

AH497 Health Systems Management Capstone Rubric

HSM Program Outcomes:	4=Exemplary	3=Acceptable	2=Not Acceptable	1=Failure	Score
Use information systems tools, techniques and methodologies applicable to healthcare systems	Student demonstrates thorough knowledge of the systems tools, techniques and methodologies applicable to healthcare systems	Student demonstrates basic knowledge of the systems tools, techniques and methodologies applicable to healthcare systems	Student demonstrates a minimal or lack of understanding of systems tools, techniques and methodologies applicable to healthcare systems	Minimal understanding of systems tools, techniques and methodologies applicable to healthcare systems is not evident	
Manage healthcare information systems development projects that meet health administration needs	Development of ideas related to healthcare management are sequenced and logical so that the content is easy to understand. Student is clear, concise and only addresses the assigned task. Material is well organized.	Development of ideas related to healthcare management are mostly clear, concise but only addresses the assigned task. Content is understandable. Material is fairly well organized.	Development of ideas related to healthcare management Ideas are fragmented, wandering, and repetitive, so that it is hard to understand text. Poor or weak ability to express thoughts. Reader must infer intent. Material is poorly organized.	Development of ideas related to healthcare management is absent. Communication is ineffective and shows lack of basic knowledge of the process by which information is shared	
Develop reporting and support capabilities for healthcare decision	Student thoroughly integrates concepts of report development and support capabilities for healthcare decisions. Student uses Allied Health professions' research as it relates to quality improvement initiatives.	A few gaps in knowledge exist in the integration of concepts of report development and support capabilities for healthcare decisions. Student integrates Allied Health research concepts from interdisciplinary care, collaboration and teamwork	Many gaps exist in the integration of concepts of report development and support capabilities for healthcare decisions. Student integrates concepts from Allied health research related to interdisciplinary care, collaboration and teamwork with difficulty.	Concepts of report development and support capabilities for healthcare decisions are not evident or missing. Student rarely uses Allied Health Research to integrate into the report.	
Ensure information policy and strategy is consistent with the clinical, ethical, legal and financial requirements of healthcare institutions	The student thoroughly ensures that the development of information policy and strategy is consistent with the clinical, ethical, legal and financial requirements of healthcare institutions	The student identifies that relationships between the development of information policy and strategy are consistent with the clinical, ethical, legal and financial requirements of healthcare institutions	The student identifies connections between ideas related to the development of information policy and strategy which are consistent with the clinical, ethical, legal and financial requirements of healthcare institutions. However, there is a lack of understanding or lack of depth in explanation.	The student identifies central ideas, but does little to connect ideas to each other.	
Evaluate all aspects of the healthcare environment and integrate strategic thinking into the operations of the organization	Student thoroughly evaluates all aspects of the healthcare environment and integrate strategic thinking into the operations of the organization	Student evaluates all aspects of the healthcare environment and integrate strategic thinking into the operations of the organization however gaps exist.	The assignment contains some information on the evaluation of the healthcare environment. Student does not integrate strategic thinking into the operations of the organization.	Student fails to demonstrate evaluation of aspects of the healthcare environment. Lacks strategic thinking in organization operations.	

HSM Student Learning Outcomes (Page1)		3=Acceptable	2=Not Acceptable	1=Failure	Score
Summarize the role of biomedical informatics in knowledge-driven healthcare.	Student demonstrates an in-depth understanding of the role of biomedical informatics in knowledge-driven healthcare.	Student demonstrates an understanding of the role of biomedical informatics in knowledge-driven healthcare but some details are lacking	Student minimally demonstrates an awareness of the role of biomedical informatics in knowledge-driven healthcare but lacks sufficient and in-depth details.	Student fails to demonstrate an awareness of the role of biomedical informatics in knowledge-driven healthcare	
Analyze information systems for clinical research	Student thoroughly demonstrates how to analyze information systems for clinical research and clearly describes strategies for analysis of information	Student demonstrates how to analyze information systems for clinical research however lacks clarity in some strategies for analysis of information	Student minimally demonstrates how to analyze information systems for clinical research and lack clarity in the description of strategies for analysis of information	Student fails to demonstrate understanding of how to analyze information systems for clinical research	
Assess the impact of health privacy rules on clinical research.	Student demonstrates comprehensive knowledge related to assessing the impact of health privacy rules on clinical research	Student demonstrates adequate knowledge related to the knowledge related to assessing the impact of health privacy rules on clinical research	Student demonstrates very basic knowledge related to assessing the impact of health privacy rules on clinical research	Student fails to demonstrate basic knowledge related to the assessing the impact of health privacy rules on clinical research	
Determine the challenges in interoperability issues and the potential resolutions.	Student demonstrates comprehensive knowledge, skills and attitudes that help to determine the challenges in interoperability issues and the potential resolutions. Demonstrates effective use of technology and strategies to reduce risk.	Student demonstrates knowledge, skills and attitudes that help to determine the challenges in interoperability issues and the potential resolutions. Demonstrates use of technology and strategies to reduce risk with few errors in judgement.	Student demonstrates lack of knowledge, skills and attitudes that help to determine the challenges in interoperability issues and the potential resolutions. Use of technology and strategies to reduce risk has many errors in judgment.	Student fails to demonstrate basic knowledge and is unable to determine the challenges in interoperability issues and the potential resolutions.	
Critique the availability and applications of clinical decision support (CDS) tools	Student demonstrates thorough application of course content and knowledge and skillfully critiques availability and applications of clinical decision support (CDS) tools	Student demonstrates a moderate but not thorough application of course content, and knowledge in the application of clinical decision support (CDS) tools.	Student demonstrates a lack of knowledge and the applications of clinical decision support (CDS) tools	Student fails to demonstrate basic knowledge related to availability and applications of clinical CDS tools	
Evaluate how electronic health records (EHRs) can improve patient participation	Student proficiently demonstrates the evaluation process of electronic health records and how they improve patient participation.	Student demonstrates good understanding and satisfactorily demonstrates the evaluation process of electronic health records and how they improve patient participation.	Student demonstrates basic understanding of the evaluation process of electronic health records and how they improve patient participation with areas of deficiency	Student fails to demonstrate basic understanding of the evaluation process of electronic health records and how they improve patient participation.	

HSM Student Learning Outcomes (Page 2)	4=Exemplary	3=Acceptable	2=Not Acceptable	1=Failure	Score
Compile the applications of computerized physician order entry (CPOE) systems	Student demonstrates thorough application of course content and knowledge and skillfully compiles the applications of computerized physician order entry (CPOE) systems	Student demonstrates a moderate but not thorough application of course content and is able to compile the applications of computerized physician order entry (CPOE)	Student demonstrates very basic knowledge related to the ability to compile the applications of computerized physician order entry (CPOE) systems	Student fails to demonstrate basic knowledge of CPOE and is unable to compile data from CPOE.	
Deduce how telehealth can benefit different types of care settings	Student thoroughly deduces how telehealth can benefit in most types of care settings	Student identifies the benefits of telehealth in many health care settings.	Student may identify some benefits of telehealth but overlooks important details.	Student does not identify or describe benefits of telehealth and overlooks important details	
Discern the benefits of telemedicine.	Student demonstrates comprehensive discernment of the benefits of telemedicine and considers important factors in using telemedicine for problem-solving	Student demonstrates satisfactory discernment of the benefits of telemedicine and considers some factors in using telemedicine for problem-solving.	Student lacks discernment of many of the benefits of telemedicine and considers some factors in using telemedicine for problem-solving	Student lacks discernment of many of the benefits of telemedicine and is unable to identify circumstances for using telemedicine for problem-solving	
Point out the challenges of implementing health information systems and future potentials of these systems.	Student identifies major challenges of implementing health information systems and future potentials of these systems.	Student identifies challenges of implementing health information systems but lacks some understanding of future potentials of these systems.	Student identifies challenges of implementing health information systems on a superficial basis but lacks understanding of future potentials of these systems.	Student failed in the identification of the challenges of implementing health information systems. Lacks understanding of future potentials of these systems.	
Analyze how health information technology can promote patient-centered care and personalized medicine.	Student thoroughly demonstrates an ability to analyze how health information technology can promote patient-centered care and personalized medicine. Analysis is precise and demonstrates high critical thinking ability	Student demonstrates an ability to analyze how health information technology can promote patient-centered care and personalized medicine. Analysis has some deficiency. Critical thinking needs development	Student ability to analyze how health information technology can promote patient-centered care and personalized medicine lacks thoroughness and analysis has some deficiency.	Student is not able to analyze how health information technology can promote patient-centered care and personalized medicine. Critical thinking is absent.	