personnel, class, seminar, and conference rooms, a library with video-conferencing capabilities, and student, faculty, and staff terrace, patios, kitchens, and lounges. Each classroom is a "Smart Classroom," e.g., equipped with whiteboards, electronic screens, overhead projectors, ceiling-mounted data projectors, speakers, and a media cabinet containing a computer, document camera, and media player. All faculty have office space equipped with networked desktop computers and printers. Other equipment consists of Interactive Conferencing, Software (Access, Excel, PowerPoint, Word, SPSS, ExamSoft, Typhon, and EHR GO), copiers, color printers, fax machines, and a Wi-Fi for the building.

The BINR is a state-of-the-art, LEED gold, 30,000 square foot, three-story Spanish Renaissance building and Plaza annexed to Hahn Main. The Beyster Institute's beauty reflects the caliber of the school, which has been consistently ranked as a "Best" Graduate Nursing School by U.S. News & World Report.

BINR's first floor is dedicated to the Dickinson Family Foundation's Lizbeth Dickinson Smoyer Nursing Simulation Center, the keystone of the school's clinical teaching facilities and a national

model for nursing education. The Dickinson Nursing Simulation Center (DNSC) houses an eight bed clinical skills classroom equipped with high-fidelity human patient simulators, six primary care exam rooms, three acute care hospital rooms, a nursing and medication station, three debriefing rooms, a "Green Room" lounge for patient-actors, and a faculty office suite. It provides faculty observation work spaces, technology to video student-patient encounters, supply storage rooms and gives direct access to the BINR Plaza. The Dickinson Center has developed Simulation residencies for doctoral students enabling them to learn simulation methodology as an educational strategy and conduct research on experiential learning in health care education and its impact on patient care. The Dickinson Center fosters interprofessional shared learning opportunities with community health care academic and service partners.

The BINR Second Floor features the Lizbeth and Walter Smoyer Family, Advanced Practice Registered Nurse (APRN) Education Center focusing on diagnosis and treatment, management of chronic illnesses, preventive care, and leadership of interdisciplinary health teams. More than 1,000 APRNs, including 100 with the doctor of Nursing Practice Degree, have graduated from USD since 1984. The Smoyer APRN Education Center contains a high-tech Specialty Classroom and modern adaptable classrooms separated by electronic folding room dividers. Classrooms access a large exterior plaza for meetings or informal gatherings. The NP and HCI main office, APRN faculty offices and a large work room are housed here, along with a conference room and faculty lounge. The second floor provides a "Mother's Room" for infant care and access to Hahn Main through a connecting bridge.

The BINR Third Floor contains the PhD Executive Classroom and the exquisite Krause Family PhD Research Library and Study that offers sweeping views of Founders Chapel, the Immaculata, and the USD campus. The Krause Family Library assures a setting for creative thinking, relaxed sharing, and peaceful contemplation. PhD/DNP students and faculty enjoy direct access to online research databases for current and historic, domestic, foreign, and international nursing materials. The Krause Family Library assures a scholarly, yet comfortable, space for receptions and PhD Dissertation Defense celebrations.

BINR Third floor showcases four Nursing Research units including the Hervey Family San Diego Foundation Military and Veteran Health Unit, the Women and Children's Health Unit, the Kaye M. Woltman and Melisa R. McGuire Hospice and Palliative Care Education and Research Unit, and the Senior Adult Research Unit and Functional Assessment Apartment. A most unique space, this apartment contains a small kitchenette, bathroom, and bedroom/living area outfitted with equipment and furniture that enhances safety for older adult research participants. A Psychiatric APRN psychotherapy research room adjoins the apartment. The third floor also features a large workroom area where nurse scientists, research staff, assistants, and doctoral students can communicate and collaborate. The Director of Nursing Research, Patricia A. Chin Endowed Professor of Nursing Research, and Senior Nurse Scientist offices are located on the third floor so that they can not only conduct research, but also model for doctoral students the adventure of "hands-on" clinical nursing research. A large secured area for efficient data filing systems is housed here.

USD POLICIES & PROCEDURES

Academic Integrity

The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation the University procedures to deal with academic dishonesty should be uniform and understood by all. This document outlines the University's sanctions against cheating and the procedures by which they are implemented.

1. Academic Dishonesty: An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation. Serious violations are the following acts:
   a. **Examination Behavior**. Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without the express permission of the instructor giving the examination.
   b. **Fabrication**. Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation, unless the fact of falsification or invention is disclosed at the time and place it is made.
   c. **Unauthorized Collaboration**. If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise, and by the other if the other knows of the rule against collaboration.
   d. **Plagiarism**. Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation.
   e. **Misappropriation of Resource Materials**. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
   f. **Unauthorized Access**. Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
   g. **Serious Violations Defined by Instructor**. Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

2. Infractions are the following acts:
   a. Any unintentional act is an infraction that, if it were intentional, would be a serious violation.

    b. Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.
3. Academic Dishonesty: Sanctions and Procedures
4. Academic dishonesty, and allegations of academic dishonesty, are matters of university-wide concern in the same way that academic integrity is a matter of university-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated; not only to the University but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty. The University administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty.

The University's Academic Integrity Policy (Policy 4.8), applicable to all students at the HSON, can be found at:
http://www.sandiego.edu/legal/policies/faculty/Policy%204.8%20(revised%202.1.2017).pdf
To get into the website please use your USD username and password.
Alternatively you can also access the pdf below:
https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3Adb344ce1-43c3-40fc-9a0f-dfbd6bc01e55

For further information about this policy contact Associated Students at 619-260-4715 or
http://www.sandiego.edu/associated-students/

Honor Code
The Honor Code of the University of San Diego (USD) is the product of an extensive history of dedication by the USD Honor Council and its predecessor organizations. The Honor Code is built upon the ideals of the USD Academic Integrity Policy, and reflects research of established Honor Codes and knowledge gained from the Center for Academic Integrity national conferences. The development of the Honor Code also reflects significant contributions by the appointed Faculty Committee and Board of Trustees have also helped shaped this document. The culmination of these influences has resulted in a document that is intended to initiate and maintain a campus-wide culture of integrity.

The Honor Code serves as a model of integrity applying to both undergraduate and graduate students; however, it remains separate from the established Honor Code of the USD Law School.

The Honor Council expresses its gratitude to all those who contributed to our deliberations, but especially faculty, administrators, and trustees who have so long been supportive.

For the full Honor Code please go to https://www.sandiego.edu/conduct/documents/Honor-Code.pdf

Policy Prohibiting Discrimination and Harassment

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

Complaints should be made in accordance to the University's Policy Prohibiting Discrimination and Harassment. The university's Policy Prohibiting Discrimination and Harassment can be found at: http://www.sandiego.edu/legal/policies/community/institutional/Policy%202.2.2.pdf

Sexual Harassment, Dating Violence, Domestic Violence and Stalking

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sexual harassment, including sexual violence, is a form of prohibited sexual discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols.

You may also contact the university's Title IX Coordinator in Maher Hall, Room 101; by telephone at (619)260-4594; by email at: titleix@sandiego.edu; or through the university's Title IX webpage at: http://www.sandiego.edu/titleix/

Retention and Dismissal (Academic Probation and Disqualification)

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and Grade Point Average (GPA) that is required by their program. See "Grading Policy" regarding the minimum acceptable grade for courses and the minimum overall grade point average required in the program. The minimum GPA requirement for the HSON is 3.0 calculated on a 4.0 scale. Any student who has completed at least 6 units of course work and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his/her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students may fail a clinical course because of significant clinical and/or professional deficits. A 'failing" grade is considered any grade less than 80%. A failed grade in the clinical component of the course results in a failure of the theory portion of the course, and conversely, if a student fails the theory portion of a course they fail the clinical component. Students who wish to appeal academic disqualification must do so in writing to the Dean of the School of Nursing within 5 calendar days of receiving such notice.

In addition to dismissal for academic reasons student can be dismissed for violating university policies or for failing to meet the expectations of the Essential Abilities and Professional Conduct Policy (as set forth in this Handbook). Appeals from those dismissal decisions shall be handled in a manner consistent with those policies.

Dismissal

In addition, to dismissal for academic reasons (see Retention/Academic Probation and Disqualification above), students can be dismissed from the University for violating any of the following university policies:
- Rules of Conduct
- Academic Integrity Policy
- Honor Code
- Alcohol Policy

These policies are available to students in the Graduate Course Catalog. Procedural Guidelines for the Disciplinary Process and Disciplinary Sanctions are also outlined in the Graduate Course Catalog. Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted.

Students who wish to appeal their disqualification must do so in writing to the Dean of the College or School in which their program resides within 10 calendar days of receiving such notice (Graduate Course Catalog).

Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), Pass, or W are not included in the GPA calculation.

Grade points are assigned as follows:

A = 4.0	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.0	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0.00

Grievance Policies

The University has policies regarding both grievances related to hate crimes and harassment and grievances regarding grades. These policies are available in the Graduate Course Catalog. In keeping with the university policies, hate crimes or harassment within the HSON are reported to the Dean. Grade grievances should be initially addressed with the faculty member involved. If there is no resolution, the Program Director, Associate Dean and Dean of the HSON will subsequently become involved. Failing resolution at that level, the student grievant may submit a written request for a grievance hearing by the Student Affairs Committee of the HSON. In the case of such a grievance, faculty and/or student representatives who could be in a conflict of interest position regarding the grievance will be asked to excuse themselves from the proceedings. Faculty content experts may be necessary to help review the grade grievance. If such members are not on the committee, all efforts will be made to invite an expert to serve on the grievance committee for that hearing. To obtain a copy of the Student Affairs Committee by-laws, please contact the committee chair.

Graduation/Completion of Degree Requirements

In order to be cleared for degree completion, students must file a Petition to Graduate in the Graduate Records Office by the deadlines outlined in the Academic Calendar in the front of the Graduate Course Catalog.

HSON POLICIES AND PROCEDURES

Attendance Policy

Consistent and regular attendance at all classes and clinical days is an essential requirement of the program for all students. Students are expected to schedule any personal or medical appointments (other than medical emergencies) on dates and times that do not conflict with class or clinical days.

Students must comply with the attendance policy as follows:

1. If a student must miss a class or exam for some unforeseen, unavoidable, and serious reason (i.e. death in the family) an excused absence may be permitted with the approval of the faculty member:
   a. The student must notify the faculty member teaching the course, prior to the absence.
   b. The student is responsible to obtain class content that was missed.
   c. Alternative arrangements for any missed makeup work need to be made with the faculty member teaching the course.
   d. Appropriate documentation of the reason for the absence may be required.

2. If a student must miss a clinical or lab day for some unforeseen, unavoidable, and serious reason (i.e., death in the family) an excused absence may be permitted. Please notify your clinical /lab faculty so arrangements can be made to develop a plan to complete the missed clinical day.
   a. In the event a clinical/lab day is missed for an illness the student must provide a medical excuse signed by a healthcare provider (MD, NP, DO, or PA) indicating either the student sought medical care on the date of the absence or that the student's illness prevented the student's attendance on the clinical day.

3. For questions or clarifications regarding this policy, please contact your Program Director

4. Failure to comply with the attendance policy may result in appropriate corrective action, up to and including a failed exam, class, or clinical, or dismissal from the program.

Leave of Absence

The HSON faculty realizes that students encounter life circumstances that may create difficulty with the continuation of their educational pursuits. When such circumstances occur, every effort is made to assist students so that they may remain enrolled in their program of study. Retention rates for all HSON programs are above 90%. If, for some reason, students must interrupt their educational progress, the student should request a meeting with the program director so that the student may be placed on a leave of absence in compliance with university policies. Students who take a leave must contact the program director in order to receive approval to enroll in subsequent course work.

Grading Policy for Clinical and Theory Course

Since students enrolled in the program are admitted directly to a graduate degree or certificate program, policies and procedures applicable to them are the same as those for other graduate students in the University and the school. These general policies and procedures are provided below along with sources where students are acquainted with them. Exceptions to general policies and procedures specific to the program are noted herein. All courses taken must have the prior approval of the academic advisor to be accepted as meeting the degree requirements.

A minimum GPA of 3.0 must be maintained to remain in the graduate nursing programs. In the theory portion of all courses, students must have a cumulative average of 80% or greater on all quizzes and exams to pass the course. A minimum grade of B- is required of all students in the theory and clinical practicum courses. All clinical management courses include theory, simulation activities, and a clinical component. Students must pass all three components of the course (theory, simulation, and clinical), with a minimum grade of B- in the theory component and a grade of "pass" on the simulation and clinical component in order to receive a passing grade in the course. If a student receives less than a B- in the theory or does not receive a "pass" in the simulation or clinical component of the course, the student will not be considered to have passed the course.

The HSON Academic Grading Scale is as follows:
A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D 60-69.99
F 59 or less

If a grade less than B- is obtained in any of the courses, that course must be repeated and a minimum grade of B- must be earned. Specific to clinical management courses, the course must be successfully completed before the student can progress to the next clinical management course in his/her program sequence. Exceptions to progression through the NP program can be determined at the discretion of the program director. Courses may be repeated only one time. Students who do not pass the course with a minimum of B- the second time will be dismissed from the program. If a student does not successfully complete one course and then does not successfully complete a second, different course, the student will be dismissed from the program.

The theory, simulation, and clinical components of all Clinical Management courses must be passed. If a student passes only one of the three required components, the student will not pass
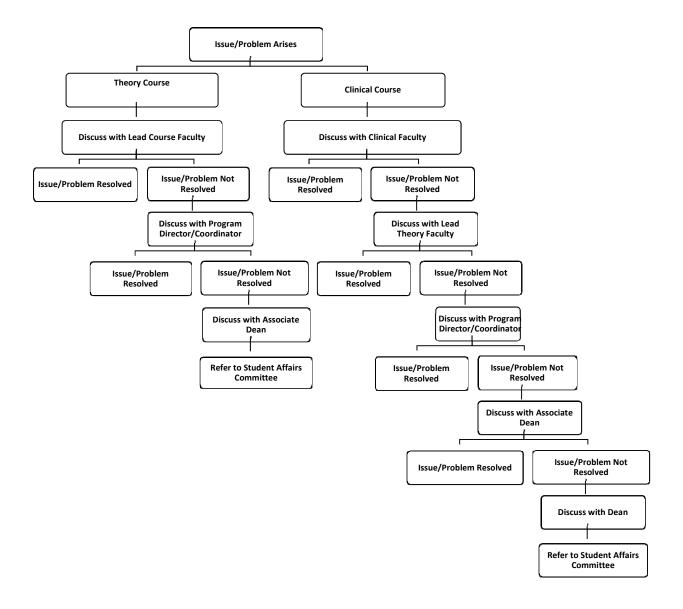
the course and must repeat the entire course which includes theory, simulation activities, and clinical.

In order to successfully complete an APNC, DNPC and NPTC course, a minimum exam average of 80% must be achieved on the examination component of the course. The inability to achieve 80% on the exam component automatically results in unsuccessful completion of the course.

Incompletes in either theory or clinical management courses are only assigned by faculty when the majority of requirements have been completed, but unforeseen problems, crises, etc. interfere with a student's ability to meet the remaining course requirements prior to the end of the term. Furthermore, arrangements to complete the incomplete course must be made with the lead course faculty prior to the end of the semester. Students receiving an "incomplete" may progress through the clinical management courses only at the discretion of the lead faculty and program director.

Management of Problems Related to Theory or Clinical Coursework

Students who experience a course-related issue pertaining to academic performance in theory and/or clinical should consult the algorithm on this page to ascertain the appropriate steps for resolution. Students are encouraged to adhere to this algorithm in order to optimize the most efficient and positive outcome. Faculty are very approachable and encourage that a student be proactive in discussing any issues/challenges with them.

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                            Issue/Problem Arises
                  ┌──────────────────────┴──────────────────────┐
            Theory Course                              Clinical Course
                  │                                             │
      Discuss with Lead Course Faculty            Discuss with Clinical Faculty
          ┌───────┴───────┐                          ┌──────────┴──────────┐
   Issue/Problem    Issue/Problem Not         Issue/Problem      Issue/Problem Not
     Resolved           Resolved                Resolved              Resolved
                         │                                             │
              Discuss with Program                        Discuss with Lead
              Director/Coordinator                        Theory Faculty
          ┌───────┴───────┐                          ┌──────────┴──────────┐
   Issue/Problem    Issue/Problem Not         Issue/Problem      Issue/Problem Not
     Resolved           Resolved                Resolved              Resolved
                         │                                             │
              Discuss with Associate                     Discuss with Program
                     Dean                                Director/Coordinator
                         │                          ┌──────────┴──────────┐
              Refer to Student Affairs       Issue/Problem      Issue/Problem Not
                   Committee                   Resolved              Resolved
                                                                       │
                                                            Discuss with Associate
                                                                   Dean
                                                        ┌──────────┴──────────┐
                                                 Issue/Problem Resolved  Issue/Problem Not
                                                                            Resolved
                                                                               │
                                                                    Discuss with Dean
                                                                               │
                                                                    Refer to Student Affairs
                                                                         Committee
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Scope of Practice

To learn more about the Health Insurance Portability and Accountability Act (HIPAA) guidelines and to make sure you are compliant with HIPAA guidelines in the clinical or community settings visit the HIPAA website:
https://www.hhs.gov/sites/default/files/privacysummary.pdf

In order to be successful in your program, students should be able to perform essential abilities relative to their role and adhere to policies governing professional conduct. Failure to conform with one or more of these policies will result in a Student Expectation and Improvement Plan (SEIP). Faculty determination to proceed with the SEIP process can be a serious decision and can have potentially serious implications including dismissal from the program. The SEIP for the HSON can be found at the following link:
https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A697bbd28-2e4a-4cac-ac76-d52c326b62e6

Appeal of Dismissals that occur through the Student Expectation and Improvement Plan (SEIP) Process

All students who are dismissed from the School of Nursing as the result of the SEIP process have the right to appeal. It is the responsibility of the Program Director/Coordinator to inform the student of this right at the time the dismissal decision is communicated to the student. The student must submit an appeal in writing to the Dean's office by the end of business on the next workday following the day the student was dismissed. The Dean's office will arrange a hearing as soon as practicable. The Program Director as well as the involved student shall give evidence at the hearing to the Dean, who will rule on the appeal. If the student has been dismissed for reasons of patient or student safety then the student may not continue to attend any classes while the appeal is being heard. If the student was dismissed for any other reason, then the student may continue to attend classes until the appeal has been decided.

The SEIP Process and FERPA

All aspects of the SEIP Process are conducted in compliance with FERPA. No information about a particular student shall be communicated to faculty or students except as allowed by FERPA. In particular, when a student is dismissed from the program, only those students who work in groups or teams with the dismissed student and only those faculty in whose classes the dismissed student was enrolled shall be informed that the student is no longer in the program. To learn more about Family Educational Rights and Privacy Act (FERPA) visit the following website: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Course Repetition Policy

A student who does not successfully complete a course (minimum B- course grade) has one opportunity to complete the course. Lack of successful completion automatically results in a dismissal from the program. This applies to all courses. If a student does not successfully

complete one course and then does not successfully complete a second, different course, the student will be dismissed from the program.

Leave of Absence

The HSON faculty realizes students encounter life circumstances that may make it difficult to continue with educational pursuits. When such circumstances occur, every effort is made to retain students in their program of study. If, for any reason, a student must interrupt his or her educational progress, the student may request a leave of absence by submitting an online form to their Program Director. The student has one academic year to reenter the program. Leaves of absence will be considered and administered in accordance with university policies. All leaves must be approved by the Program Director.

Readmission Policy

Readmission to the Nursing Programs is not automatic. Individual programs have specific readmission criteria. Please see program director/coordinator for specifics. Applicants for readmission will be pooled with new applicants who are vying for competitive admission and must complete all requirements as stated in the Graduate Course Catalog. In addition, depending on the amount of time that has elapsed since attendance at USD, applicants may be required to repeat specific courses. Contact Cathleen Mumper, Director of Student Services in the Hahn School of Nursing and Health Sciences for additional information.

UNIVERSITY RESOURCES

The following resources are available to all University of San Diego students. Links for many of the resources below can be found on the "Student Life" tab on your MySanDiego account (my.sandiego.edu).

USD Support Services	
Campus Card Services	https://www.sandiego.edu/campus-card/
Campus Recreation and Sports	https://www.sandiego.edu/campusrecreation/
Career Development Center	https://www.sandiego.edu/careers/
Center for Christian Spirituality	https://www.sandiego.edu/ccs/
Center for Health & Wellness Promotion	https://www.sandiego.edu/health-wellness/
Center for Inclusion and Diversity	https://www.sandiego.edu/inclusion/

Copley Library	https://www.sandiego.edu/library/
Counseling Center	https://www.sandiego.edu/counseling-center/
Department of Public Safety	https://www.sandiego.edu/safety/
Dining Services	https://www.sandiego.edu/dining/
Disability and Learning Difference Resource Center	https://www.sandiego.edu/disability/
Financial Aid	https://www.sandiego.edu/financialaid/
Frances G. Harpst Center for Catholic Thought and Culture	https://www.sandiego.edu/cctc/
Graduate Student Associations	https://www.sandiego.edu/soles/student-life/student-organizations/
Hahn University Center and Student Life Pavilion	https://www.sandiego.edu/ucslp/
Housing	https://www.sandiego.edu/residentiallife/
Information Technology Services	https://www.sandiego.edu/its/
Institute of College Initiatives	https://www.sandiego.edu/college-initiatives/
Instructional Media Services	https://www.sandiego.edu/its/media/
International Center	https://www.sandiego.edu/international/
Legal Research Center	https://www.sandiego.edu/law/library/
Mail Center	https://www.sandiego.edu/mail-center/
Manchester Family Child Development Center	https://www.sandiego.edu/soles/mfcdc/
Off-Campus Housing for Graduate Students	https://www.sandiego.edu/off-campus-housing/
Office of International Students and Scholars	https://www.sandiego.edu/international/oiss/

One Stop Student Center	https://www.sandiego.edu/onestop/
Parking Services and Transportation	https://www.sandiego.edu/parking/
Student Health Center	https://www.sandiego.edu/health-center/
Student Wellness	https://www.sandiego.edu/wellness/
Torero Store	https://www.usdtorerostores.com/
United Front Multicultural Center	https://www.sandiego.edu/united-front/
University Copy Center	https://www.sandiego.edu/copy/
University Ministry	https://www.sandiego.edu/ministry/
University of San Diego Alumni Association	http://www.sandiego.edu/alumni/alumnirelations
Writing Center	https://www.sandiego.edu/cas/writing/writing-center/

HSON Support Services	
Dean's Office Dean of Hahn School of Nursing and Health Science	Jane Georges - jgeorges@sandiego.edu
Assistant to the Dean, Operations and Fiscal Affairs	Linda Johnston - lindaj@sandiego.edu
Executive Assistant to the Dean	Carol Ponce - cponce@sandiego.edu
HSON Compliance Coordinator	Lois Zvolensky - lzvolensky@sandiego.edu
Nursing Desktop Support	Anthony Armijo - aarmijo@sandiego.edu
Office of MSN and International Programs Associate Dean MSN and International Programs	Kathy Marsh - kathymarsh@sandiego.edu
ENL & CNS Executive Assistant	Bianca Vazquez Pantoja - biancav@sandiego.edu
MEPN Executive Assistant	Sandy Ische - sische@sandiego.edu
MEPN Clinical Placement Coordinator	MEPN Students – Peggy Mata pmata@sandiego.edu
ENL/CNS Clinical Placement Coordinator	ENL/CNS Students – Nadine Kassity-Krich nkkrich@sandiego.edu
Development Office Development Director	Jose Gonzalez - josefgonzalez@sandiego.edu
Development Office Executive Assistant	Amber McDonough - amcdonough@sandiego.edu
Dickinson Nursing Simulation Center (DNSC)	https://www.sandiego.edu/nursing/simulation-center/
Director	Karen Macauley - macauley@sandiego.edu
Administrative Assistant	Julie Sargent-Helm jsargenthelm@sandiego.edu
Senior Manager for Simulation and Innovative Learning	David Haigh - dhaigh@sandiego.edu
NP Simulation Coordinator	Lisa Sheehan - lsheehan@sandiego.edu

MEPN and CNS Simulation Coordinator	Deanna Johnston - djohnston@sandiego.edu
Simulation Specialist	Christine Kelly - christinekelly@sandiego.edu
Office of Student Services Director of Student Services	Cathleen Mumper - cmm@sandiego.edu
Student Services Executive Assistant	Rebecca Weeks - rweeks@sandiego.edu
Office of Advanced Practice Associate Dean of Advanced Practice Programs	Karen Macauley - macauley@sandiego.edu
FNP/ENP Program Director	Karen Sue Hoyt - hoyt@sandiego.edu
PMHNP Track Coordinator	Michael Terry - mjterry@sandiego.edu
DNP/NP Executive Assistant	Kate Todaro - ktodaro@sandiego.edu
Clinical Placement Coordinator	NP Students - Amy Wright amy@sandiego.edu
Health Care Informatics and Nursing Informatics Program & Innovative Learning HCI & NI Program Director	Jonathan Mack jmack@sandiego.edu
HCI & NI Executive Assistant	Carol Scimone cscimone@sandiego.edu
Clinical Placement Coordinator	Regina Atim ratim@sandiego.edu
Office of Nursing Research Associate Dean of Nursing Research	Cynthia Connelly - connellyc@sandiego.edu
Nursing Librarian	Zoe Abrahams - zabrahams@sandiego.edu
Office of PhD Program PhD Program Director	Patricia Roth - proth@sandiego.edu
Administrative Assistant	Susan Merrill - smerrill@sandiego.edu

SCHOOL OF NURSING RESOURCES

Director of Student Services- *Cathleen Mumper, HSON 209*

The Director of Student Services serves prospective and current students across all programs. She manages the recruitment and admissions processes for all academic programs in the HSON. She administers and coordinates Open Houses, Employment Fairs and New Student Orientations. In addition, the Director of Student Services manages the HSON financial aid budget and administers the awards made in collaboration with the Dean and Program Directors. She also serves as the HSON liaison with the University Office of Financial Aid, Office of the Registrar and the Office of Student Accounts to resolve student issues and keep them informed of HSON programs and policies.

Development Officer- Jose Gonzalez, HSON 103

The Development Officer works with the HSON to establish scholarships for students and to enhance the overall support including program resources.

Health Care Affiliations

Health Care Affiliations include a wide variety of clinical resources including UCSD Medical Center, Sharp Healthcare (hospitals and clinics), Scripps Health (hospitals and clinics), Children's Hospital and Health Center, Veterans Administration Hospital, Balboa Naval Medical Center, and Palomar Health. Because of the focus on health promotion, a large number of community agencies are utilized including schools, home health agencies, the San Diego County Department of Health Services, health maintenance organizations, and local community clinics.

Dickinson Family Foundations Lizbeth Dickinson Smoyer Nursing Simulation Center

The Dickinson Nursing Simulation Center (DNSC) is designed to simulate the clinical setting and provide students with the opportunity to develop and enhance clinical skills in a safe environment. The 10,000 square foot space is located adjacent to the HSON building on the first floor of the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice and Simulation. Dr. Karen Macauley, Associate Dean of Advanced Practice Programs, manages the Dickinson Simulation Center which is equipped with a central lab/lecture hall with vignettes of hospital patient beds on the periphery contains a combined lecture/acute care venue, three acute care exam rooms, six primary care exam rooms, a nursing station, medication room, faculty/student lounge/"Green Room", and laundry room. The DNSC is equipped with high fidelity mannequins, student debriefing rooms, computer video monitoring and recording capabilities along with a Learning Spaces information management system. To learn more visit https://www.sandiego.edu/nursing/simulation-center/

HEALTH, LIABILITY, AND CERTIFICATION REQUIREMENTS

Specific health and professional criteria must be met by all students before they can register for classes. This policy assures clinical facilities that students meet minimum standards regarding health, liability, and licensure/certification. The HSON has contracted with *American Databank (Complio)* to track these criteria for all students across programs. Instructions for creating an account may be found at the following link Complio Account Instructions.
Comprehensive background checks and drug screening are required of all students, all of the student health requirements can be found here Student Health Requirements.
When admitted to the program, students must also provide written authorization to the HSON for the release of this information to clinical facilities at Release of Information Form. If a student's illness or injury requires medical disability, students must notify their Program Director as soon as it is feasible. Students on medical disability may not continue their clinical experience until they can provide documentation to the Director that their disability has resolved.

Health requirements must be current. Otherwise, the student will not be allowed to participate in clinical experiences.

Proof of immunization (or titer, if applicable) for influenza, measles (rubeola), mumps, rubella, pertussis, varicella, diphtheria, tetanus, and a recent (within one year of admission) physical examination and tuberculin skin test or chest x-ray is required prior to initial course registration. The hepatitis A and B immunization series is also required. At least 1 of the 2 recommended hepatitis A, and 2 of the 3 recommended hepatitis B inoculations must be completed prior to beginning coursework. The third dose may be administered after the start of the first semester. Documentation of physical exam and TB screening is required annually throughout the student's program. A form to document the physical exam is available in the HSON office. Any student who has a potentially communicable illness (including colds and flu) should not go to clinical. If in doubt, confer with your clinical faculty and preceptor. For questions regarding health requirements, email Lois Zvolensky, lzvolensky@sandiego.edu.
- **Students MUST be compliant 1 month before the program start date, and remain compliant until the completion of your degree.**

Specific health and professional criteria must be met by all students before a student begins a clinical rotation. This policy assures clinical facilities that students meet all standards regarding health and immunizations. To view the requirements, see the following link for Student Health Requirements. There are important documents and requirements that need to be completed prior to beginning the program:

Go to USD's tracking system website, which is located at: https://sdnahsec.complio.com/
1. Create your account by clicking the 'Create an account' button and filling out all the necessary information.
2. Order your background check and drug screen.
3. Process your payment by submitting Credit Card information.

4. Begin entering your immunization record information and your official documentation by uploading them.
   - Proof of Immunizations
   - Certificate of Good Health
   - Signed HIPAA Certificate
   - Release of Information
   - Print, sign, and upload to website
   - Certificate of Good Health must be signed by an MD, DO, NP, or PA.
   - Annual background and drug screen, physical exam and Flu shot test required
   - Basic Life Support (BLS) card
   - Contact the American Heart Association for costs, dates, times, and locations of classes at https://www.heart.org/

It is the responsibility of the student, NOT the School of Nursing, to ensure that all health and immunization requirements are met, and are current. Failure to adhere to this policy may result in: 1) removal from a clinical rotation, 2) removal from class, 3) blocked registration, and/or 4) dismissal from the program if the situation warrants it. For additional questions or clarifications regarding this policy, please contact Lois Zvolensky at 619-260-4600, Ext. 8710.

NOTE: Students who are on a work disability may NOT attend clinical unless a written "Return to Work" note is signed by the student's physician indicating the student is "fit for work". **Students may not attend clinical with splints, braces, or casts in place.**

Criminal History/Background Check
Students MUST be compliant 1 month before the program start date, and remain compliant until the completion of your degree.
Criminal background checks and drug screens are required for all students as a condition of placement in clinical and community facilities. Placement is contingent on the clinical or community facility's approval of the placement following its acceptance of the criminal background check and drug screen. A student must comply with the requirements of each clinical or community facility at which the student may be placed.

Prior criminal convictions and/or failing to pass a drug screen may prevent a student from placement in a clinical or community facility and as a result, could jeopardize the student's status in their program. Any student who is convicted of a crime while enrolled in the program is required to immediately notify the Program Director. Depending on the nature of the offense, the student may be dismissed from the program.

To initiate your background clearance, go to the website https://sdnahsec.complio.com/ and create an account.
1. Activate your account and login and click on "Order Subscription."
2. Under "Select School" you will choose the University of San Diego Hahn School of Nursing.

3. You will order the SD Consortium Criminal Background Check and Drug Screen and under "Immunization Compliance Package" the correct program you are in.
4. Continue filling in required and optional fields.
5. Sign required forms.

The following searches are required:
1. Criminal History Record Search
2. Social Security Number Trace (residential history, year and state SSN issued)
3. OIG/GSA-Medicare/Medicaid Excluded List
4. Nationwide Sex Offender Registry
5. 10-Panel Drug Screen
6. Go to the location you selected to provide your urine sample.

BLS Certification

All students are required to hold a minimum of current Basic Life Support (BLS) certification by the American Heart Association and should provide documentation of this. Numerous BLS CE opportunities are available in the San Diego region. Any student who does not have current BLS certification must obtain it prior to enrolling in any clinical course.

Malpractice Insurance

All students are covered under USD's Licensed Professional Liability Insurance as an enrolled USD student. Therefore, students do not need to purchase individual insurance to cover their clinical practice in their student role.

Student Insurance Plan

USD Insurance Requirement

All University of San Diego full time undergraduate, graduate, and law students are required to have health insurance. When students register for classes, their student account will be charged for the USD Student Health Insurance Plan. Please note that coverage is for USD students only and does not cover dependents. Students need to decide to enroll in or waive the charge if they already have insurance by answering a few simple questions online. A new waiver needs to be submitted at the beginning of each academic year.

This requirement ensures that students in need of health and/or mental health care beyond the scope of services provided at USD by the on-campus Wellness Units, can access the appropriate care and resources in the community.

- Student Health Insurance Plan Benefits and Features
- Annual Coverage: $2651 (August 15, 2019 - August 14, 2020)
- Spring & Summer Coverage: $1217 (January 1, 2019 - August 14, 2019)
- Unlimited policy year maximum
- Low annual deductibles: In-Network $300 per policy year, Out-of Network $600 per policy year.

- Deductibles can be waived by seeking care from the Student Health Center and receiving a referral.
- Inpatient hospital expenses covered at 80% In-network & 65% Out-of-network
- In-network Physician's Office visits covered at 80%
- Out-of-pocket maximum of $6,350 In-network and $12,700 Out-of-network
- In-Network Preventive care services with no deductibles, copays or coinsurance
- Students will be able to locate providers whether at home, school, or throughout the country through the Aetna Preferred Provider Network.
- Prescription drug coverage with low copays
- Worldwide Coverage including Medical Evacuation, Repatriation & Travel

Assistance Services
- Accidental Death & Dismemberment Coverage
- Wellness discounts including Vision and Dental

Obtaining a Referral

Students enrolled in the USD Student Health Insurance Plan can reduce their out of pocket costs by seeking care at the USD Student Health Center, and obtaining a referral from the center before seeking care from a community provider. Students who do not seek care at the student health center or obtain a referral, will be responsible for an in-network $200 per policy year or out-of-network $400 per policy year deductible.

All currently registered students who have paid the health fee are eligible for services at the USD Student Health Center.

Most services are provided free of charge and modest fees to cover costs are required for medications, immunizations and certain physical exams and labs. Payment is due at the time of service at the Student Health Center. Patients may pay with check, CampusCash, or VISA/MasterCard only.

For additional questions regarding eligibility of benefits, please contact the Gallagher Student Health & Special Risk Customer Service Department at www.gallagherstudent.com/usd or call 1 (877) 241-4649.

TECHNOLOGY REQUIREMENTS
The School of Nursing programs require all students to own a laptop that meets the minimum operating requirements for ExamSoft. To view the requirements, see the following link [ExamSoft Technology Requirements](). Students must utilize computers in order to complete evaluation methods throughout their program curriculum. Students are expected to have basic computer literacy prior to admission. A formalized evaluation of computer skills is not conducted but the absence of these skills will greatly hamper students overall performance in the program. Students may obtain these skills by engaging in self-study or by enrolling in an appropriate computer education course available through USD's IT Academic Services Training Center Workshops and Tutorials. Please visit https://guin.sandiego.edu/tutorials/.

In addition, students must have sandiego.edu e-mail addresses. Student create their own USD e-mail address after they have formally been admitted and deposited. Please visit https://my.sandiego.edu/cp/home/displaylogin and select "Open An Account" (Students). Students will notify the HSON of their email address in order to subscribe to the HSON e-mail list serve. Students are expected to use and check their USD email account daily for important HSON notices. There is no charge for either the USD email address account or the HSON list serve service. Please contact your Programs Office with questions.

ExamSoft
Computerized testing software called ExamSoft is used in most courses which allow faculty to develop quizzes and exams taken by the students on their laptops. During the majority of semesters in the NP program, each student will be required to purchase a subscription to ExamSoft, a testing software used across the curriculum. Instructions for purchasing ExamSoft and further information can be found at add link.

Typhon
Some HSON tracks are required to purchase Typhon, an application to electronically document clinical logs and journals. Typhon is web-based and compatible on any laptop, or PC/Mac. Students are able to purchase these directly from a USD Nursing web page which will allow you to download the software either to a, laptop or PC/Mac.

EHR Go
Some HSON tracks are required to purchase EHR Go, our academic electronic health record (EHR). This software enables students to learn, understand, and practice EHR skills. Students will receive information via Blackboard on how to create your account.

ANA Tips for Using Social Media
Social media and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. Students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all

types. Online content and behavior has the potential to enhance or undermine not only the individual nurse, but also the nursing profession. To avoid problems, the ANA recommends: https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/6_tips_for_nurses_using_social_media_card_web.pdf

Therefore, use of Facebook, Twitter, or other social media tools during clinical and classroom time is prohibited.

Handheld Electronic Devices Policy

This policy applies to use of Smartphone/Handheld Computers/Tablets

I. Classroom Usage
   a. All handheld electronic devices are to be put on silent mode in the classroom.
   b. No handheld electronics are allowed during any exams. Students may not be able to see/hear/feel these devices during exams, devices are to be left in purses/backpacks, no devices on any person.
   c. All students must receive permission from the lecturing faculty or guest speaker to video or audio tape lectures.

II. Clinical Usage
   a. Smart devices are to be used in the clinical areas, and for lab activities and classroom exercises as directed by faculty. Use of portable electronic devices in clinical is regulated by the clinical agencies, local, state, and federal regulations and laws. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines and for following HIPAA guidelines when using their handheld devices in the clinical or other settings. For more information on HIPAA visit: https://www.hhs.gov/sites/default/files/privacysummary.pdf
   b. Personal health identifiers (PHI) must be removed from any patient data students collect on their electronic devices. Additionally, students will use a password to protect access to information on their handheld devices. Infection control precautions must be maintained when using handheld devices in patient care areas. Students must adhere to professional standards for all communication including maintaining confidentiality, proper conduct for communication and communicating appropriate material.
   c. Handheld telephone, FaceTime, and camera functions must be turned off during clinical and lab sessions by placing devices in "Airplane" mode [see below for instructions to place phones in "Airplane" mode]. Students are fully responsible to ensure that they adhere to all regulations at all times whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information. Picture taking is prohibited in all clinical sites. MEPN students are not allowed to wear smartwatches in the clinical settings.
   d. With the exception of specified course required activities, sending or receiving text or other messages on electronic devices during class, clinical or lab is not permitted.

e. Using the internet for personal, non-school related functions is strictly prohibited. Inappropriate technology use or violation of HIPAA guidelines is cause for termination from the School of Nursing.

III. Using Airplane Mode – (iPhone/iPad)
    a. Go to "Settings"
    b. Tap "Airplane" mode ON
    c. Tap Wi-Fi ON
    d. You will not be able to receive phone calls/text messages online. You will be able to get online clinical applications.
    e. If students need to give a number to family members for contact, give the facility number provided in the syllabus.

IV. Safeguarding of Data
    a. The student will implement protective measures, such as encryption, for restricted data to safeguard the confidentiality or integrity of the data in the event of theft or loss. The student will ensure that the device will never be left unattended during use in the clinical setting. The student will use strong password protections and encryption technology as commercially available. The student will ensure proper destruction of all PHI from the device immediately after its intended use. If the device is lost or stolen, it will be immediately reported to appropriate personnel and/or security.

V. Handheld Device Hygiene
    a. Wash hands before using handheld device.
    b. Avoid using device with contaminated gloves, plan ahead for procedures.
    c. Wipe down handheld device using solutions ONLY recommended by manufacturer.
    d. Avoid areas that can possibly contaminate device, e.g., laying device on bedside tables or patient bed.
    e. Avoid, if possible, taking device into isolation rooms. Help minimize transmission of organisms by placing device in sealed Ziploc lab specimen bag or leaving device with instructor outside of isolation rooms.
    f. Think before using in clinical setting. Remember handheld device will be brought home and used with family and friends.

Transportation & Communication

Due to the fact that arranging clinical placement sites close to the student's home is highly unlikely, each student is responsible for their own transportation. In addition, it is essential that students have a voicemail and email address in operation throughout the program. This makes it much easier for faculty and the Clinical Placement Coordinator to communicate with students in an efficient manner. Clinical placements cannot be made to accommodate a student's personal or work lives. Students shall not refuse a clinical placement due to personal and/or work commitments. The HSON does not reimburse students for mileage or gas when traveling to clinical sites.

Procedures to Follow If Injured While in the Clinical Setting

Please review the following link for [the procedures to follow if the student has an injury in the clinical setting](). This includes any needle stick injuries. Students must notify their clinical faculty regarding any injuries/accidents while in the clinical site.

STUDENT ORGANIZATIONS

Graduate Nursing Student Association (GNSA)

The purpose of this association is to promote interaction among graduate nursing students (master's and doctoral), faculty members, alumni, and the nursing community. The GNSA sponsors activities to enhance professional growth, provide an atmosphere for the exchange of ideas, facilitate collegiality among members and faculty, and assist student members by being a source of information. These objectives are achieved through sponsorship of conferences, speakers, instructional material, local projects, and through officer and committee representation on the various committees within the School of Nursing and the University. All part-time and full-time students are eligible for the offices of co-chairs, secretary and treasurer. School of Nursing faculty, curriculum, student affairs committees, and relevant University committees have student representatives appointed.

Student representatives are elected by the Graduate Nursing Student Association (GNSA) to each of the standing committees of the HSON faculty organization except the Faculty Affairs Committee. Students have the opportunity for active participation in the Curriculum, Student Affairs, and Information Systems committees.

Student input into decisions regarding program philosophy and objectives, clinical facilities, learning experiences, and curriculum, instruction, and evaluation of the program is provided through the Curriculum Committee. Students have input into admissions, retention, and other non-curricular policies through the Student Affairs Committee. Similarly, the Information Systems Committee addresses student issues and concerns regarding technological services within the HSON.

Sigma Theta Tau Honor Society/Zeta Mu Chapter-At-Large

The purpose of the society is to recognize superior achievement and the development of leadership qualities, to foster high professional standards, to encourage creative work and to strengthen commitment to the ideals and purpose of the profession. A student is eligible for membership upon completion of half of their graduate program, providing the student's GPA is

within the acceptable range for membership. Eligibility for graduate students is also dependent on professional involvement and scholarly activity. (Please visit website on The Circle STTI at http://zetamu.nursingsociety.org/)

Financial Assistance Available to Students

There are various forms of financial aid available for college students. The Financial Aid Office (Hughes 319) is the best resource to provide students with helpful information. In instances, faculty also have knowledge of financial aid opportunities. These include sources from within the University of San Diego and those provided by various private and public agencies. Students are required to complete the Free Application for Federal Student Aid (FAFSA) for financial aid consideration. The FAFSA priority deadline is April 1 annually to apply for federal loans, need-based grants and university scholarships. Please visit the Financial Aid Office website (http://www.sandiego.edu/financialaid) to learn more about the various financial aid opportunities available. Students need to make financial aid arrangements prior to entering their nursing program.

Nursing Informatics

Welcome to the Nursing Informatics Track

We are pleased to welcome you to Health Care Informatics and Health Care Leadership.

You are responsible for the information contained in the *HSON Student Handbook* and the *University of San Diego Graduate Course Catalog.* Please keep up to date on all changes made in the aforementioned materials. This handbook will be valuable toward experiencing a rewarding, successful personal and academic journey at USD.

Your faculty are very experienced and successful nurses and informatics professionals. They are committed to educating you in the fast-changing healthcare informatics and leadership environment and improving healthcare for patients, communities, and healthcare systems.

We look forward to working with you during your educational journey.

Karen Macauley, PhD, DNP, APRN
Associate Dean of Advanced Practice Programs
macauley@sandiego.edu

Dr. Jonathan Mack
Director, Innovative Learning Services, Health Care Informatics, Nursing Informatics,
and Health Systems Leadership Programs
jmack@sandiego.edu

Program Contact Information:
Carol Scimone
Executive Assistant
cscimone@sandiego.edu

Program Outcomes for Students in the MS HCI

Program Competencies

Master of Science in Health Care Informatics (HCI) is competency-based and geared to prepare students to enter the career field with skills necessary to carry out specific tasks and are prepared to sit for certification for professional organizations. The following provides the program competencies that each student must achieve to be eligible to graduate.

Accreditation/Approval

The HCI program is a HIMSS (Health Information Management Systems Society) approved academic partner. The USD Hahn School of Nursing and Health Science Health Care Informatics program is pursuing program accreditation through the American Association of Colleges of Nursing (AACN) and Graduate Level Quality and Safety Education in Nursing (QSEN) Competencies and he Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), the accreditation arm of the American Medical Informatics Association (AMIA).

Health Care Informatics Tracks

The HCI curriculum integrates health care technology, leadership, and business knowledge and skills in preparing graduates for leadership in healthcare informatics in a variety of positions within health care organizations. Dr. Jonathan Mack is Director for the Health Care Informatics Tracks and serves as advisor to MS students in Health Care Informatics

The Master of Science degree in Health Care Informatics allows students to select a program Track in one of three informatics-related Tracks, each of which consists of 42 units of academic study that incorporates scheduling frequency and course prerequisites based upon degree track:

Masters of Science Health Care Informatics Program Plan
(Health Care Informatics Track)

YEAR 1
Fall

HCIN 540	Introduction to Health Care Informatics	3 units
HCIN 541	Intro to Health Care Delivery Systems	3 units
HCIN 552	Clinical Documentation: Electronic Health Record Systems	3 units
HCIN 548	Health Care Informatics Seminar	.5 unit

Spring

HCIN 542	Systems Analytics and Design for Health Care Informatics	3 units
HCIN 543	Database and Knowledge Management	3 units
HCIN 548	Health Care Informatics Seminar	.5 unit

Summer

HCIN 556	Health Care Leadership, Values and Social Justice	3 units
HCIN 557	Financial Management in Health Systems	3 units
HCIN 558	Strategic Planning and Management of Health Systems	3 units

YEAR 2
Fall

HCIN 549	Biostatistics	3 units
HCIN 547	Health Care Analytics	3 units
HCIN 559	Mgmt. of Health Care Systems, Quality outcomes, & Pt. Safety	3 units
HCIN 548	Health Care Informatics Seminar	.5 unit

Spring

HCIN 544	Advanced Health Care Informatics	3 units
HCIN 545	Practicum	3 units
HCIN 548	Health Care Informatics Seminar	.5 unit
	Total Units	42

Masters of Science Health Care Informatics Program Plan
(Health Care Analytics Track)

YEAR 1
Fall

HCIN 540	Introduction to Health Care Informatics	3 units
HCIN 541	Intro to Health Care Delivery Systems	3 units
HCIN 552	Clinical Documentation: Electronic Health Record Systems	3 units
HCIN 548	Health Care Informatics Seminar	1 unit

Spring

HCIN 542	Systems Analytics and Design for Health Care Informatics	3 units
HCIN 543	Database and Knowledge Management	3 units
HCIN 548	Health Care Informatics Seminar	1 unit

Summer

HCIN 556	Health Care Leadership, Values and Social Justice	3 units
HCIN 605	Data Structures and Terminologies	2 units

YEAR 2
Fall

HCIN 549	Biostatistics	3 units
HCIN 547	Health Care Analytics	3 units
HCIN 559	Mgmt. of Health Care Systems, Quality outcomes, & Pt. Safety	3 units
HCIN 548	Health Care Informatics Seminar	1 unit

Spring

HCIN 615	Advanced Health Care Analytics	3 units
HCIN 600	Population Health Analytics	3 units
HCIN 620	Machine Learning Applications to Health Care	3 units
HCIN 548	Health Care Informatics Seminar	1 unit

	Total Units	42

**Masters of Science Health Care Informatics Program Plan
(Health Care Leadership Track)**

YEAR 1
Fall

HCIN 540	Introduction to Health Care Informatics	3 units
HCIN 541	Intro to Health Care Delivery Systems	3 units
HCIN 552	Clinical Documentation: Electronic Health Record Systems	3 units
HCIN 548	Health Care Informatics Seminar	.75 unit

Spring

HCIN 542	Systems Analytics and Design for Health Care Informatics	3 units
HCIN 543	Database and Knowledge Management	3 units
HCIN 548	Health Care Informatics Seminar	.75 unit

Summer

HCIN 556	Health Care Leadership, Values and Social Justice	3 units
HCIN 557	Financial Management in Health Systems	3 units
HCIN 558	Strategic Planning and Management of Health Systems	3 units

YEAR 2
Fall

HCIN 549	Biostatistics	3 units
HCIN 610	Advanced Leadership and Systems Management	3 units
HCIN 559	Mgmt. of Health Care Systems, Quality outcomes, & Pt. Safety	3 units
HCIN 548	Health Care Informatics Seminar	.75 unit

Spring

HCIN 625	Digital Health Care Marketing	3 units
HCIN 630	Health Care Law and Risk Management	3 units
HCIN 548	Health Care Informatics Seminar	.75 unit
	Total Units	42

Course Descriptions Master of Science, including Health Care Informatics, Health Care Analytics, and Health Care Leadership Tracks:

HCIN 540 Introduction to Health Care Information Management (3 units):
Provides students with the necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. Includes relevant regulatory, patient privacy, security, and reimbursement issues. Examines current trends in meaningful use and electronic health record certification as a foundation for understanding emerging issues in health care informatics.

HCIN 541 Introduction to Health Care Delivery Systems (3 units):
Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. healthcare system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health care employment experience. Intended for students who do not have a health care background.

HCIN 542 Systems Analysis and Design for Health Care Informatics (3 units):
Prepares students in the planning, analysis, design, and implementation of computer-based information and technology systems. Includes systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors, and post-implementation review.

HCIN 543 Database Design and Knowledge Management (3 units):
Provides opportunities to gain advanced skills in data and knowledge management. Addresses applied skills in database design, data structure, modeling, and development of database management systems to resolve problems in health care informatics and research settings. Also focuses on the development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment. Provides an overview of national health care databases such as the National Database of Nursing Quality Indicators (NDNQI) and the Centers for Medicare and Medicaid Services (CMS) Core measures and data mining techniques. Promotes skills in accessing clinical databases to resolve selected clinical problems.

HCIN 544 Advanced Health Care Information Management (3 units):
Provides information and skills necessary for leadership in informatics roles in health care systems. Emphasizes design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues, and emerging technology in health care informatics.

HCIN 545 Clinical Practicum (4 units):
Provides an integrative field experience to synthesize and apply knowledge attained in the HCIN core courses. Includes related practices and seminar experiences that foster achievement of career goals related to health care informatics.

HCIN 547 Health Care Analytics (3 units):
Prepares students to apply various types of clinical data to solve complex clinical questions, based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve, various clinical questions, using a variety of clinical datasets including population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

HCIN 548 Seminar (0-2 units):
The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

HCIN 549 Bio Statistics (3 units):
Provides students with the necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.

HCIN 552 Clinical Documentation: Electronic Medical Record Systems (3 units):
Introduces theory and applied practice of clinical documentation systems. Includes hands on experience with the use of Epic and Cerner electronic medical record systems (EMR). Chronicles historical trends in the development and evolution of clinical documentation systems. Explores hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to

include HIPAA, Meaningful Use Requirements, security applications, and federal breach reporting.

HCIN 554 Telehealth and Emerging Technology (3 units):
Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home-based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

HCIN 556 Health Care Leadership, Values, and Social Justice (3 units):
Examines leadership theories, corporate ethics, values, focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support the development of a clinical project relevant to a health care setting.

HCIN 557 Financial Management in Health Care Systems (3 units):
Provides a forum for the exploration and evaluation of the financial environment of the health care industry. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

HCIN 558 Strategic Planning and Management of Health Systems (3 units):
Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools and techniques of strategic planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care systems.

HCIN 559 Management of Health Care Systems, Quality Outcomes, and Patient Safety (3 units):
Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the health care industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

HCIN 600 Population Health Analytics (3 units):
This course explores methods for measuring and analyzing the burden of disease in populations. Students will apply various data sets including disease registries, electronic health records, claims data, and socio-economic data; to measure, trend, and analyze, the impact of disease on various populations.

HCIN 605 Data Structures and Terminologies (2 units):
This course provides the Health Care Analytics, Data Science, Doctoral Nursing, and Informatics student a review of health care standards, terminologies, and quality outcome measure data. Students will examine how these are applied to document, measure, evaluate, and reimburse health care in the United States. This includes standards and terminologies common to Electronic Health records to include the following: The International Classification of Diseases (ICD), Current Procedural Terminology (CPT) code sets, Health Level Seven (HL7) Reference Information Model, Systematized Nomenclature of Medicine (SNOMED), Logical Observation Identifiers, Names, and Codes (LOINC), and RadLex, Standards, terminologies, and outcome measures unique to medicine, Nursing, Allied Health Professionals and Health Care delivery organizations (such as hospitals, clinics, and medical provider practices) is included.

HCIN 610 Advanced Leadership and Systems Management (3 units):
This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems

HCIN 611 Health Care Economics (3 units):
This course analyzes the health care industry and public health systems in the United States. Students will evaluate the impact of both private and public sectors of the health care industry and the impact of competing goals of broad access, high quality, and affordability. This course will also examine the way consumers and providers affect the availability and quality of health care. Additional course topics include supply and demand modeling; cost-benefit analysis; reimbursement models including pay for performance; global drivers on the US healthcare industry and implications of policy, regulatory and political philosophy regarding care.

HCIN 615 Advanced Health Care Analytics (3 units):
This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

HCIN 620 Machine Learning Applications to Health Care (3 units):
This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may develop hospital-acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis.

HCIN 625 Digital Health Care Marketing (3 units):
This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

HCIN 630 Health Care Law (3 units):
This course explores laws and regulations encountered by health care managers and leaders. Course focuses on strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

Capstone Project Description

The Capstone Project represents one of the most significant elements of the Health Care Informatics (HCI) and Nursing Informatics (NI) curriculum. The project integrates all facets of the learning experience and provides the student an opportunity to demonstrate the ability to apply the tools and knowledge acquired during the program to an actual problem encountered in the health care environment. The Capstone project is proposed by the Student and is conducted in collaboration with an agency or may be an independent project/proposal. The HCI/NI student will meet with an assigned faculty mentor/advisor who will guide the student in the topic section and construction of the proposal. The student is free to focus on an area of career interest or a specific project identified during a residency experience.

Goals of Capstone Project

Demonstrate knowledge of health care informatics, project management, leadership, skills and abilities associated with the Health Care Informatics foundation courses.

1. **Problem-solving:** Demonstrate the ability to apply problem-solving processes, technologies, systems approaches, and innovative thinking to solve problems and create solutions. Apply qualitative and/or quantitative analysis to the decision- making processes.

2. **Communication:** Demonstrate the ability to communicate effectively and specifically demonstrate an ability to design, write, and produce a professional project proposal document including final analysis presentation. The project can be either proposed or completed but each student completes the capstone culmination paper and presentation regardless.

3. **Program Competencies**: Integration of program competencies into the capstone project and experience by documenting how the capstone project has met those defined areas.

4. **Self-Management:** Demonstrate the ability to work independently, creatively, meet deadlines, and operate interdependently with agency colleagues and the faculty mentor/advisor using appropriate assertiveness.

Identification of a Topic

Capstone project topics must be selected and agreed upon with faculty advisor at the start of the second year of the program. Topics are formally approved by the supervising faculty mentor/advisor and must be submitted to the faculty member using the approved form with an APA formatted project proposal. At the conclusion of the project, the student completes a formal analysis of the project with a culmination paper and poster presentation to a selected group of faculty members, agency stakeholders, and students (Research Capstone day). Refer to Appendix B for Capstone Project Approval Form and Appendix C for Capstone Assessment Guidelines.

Health Care Informatics Practicum

The clinical informatics practicum is designed to provide the student with the opportunity to apply didactic knowledge from the classroom to the clinical setting in the role of the clinical informaticist. Students develop skills in the role of the clinical informaticist through guided experiences with health care delivery agencies and others that define the role of the informaticist.

Each student enrolled in the on-ground section of the HCI program is required to complete a 200-hour residency experience in clinical informatics.
To be eligible for the practicum, students must have the following:

Completed HCI 540, 541, 542, 543, 552, and 544 (some students may qualify for the residency prior to completion of these courses and it is at the discretion of the program director and lead instructor).

During the semester(s) that practicum is attempted, the student cannot be on academic probation.

Students must meet all documentation and training requirements for the assigned site.

Student Advising and Registration

For Master of Science students in Health Care Informatics, the Program Director will serve as your advisor during your program. Formal and informal advising times will be available. Your advisor will ensure that you meet all academic and clinical requirements for the program, help resolve issues and problems, and assist in exploring future professional goals and educational options. Formal appointment times may be scheduled by contacting Carol Scimone.

Each semester, students are encouraged to schedule an appointment to meet with Carol Scimone (cscimone@sandiego.edu) after the USD class schedule for the following semester becomes available (around mid-October for spring semester; and mid-March for fall semester). She will advise students about the courses, master schedule of course offerings, and course prerequisites to assist students in their program planning in order to graduate within their targeted time frame. **She** will register students for classes each semester based on the program plan on file. Registration will be confirmed via email and status confirmed through the MySanDiego portal. **It is the student's responsibility to ensure successful progression through the program including verification of course registration.**

HCI/NI Program Administration

- **Dr. Karen Macauley, PhD, DNP, APRN**: Associate Dean of Advanced Practice Programs
- **Jonathan Mack, PhD, RN**: HCI/NI Director
- **Kathy Klimpel, PhD, RN, CNS:** Nursing Informatics, and Nursing Informatics and Data Science student advisor
- **Regina Atim, PharmD, MBA**: Clinical Placement Coordinator
- **Carol Scimone:** Executive Assistant for DNP in Nursing Informatics & Data Science; DNP in Health Systems Leadership; MS in Health Care Informatics; and MSN in Nursing Informatics Programs.

Certification

Graduates are eligible for certification through the Healthcare Information and Management Systems Society (HIMSS). Graduates from the MS HCI Health Care Analytics Track meet the academic requirements for certification through the American Health Informatics Association (AHIM) and for Certified Health Data Analytics (CHDA).

Clinical Site Coordination (Regina Atim HSN 226) – All clinical placements are coordinated through the HSON Clinical Placement Coordinator (CPC). Every effort is made to secure appropriate placements for each student. All arrangement for preceptors are made in collaboration with the course faculty and Program Director. If there is a special request or specific need, this should be discussed with the clinical placement coordinator before the semester begins. Students are not permitted to contact any clinical site or preceptor directly to request placements. Students are encouraged to share potential placement sites with the CPC.

APPENDICES

Appendix A
Program Focus Description

To prepare students to enter the job market, the USD HCI/NI program (on ground section) requires each student to select a program focus. The Program Clinical Practicum is aligned with the program focus where the student applies classroom skills to a specific work setting to gain marketable job skills. The program focus aligns with the job market and prepares students with specific job skills to supplement their graduate program. The program focus is selected during the first year of the program and is required prior to applying for an HCI/NI residency. The Student's clinical practicum is based upon their program focus and any preparation required for the program focus must be completed prior to applying for the residency.

The program focus requires the student contemplate the following:
- Their specific job interest in the HCI/NI industry
- What skills are necessary to enter those jobs
- What skills they currently have that align with job interests
- What additional skills will they need to acquire above their program courses

Students interested in investigating the job market and need assistance in selecting a program focus, can view the following website career sections:

HIMSS (Health Information Management and Systems Society)
http://www.himss.org/health-it-career-services
http://jobmine.himss.org/
http://www.himss.org/health-it-career-services/e-mentors
http://www.himss.org/

AMIA (American Medical Informatics Association)
http://jobs.amia.org/
http://jobs.amia.org/jobseeker/search/results/

Student Membership and career Networking
As part of your professional and program development, we require that every student select and join a professional health care informatics association through their individual student membership program. You must select and join one (you may join more than one) professional organization by the end of your first semester in the HCI/NI program. By networking in area chapter meetings and national organizations, you will be able to encounter individuals who can guide and advise you on career options and jobs. This requires time commitment on each student's part but the results are substantial benefits to the students who participate:

HIMSS (Health Information Management and Systems Society)
http://www.himss.org/membership/student

HIMSS Southern California chapter (meetings usually in LA area but events are in SD too)
http://socal.himsschapter.org/

ANIA (American Nursing Informatics Association)
https://www.ania.org/membership

ANIA San Diego chapter (monthly meetings at UCSD and Scripps memorial)
https://community.ania.org/sandiego/home

AMIA (American Medical Informatics Association)
https://www.amia.org/student-membership-0

ATA (American Telemedicine Association)
http://www.americantelemed.org/membership/student-membership

AHIM (American Health Information Management Association)
http://www.ahima.org/membership/types?tabid=student

Program Focus Declaration
The following are core HCI program foci. Students should begin in their first semester to discover their area of focus. Student wanting to progress to Year 2 of their program must declare this focus by the end of their first year in the program. The tracks, or specialties, from which the students may choose are: Health Care Informatics, Health Care Analytics, and Health Care Leadership.

Students are required to complete the attached form and submit to the Program Coordinator. Program focus selection is a process and requires time on the part of the student. Feel free to contact the Program Director to discuss and ask faculty for their input as well. Student who are entering the program with job experience should select a program focus that reflects their individual career trajectory, which might include leadership or additional subspecialties. Discussion with the Program Director can assist with this process.

Health Care Informatics
Health care informatics is an emerging interdisciplinary field that resides at the intersection of computer science, knowledge management, and healthcare. Its sole purpose is the automation, management and improvement of health information in the support of health care delivery. The program is cross-disciplinary and draws faculty from healthcare, business, engineering, and computer science to prepare future professionals with the technical, analytical, and innovation skills necessary to provide future leadership. The Health Care Informatics program utilizes a practicum model with placements in community agencies working with health care informatics professionals. In this practicum, students develop the skills necessary to enter the field of health care informatics upon graduation. This is a required component for the Health Care Informatics track. It is an elective option for the Health Care Analytics or Health Care Informatics Leadership tracks.

Required skills for clinical practicum placement
- Completion of HCIN 540, 542, 543, 552, and medical terminology.
- Proficiency in Excel, Microsoft access, SQL, Microsoft project manager, and Microsoft Visio.
- Proficiency in one or more EHRs (CERNER, EPIC, and or an outpatient EHR)
- Coursework in predictive analytics, data mining, and or data visualization.
- Preferred Software skills: Tableau, Oracle, R-programming, Python or other agency specific software.
- Six Sigma green or black belt course (preferred).
- Student membership in a Health Care Informatics Professional association (egg AMIA, HIMSS, ANIA, AHIMA, ATA).

Health Care Analytics

Health Care Analytics is an area that deals with data and the application of data to solve clinical problems. Health Care Organizations may use a variety of job titles to describe this role (clinical analytics, informatics analytics etc.). Health Care Analytics specialists work in a variety of health care settings, including hospitals clinics, medical device development, insurance companies, and public health departments. Students with backgrounds in database management or undergraduate degrees with training in these areas may already posses the software skills and technical knowledge required for the HCI focus and therefore may not need to take additional course work.

Health Care Leadership

The Health Care Leadership track prepares students with technology, systems management, communication and critical thinking skills for leadership roles in health care organizations. This unique leadership tract has a strong technology and informatics focus that prepares graduates to manage complex human and technology systems. Graduates are prepared for roles such as managers, directors, and executives in health care delivery, technology, informatics, and health care companies.

Appendix A1
Health Care Informatics Program Focus Declaration

The purpose of this form is for the Graduate Health Care Informatics Student to declare their Program focus.

Student Name_____

Degree Track _____

Expected Graduation Date_____

Program Section (on ground or online) _____

Title of Program Focus_____

Describe, in one paragraph, what your program focus is and how it aligns with the job market. Indicate how you are prepared for the residency and what residency site you are seeking.

Describe your goals upon graduation with one to two paragraphs. This might Include: further graduate work, PhD program, continue in my current job, or seek employment (if you indicate "seek employment" indicate what specific job you will seek out and what area of the U.S you plan to target your employment search in).

Appendix B
Capstone Assessment Guidelines

Your Capstone will be evaluated on several factors, including how well the Capstone actually integrates what you are expected to have learned in your core courses, and how well the completed project meets the objectives identified for the Capstone Both the written report and the presentation are evaluated. Moreover, the project assessment will account for the scope and quality of your project as follows:

Scope of the work. The Capstone must be of a reasonable scope (as agreed upon with a faculty member), to address a project (or a research problem) of perceived importance. The Capstone must reflect a <u>real world</u> project or activity and may be carried out in conjunction with an identified agency. It must integrate theoretical concepts, technologies, and systems (within the deliverables) that successfully address the problem under consideration.
Quality of the work: Quality applies to the quality of the project deliverables, the quality of the written report, and the quality of the final presentation. It is paramount that students should strive to showcase their skills by delivering projects of superior academic quality.

Overall Capstone evaluation is based upon the following guidelines:

Grade	Description	Key Features
Excellent (A)	Excellent work. Logical; enlightening; originality of thought or approach; good coverage of topic; clear, in-depth understanding of material; good evidence of outside reading/research; very well written and directed.	Original; significant scope; exceptional quality; well-directed independent thought.
Very Good (B)	Very Good work. Logical; thorough; factually sound (no serious errors); good understanding of material; evidence of outside reading/research; exercise of critical judgment; some issues with writing and presentation.	Essentially correct and complete. Some issues with writing and presentation.
Good (C)	Good work. Worthy effort, but undistinguished outcome. Essentially correct, but possibly missing important points. Largely derived from material delivered in the program, but with some evidence of outside reading/research; some evidence of critical judgment. Significant weaknesses in expression/ presentation.	Missing important points; significant weaknesses in presentation.
Marginal Fail (D)	Inadequate work. Incomplete coverage of topic; evidence of poor understanding of material; poor presentation; lack of coherent argument.	Significant weaknesses, but serious effort.
Fail (F)	Unsatisfactory work. Serious omissions; significant errors/misconceptions; poorly directed at targets; evidence of inadequate effort.	Little or no achievement of learning outcomes. A detailed project evaluation form is also available.

Appendix C
Capstone Project Approval Form

Student Name: _____

Expected Graduation Date: _____

Faculty Project Supervisor: _____

Agency member: _____

Agency member or domain expert: _____

Project Title: _____

Project Proposal: attach an APA formatted proposal to this form. The signed approval form with proposal is attached as first page of your formal plan. The proposal is a formal written APA formatted document that represents graduate level writing skills and represents significant scholarly activity

Formal written Project Proposal must include the following:
1. APA formatted, printed document
2. Introduction (very brief overview of what you proposing to do and why you are doing it.)
3. Statement of problem or question you have identified and brief summary of current situation
4. Proposed PICOT questions
5. Deliverables (what you will actually have once you have completed your project, e.g., a database, a website, software deployment, or a program, etc.)
6. APA formatted reference page

DO NOT WRITE THE DESCRIPTION HERE. ATTACH PRINTED PROJECT PROPOSAL DOCUMENT

Approvals/Signatures:

Student: _____   Date: _____

Faculty supervisor:_____   Date: _____

Appendix D
Competencies for Development of Student Portfolio

Description
The following describes the Health Care Informatics Program competencies. Each student must meet competencies for each of the defined areas in order to graduate from the Health Care Informatics Program. Each semester students will review the program competencies and under each section of their portfolio, students will add relevant reflections, artifacts, and other evidence that demonstrates how that competency was met. This must be completed by the end of each semester for review and feedback by your faculty advisor and comprises a portion of your grade for seminar. Your final portfolio is required for graduation and evidence of how you met all of the program competencies for the University of San Diego Health Care Informatics and Nursing Informatics Program.

Portfolio Evaluation and Grading
As part of your grade for seminar class, you will submit your portfolio for evaluation at the conclusion of each semester. Your portfolio represents part of the work you accomplish in the seminar course each semester. It will be necessary for you to meet and discuss your portfolio at intervals throughout the program with your faculty advisor.

Portfolio Guide and Accompany Documents
The portfolio guide for constructing your portfolio (or Typhon instructions) is located on the Black Board site org page under the HCI program. The guide provides definitions and the grading rubric.

Seminar Course Learning Competencies
The following provides a breakdown of learning competencies for the seminar portion dealing with program competencies

- Organize coursework from throughout the Health Care Informatics program within related program learning outcomes.
- Justify the organization of coursework from throughout the Health Care Informatics program within related program learning outcomes.
- Design a summative electronic portfolio that reflects students' achievement at meeting program-learning competencies.

Appendix D1
Health Science Knowledge and Skills Competency

Overview

Each semester you will identify artifacts and write reflections based upon how you have met the program competencies. You will be utilizing your Portfolio to display your artifacts and reflections under each outcome. Your Portfolio is submitted at the conclusion of each semester for grading and the conclusion of the Master's program to demonstrate your mastery of the program competencies for graduation.

Instructions

The following will provide a definition and examples of the Health Science Knowledge and Skills competency that will assist you in selecting artifacts.

Program Competency: Health Science Knowledge and Skills

The Health Science Knowledge and Skills program competency includes medical terminology, chronic disease drivers, health care delivery systems, health care provider roles, and foundational concepts of health care informatics. Courses that contribute to this program outcome include the following: HCI 540, HCI 541, HCI 552, HCI 545, Basic Medical terminology course, and on an EHR such as NEAR Perfect Electronic Health Records (EHR) system, CERNER system or some other HER approved by your faculty advisor.

The following descriptions will help you identify potential artifacts that you can use to demonstrate mastery of the Health Science Knowledge and Skills competency:

- Demonstrates graduate level writing skills and knowledge of health care terminology to discuss relevant health care topics.
- Demonstrates an understanding of the United States health care delivery system, models of care, provider roles, and impact on populations that access them.
- Demonstrates an understanding of the evolution and key elements of United States Healthcare System including roles of major organizations.
- Demonstrates an understanding of the various United States health care payer systems (including newer/evolving systems) and their impact on populations.
- Demonstrates an understanding of the use and application of social media to the health care setting and professional development.
- Demonstrates an understanding of chronic disease drivers for the United States Health Care System.
- Demonstrates skills in the use of electronic health records (EHR) from an end user perspective
- Articulate standards for use within an electronic health record (for example: SNOMED ICD-10).

Artifacts

Artifacts are examples of your work completed in the HCI program that support you meeting a program competency. You will need to select 3 artifacts that support the program outcome. Artifacts are written assignments, data base projects, and graphical presentations. If you are not sure if an artifact meets the program competency, contact your instructor for clarification.

Reflection

Your reflection is a written discourse supporting how your artifacts meet the program outcome. Your reflection is a graduate level written example using APA formatting which is one- to two-pages in length. Keep in mind you are writing a logical discourse that supports how the artifact meets the competency.

Appendix D2
Leadership and Systems Management Outcome

Overview
Each semester you will identify artifacts and write reflections based upon how you have met the program competencies. You will be utilizing your Portfolio to display your artifacts and reflections under each outcome. Your Portfolio is submitted at the conclusion of each semester for grading and the conclusion of the Master's program to demonstrate your mastery of the program competencies for graduation.

Instructions
The following will provide a definition and examples of the Leadership and Systems Management competency that will assist you in selecting artifacts.

Program Outcome: Leadership and Systems Management
The Leadership and Systems Management program outcome comprises medical terminology, chronic disease drivers, health care delivery systems, health care provider roles, and foundational concepts of health care informatics. Courses that contribute to this program competency include the following: HCI 544, ENLC 500, ENLC 553 and ENLC 557.

The following functional descriptions will help you identify potential artifacts that you can use to demonstrate mastery of the Leadership and Systems Management competency:

- Students apply concepts of ethical leadership principles to solving human systems issues.
- Application of change management theory to organizational and system changes.
- Demonstrate proficiency in the design of health care programs.
- Apply concepts of strategic planning to the development of a strategic plan.
- Ability the ability to interpret and apply health related financial statements to the development of a health care financial plan.

Artifacts
Artifacts are examples of your work completed in the HCI program that support you meeting a program competency. For this module, you will need to select 3 artifacts that support the program outcome. Artifacts are written assignments, data base projects, and graphical presentations. If you are not sure if an artifact meets the program outcome, contact your instructor for clarification.

Reflection
Your reflection is a written discourse supporting how your artifacts meet the program outcome. Your reflection is a graduate level written example using APA formatting which is one- to two-pages in length. Keep in mind you are writing a logical discourse that supports how the artifact meets the outcome.

Appendix D3
Systems Design and Management Outcome

Overview

Each semester you will identify artifacts and write reflections based upon how you have met the program competencies. You will be utilizing your Portfolio to display your artifacts and reflections under each outcome. Your Portfolio is submitted at the conclusion of each semester for grading and the conclusion of the Master's program to demonstrate your mastery of the program competencies for graduation.

Instructions

The following will provide a definition and examples of the Systems Design and Management competency that will assist you in selecting artifacts.

Program Competency: Systems Design and Management

The Systems Design and Management program competency comprises medical terminology, health care systems design, health care regulatory, human technology integration, and systems leadership. Courses that contribute to this program outcome include the following: HCI 540, HCI 541, HCI 542, HCI 543, HCI 544, MSNC 507, ENLC 500, ENLC 557, and ENLC 556.

The following functional descriptions will help you identify potential artifacts that you can use to demonstrate mastery of the Systems Design and Management competency:

- Demonstrate understanding of Failure Mode Effects Analysis (FEMA) applied to a system design.
- Demonstrate understanding of Root Cause Analysis applied to a failed system or device.
- Articulate an example of a health care system or program design.
- Demonstrate understanding of human and technology systems integration.
- Demonstrate knowledge and skills in applying workflow analysis.

Artifacts

Artifacts are examples of your work completed in the HCI program that support you meeting a program competency. For this module, you will need to select 3 artifacts that support the program outcome. Artifacts are written assignments, data base projects, and graphical presentations. If you are not sure if an artifact meets the program outcome, contact your instructor for clarification.

Reflection

Your reflection is a written discourse supporting how your artifacts meet the program competency. Your reflection is a graduate level written example using APA formatting which is one- to two-pages in length. Keep in mind you are writing a logical discourse that supports how the artifact meets the outcome.

Appendix D4
Data and Knowledge Management Competency

Overview
Each semester you will identify artifacts and write reflections based upon how you have met the program competencies. You will be utilizing your Portfolio to display your artifacts and reflections under each outcome. Your Portfolio is submitted at the conclusion of each semester for grading and the conclusion of the Master's program to demonstrate your mastery of the program competencies for graduation.

Instructions
The following will provide a definition and examples of the Data and Knowledge Management outcome that will assist you in selecting artifacts.

Program Competency: Data and Knowledge Management
The Data and Knowledge Management program competencies comprises medical terminology, knowledge management, basic skills spread sheet development, data management, use of SQL to manage data, statistical analysis, selection of statistical tools to evaluate a problem. Courses that contribute to this program outcome include the following: HCI 540, HCI 543, HCI 544, MSNC 507, ENLC 557.

The following functional descriptions will help you identify potential artifacts that you can use to demonstrate mastery of the Data and Knowledge Management competency:

- Students apply knowledge management theory to a given data problem.
- Demonstrate proper techniques for gathering, formatting and storing data to investigate a given question or problem.
- Demonstrate skills in the use of data management software such as SQL and Microsoft Office to analyze a given problem.
- Apply selected statistical methodologies to evaluate a problem.

Artifacts
Artifacts are examples of your work completed in the HCI program that support you meeting a program competency. For this module, you will need to select 3 artifacts that support the program outcome. Artifacts are written assignments, data base projects, and graphical presentations. If you are not sure if an artifact meets the program outcome, contact your instructor for clarification.

Reflection
Your reflection is a written discourse supporting how your artifacts meet the program competency. Your reflection is a graduate level written example using APA formatting which is one- to two-pages in length. Keep in mind you are writing a logical discourse that supports how the artifact meets the outcome.

Appendix D5
Quality and Regulatory Competency

Overview
Each semester you will identify artifacts and write reflections based upon how you have met the program competencies. You will be utilizing your Portfolio to display your artifacts and reflections under each outcome. Your Portfolio is submitted at the conclusion of each semester for grading and the conclusion of the Master's program to demonstrate your mastery of the program competencies for graduation.

Instructions
The following will provide a definition and examples of the Quality and Regulatory competency that will assist you in selecting artifacts.

Program Competency: Quality and Regulatory
The Quality and Regulatory program competency comprises health care privacy and security, regulations governing electronic health records, design of quality programs, and application of systems to ensure patient safety. Courses that contribute to this program outcome include the following: HCI 540, HCI 541, HCI 542, HCI 544, ENLC 500, ENLC 557, and ENLC 556.

The following functional descriptions will help you identify potential artifacts that you can use to demonstrate mastery of the Quality and Regulatory competency:

- Demonstrate knowledge of Privacy and security of Protected Health Information (PHI).
- Articulate basic knowledge of federal regulations governing use of EHRs
- Demonstrate methods for design of quality programs or performance improvement programs as applied to implementation of electronic health record systems.
- Articulate types of tools to evaluate both human and technology systems.

Artifacts
Artifacts are examples of your work completed in the HCI program that support you meeting a program competency. For this module, you will need to select 3 artifacts that support the program outcome. Artifacts are written assignments, data base projects, and graphical presentations. If you are not sure if an artifact meets the program outcome, contact your instructor for clarification.

Reflection
Your reflection is a written discourse supporting how your artifacts meet the program competency. Your reflection is a graduate level written example using APA formatting which is one- to two-pages in length. Keep in mind you are writing a logical discourse that supports how the artifact meets the outcome.

Summary
The University of San Diego encourages graduate students to develop skills that address societal inequities and participate in activities that mitigate those inequities. HCI students are required to meet the Social Justice and Community activism competency as part of their program requirements.

Definition
Social justice entails identifying and contesting processes in which power and privilege utilize diversity for inequitable outcomes along intersecting lines—race, class, gender, sexual orientation, religion, ability, and more— that inhibit democratic empowerment, civil and human rights. (USD definition of social justice.)

Community activism is defined as: any community based activity related to addressing or mitigating social, economic, or health disparities.

Competency Definition
Social Justice and Community activism competency can be met through required course work and one area of field work.   Both course work and field work must align with USD's Mission, vision and values and is approved by the assigned faculty advisor:

Required course work
HCI students will demonstrate the ability to define health, economic and social disparities; and describe community activities that mitigate or correct them. Students need to understand the social determinants that contribute to inequalities including historical underpinnings.
▪ This area is met through course activity demonstrating this knowledge area. Competency is demonstrated through written papers, projects or presentations addressing economic, social or health inequalities.

Field experience
Select one of the following field areas. Students are expected to seek out the Social Justice and Community Activism field experience (USD does not place students for this aspect of the program however field experiences may be combined with program residency experience).

• Volunteering with community organizations that assist in mitigating health inequalities.
   o This might include homeless shelters, international organizations who provide care and support to effected populations.
• Working with local legislators on policy or regulations to address economic, social or health inequalities.
   o This area may include researching legislative actions or supporting legislative activity.

- Publication of one article that address health inequalities.
  - In collaboration with a faculty advisor student submits for publication an article that details health inequities in the local or national community and strategies for addressing those inequalities.

University of San Diego
Hahn School of Nursing and Health Sciences
Health Care Informatics Program
Social Justice and Community Activism Proposal

Student Name: _____Expected Graduation Date:_____

Faculty Project Supervisor: _____

Agency member:_____

Agency member or domain expert:_____

Project or Field experience Title:_____

Project Proposal: attach an APA formatted proposal to this form. The signed approval form with proposal is attached as first page of your formal plan. The proposal is a formal written APA formatted document that represents graduate level writing skills and represents significant scholarly activity

Formal written Field experience or activism Project Proposal must include the following and will culminate in a paper/presentation/manuscript:
1. APA formatted, printed document.
2. Project/field proposal abstract.
3. Introduction (very brief overview of what you proposing to do and why you are doing it.)
4. Statement of problem or question you have identified and brief summary of current situation describing how you will mitigate the health disparities through this project for field experience.
5. literature review (brief as to why this experience is considered health disparity).
6. Goals/objectives/purpose (what you plan to achieve - desired outcome of this project).
7. Scope of Work/Plan of Action/Activities (how you plan to achieve the objectives, the specific activities you will undertake).
8. Deliverables (what you will actually have once you have completed your project or field experience, ie. Paper, presentation, manuscript, etc.).
9. APA formatted reference page.
10. Agency documentation that indicates who and where the field experience is taking place.

DO NOT WRITE THE DESCRIPTION HERE. ATTACH PRINTED PROJECT PROPOSAL DOCUMENT

Approvals/Signatures:

Student:_____ Date: _____

Faculty Supervisor:_____Date: _____

University
of San Diego®

Health Care Informatics
Practicum Evaluation Tool

Summary

The site preceptor utilizes this tool to document skills demonstrated through-out the practicum and as a final evaluation tool for students participating in the health care informatics residency. Students must demonstrate skill acquisition in each of the **7**-domain areas comprising skills utilized by Clinical Informaticist. Students are required to complete a minimum of 200 hours of residency experience to meet graduation requirements. Students may elect, with approval of the site, to complete additional practicum hours.

Tracking

Achievement Legend	Student Information
4 – Expert: Exceeds criteria	Name:_____
3 – Competent: Accomplishes section to criteria	Practicum site:_____
2 – Requires assistance: Accomplishes section only with help	Planned hours:_____
1 – Exposed to the task but did not execute	Date:_____
0 –No exposure to section	

1	2	3	4	
				A. **Professionalism Domain** *Students demonstrate professional behavior during all site activities and include **all** of the following:*
				Arrives to residency site on time, dressed professionally, displays required name badge and necessary materials.
				Uses professional, respectful language and manner while interacting with residency site staff
				Adheres to residency site polices and procedures
				Maintains a professional and pleasant manner
				Displays a "Can-do" attitude
				Demonstrates customer services skills when interacting with patients, staff, agency leadership, and stake holders.
				Displays adaptability and flexibility when confronted with changing work needs, conditions, and responsibilities
				Displays strong self-management skills through priority setting, resource allocation, and time management
				Demonstrates dependability by executing assigned tasks on time with proper follow through.
				Demonstrates ethical decision making and behaviors.

B.			**Communications** *Student demonstrates professional communication throughout the* Practicum *experience by demonstrating **all** of the following:*	
				Student demonstrates effective and appropriate communication both oral and written.
				Student utilizes medical, technical, and agency terminology appropriately.
				Student receives feedback from site preceptor and implements all suggested changes.
				Student participates appropriately within interdisciplinary settings
				Student uses audience-appropriate communication and language to present information and convey concepts to relevant stakeholders.
C			**Educational role development** *Student gains an understanding of education skills in the health care informatics role by **1** or more of the following:*	
				Student participates in the **development** of an educational plan.
				Student **executes** teaching plans (such as just-in-time training) to address an identified agency need.
				Student **evaluates** an educational offering through development and implementation using either paper based or electronic survey tools.
D			**Technical role component** *Student has an opportunity to participate in the technical activities of a heath care informatics team member involved in daily role activities. This may include **4** or more of the following:*	
				Student participates in the Implementation of applications, tools, and processes that assist clinicians with the management of data in patient care and the provision of health care.
				Student participates in clinical product assessment for devices that may interact with patients or electronic health records. This could include design of device pilots and assessment of human factor requirements for devices utilized by clinicians.
				Student participates with application, implementation, and/or system customizations. This may include but not limited to the development of alerts/hard stops, data integration, order generation, automation of document entry and workflow evaluation for clinical data gathering activity
				Student participates or executes development of technical material for reports or presentations.
				Student participates in the development , implementation, and evaluation of provider order entry and clinical decision support applications.

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				Student applies appropriate health informatics standards and enterprise models to enable system interoperability (e.g., terminology, data structure, system to system communication, privacy, security, safety).
				Student participates in the maintenance of privacy and security systems for protected health information. This may include cyber hygiene auditing, protocol development, breach mitigation, and risk assessment.
				Student demonstrates an understanding of relevant health information standards and their appropriate use (e.g., classifications, vocabularies, and nomenclature).
				Student participates in the assessment and mitigation of clinical safety risks associated with health information systems and technology . This may include staff or patient education, auditing to determine risk, protocol development, and analysis of near misses or assessment of incidences.
				Participates in the assessment, design, and evaluation of wireless architecture or systems that impacts the use of clinical devices (by clinicians or staff).
				Student participates in evaluation of information systems in the clinical setting. This may include development and implementation of electronic health records systems, applications, and evaluation of systems issues.
				Student participates in identification of application errors, troubleshooting of system issues, and providing technical support for applications, and systems.
				Student demonstrates skill in work flow analysis, systems mapping and/or time flow analysis.
				Student participates in or conducts evaluation process for clinical devices, software applications, or information systems.
				Student participates in activities related to adoption, implementation, management, and/or evaluation of telehealth systems. This may include telephone care coordination, remote home monitoring systems, and patient portal systems.
				Student participates in or conducts implementation, management or evaluation of appropriate consumer level health information and communication technologies. This may include but not limited to: implementation, evaluation, and management of patient portals or web based clinical applications (utilized by clinicians or patients).
				Student participates in or conducts system evaluations applying tools such as: Failure Mode Effects Analysis or Root cause analysis.
				Student demonstrates an understanding of relevant health information standards and their appropriate use (e.g., classifications, vocabularies, nomenclature, etc.).
E				**Data analysis and evaluation** *Student demonstrates competency in data management and analysis through 2 or more of the following:*
				Student identifies and frames information queries in collaboration with stakeholders in order to meet their needs for analysis and interpretation of data.
				Student identifies relevant sources of data and information in order to: assess the quality of information and draw appropriate conclusions.

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				Student demonstrates an understanding of appropriate analytical and evaluation techniques and concepts (e.g., qualitative and quantitative methods, basic statistical and epidemiological techniques, indicators and evaluation measures).
				Student demonstrates knowledge of indicators and/or metrics for healthcare delivery and systems management.
				Student demonstrate skill by utilizing data management software applications to collect, analyze, and display data for stakeholders.
				Student contributes to quality analysis by organizing and transforming data into reliable and meaningful information for diverse audiences.
				Student develops or assists in identification, implementation, and/or maintenance of health care databases.
F				**Additional technical or data skills** *This section may be utilized to list activities or skills student participated in/or demonstrated that is not reflected in this tool.*
G				**Leadership component** *Student develops leadership aspect of the health care informatics role by 2 or more of the following:*
				Student demonstrates project management skills by participating or execution of the development, implementation, and evaluation of a project plan.
				Student participates in agency department and/or project committee meetings.
				Student participates in staff development activities such as: construction of continuing education presentations, creating staff communications, development of staff competencies, and/or development of policy and procedures for clinical or health information systems.
				Student participates in the development of a request for proposal (RFP) or any activity related to cost assessment from outside organizations.
				Student applies knowledge of the roles and relationships of health professionals within the organizational and regulatory structure in which they work. This may be demonstrated by participating in the assignment of daily tasks and /or department level work breakdown structure.
				Student participates in the development of project or department level budgets including: budget building, budget projections, and budget analyses activity.
				Student demonstrates knowledge of change management by applying best practices of change management in the implementation of new processes or systems.
				Student contributes to the development, implementation, and evaluation of systems in support of health care delivery.
				Student contributes to organizational plans and strategies to ensure that information and systems enable business goals and strategy.

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H.				**Project Management** Student participates in project management activity and demonstrates **2** or more of the following:
				Student applies project management principles and best practices (e.g., project charter, scope, life cycle, budgets, resourcing, timelines, milestones, monitoring, status reports).
				Student knowledge and skills of project management by Works contributing to project planning, implementation, monitoring and evaluation.
				Student anticipates issues and mitigates risks associated with project management activity.
				Student demonstrate knowledge of project management software (egg Microsoft Project manager and/or Microsoft Visio) to manage and execute various aspects of a project.
				Student performs data analysis activity for a given project including the export of data to reports for analysis and project evaluation.

I. Narrative Section
Please indicate any additional comments regarding the students, activities, accomplishments and/or performance

I certify the student met achievement sections as designated

_____   _____   _____
Preceptor Name (printed)   title   Date

_____
Preceptor signature

_____
Total Hours Completed during site residency

Jonathan Mack PhD RN NP
Director
Health Care and Nursing Informatics Program
University of San Diego
Cell: 858.229.7232

Handbook Review Form

I have read the USD Hahn School of Nursing and Health Science Student Handbook and understand that I am accountable for its content.

Printed Name: _____

Signature: _____

Date: _____

___