

Project Examples



A Day in the Life of an HIM Director

Case Study 7.1 in the AHIMA Case Study book by Dianne Foley

- Covers multiple Pls (1.1.1, 1.1.2, 2.3.1, 2.3.2, 3.2.1, 4.1.1)
- Group project – 2 per group
- Experiential learning component – yes
- Assignment
 1. Examine Case Study 7.1, A Day in the Life of an HIM Director.
 2. Using references and your own research, determine the best decision for each of the scenarios.
 3. Upload your decisions in Word format to the Moodle page
 4. Participate in classroom discussion of the scenarios led by a health information director/department head – February 10, 2025
 5. Complete Reflection Statement indicating what mistakes were made in your answers and how you as a future director would handle similar scenarios (based on the classroom discussion) in the future – Due February 20th, 2025

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Specific Notes:

1. For each answer, you must cite one source under the answer for how you determined your answer
2. For scenario #5, be sure to state your suggested written policy that will go into the medical staff bylaws. Then include your three bullet points for how you will defend the policy at the medical staff meeting
3. For scenario #6, be sure to include Charles' specific rationale for the type of discipline required
4. You may not have a source to cite for scenario #8; that is acceptable for this question only

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Rubrics:

Criteria	Excellent (5 points)	Good (4 points)	Adequate (3 points)	Needs improvement (0-2 points)
Scenario 1: Law Enforcement Request	Clearly and accurately assesses Laura's obligations under HIPAA and state law; includes thorough legal support for releasing or withholding patient information.	Addresses key points of HIPAA with minor omissions or inaccuracies in legal rationale.	Response identifies general legal principles but lacks specificity or depth of explanation.	Fails to address the legal obligations or provides inaccurate reasoning that does not align with HIPAA requirements or state law.

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Scenario 2: CDI Specialist Qualifications	Proposes detailed and realistic qualifications for education, experience, and skills; rationale is logical and aligns with industry standards.	Includes most of the required qualifications with some minor gaps; rationale generally aligns with industry expectations.	Lists qualifications but lacks depth or omits key requirements; rationale is vague or incomplete.	Provides minimal or irrelevant qualifications, or rationale is missing or poorly developed.
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Scenario 4: Court Testimony	Accurately formulates responses for each sub-question; responses align with legal and professional standards and demonstrate a thorough understanding of HIM roles.	Provides accurate responses for most sub-questions, but a few answers may lack depth or precise alignment with professional standards.	Addresses the questions but may include errors, inconsistencies, or lack of clarity in some responses.	Provides incomplete, incorrect, or unclear responses that fail to demonstrate understanding of legal and HIM professional standards.
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Overall Clarity and Professionalism	Responses are clearly written, well-organized, and demonstrate a professional tone with appropriate references to legal and industry standards.	Responses are mostly clear and professional but may contain minor issues with organization, tone, or citation of references.	Responses lack clarity or professionalism in tone; may have organizational issues or fail to adequately reference standards.	Responses are disorganized, unclear, or lack professionalism and references to standards.
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Reflective Paper	Well-written and thoughtful reflection on all errors made and lessons learned for each issue	Well-written and thoughtful reflection on most errors made and lessons learned for each issue	Minimal evidence of reflection on errors and lessons learned	Poorly written and doesn't address the errors made and the lessons learned for the future
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Results from discussion of scenarios led by health information director – February 10, 2025

Speaker was Laura Collins, RHIA who is the HIM Director at Compass Behavioral Health care. She prepared a great handout for the students and did an excellent job of talking about real life experiences related to each of the scenarios. She and I discussed what would be the correct answers for all.

Laura has a very diverse and interesting work history and the students enjoyed her discussion and asked some excellent questions.

The Missing Laptop

Case Study 7.3 in the AHIMA Case Study book by Dianne Foley

- Covers multiple PIs (3.2.3, 3.2.5)
- Group project – 2 per group
- Experiential learning component – yes
- Assignment
 1. Examine Case Study 7.3, The Missing Laptop
 2. For each scenario answer the questions under the scenario –Cite a reference that helped you answer the question under each answer (mandatory)
 3. Submit the answers in a word document onto the Moodle website
 4. Participate in classroom discussion with IT professional regarding the correct response to each question
 5. Complete Reflection Statement indicating what mistakes were made in your answers and how you as a future director would handle similar scenarios (based on the classroom discussion) in the future

The Missing Laptop

Criterion	Does Not Meet Expectations (<14)	Nearly Meets Expectations (14-15)	Meets Expectations (16-18)	Exceeds Expectations (19-21)	Score/Comments
Effective responses and/or solutions to case study questions	Reponses are incorrect, or poorly written, or irrelevant to the question or problem presented	Responses are minimally correct or well-written or irrelevant to the question or problem presented	Each response is mostly correct, and well-written and relevant to the question or problem presented	Each response if correct, is well-written and relevant to the question or problem presented	
	Does Not Meet Expectations (0-2))	Nearly Meets Expectations (3-4)	Meets Expectations (5-6)	Exceeds Expectations (7)	Score/Comments
Linkage of references and resources to each issue	Incomplete or no references to problem/question presented	Limited references to problem/question presented	Good references for each problem/question presented	Excellent references for each problem/question presented	
	Does Not Meet Expectations (<7)	Nearly Meets Expectations (7-8)	Meets Expectations (9)	Exceeds Expectations (10)	Score/Comments

The Missing Laptop

Formatting, spelling, and grammar	Multiple errors in body of report and references. Multiple mechanical errors such as spelling, formatting, and grammar	May have some errors in body of report and references. There are some mechanical errors such as spelling, formatting and grammar	Minimum errors in body of report and references. There are minimal mechanical errors such as spelling, formatting, and grammar	No errors in body of report and references. There are no mechanical errors such as spelling, formatting and grammar	
	Does Not Meet Expectations (0-12)	Nearly Meets Expectations (13-16)	Meets Expectations (17-19)	Exceeds Expectations (20-22)	Score/Comments
Reflective paper	Poorly written and doesn't address the errors made and the lessons learned for the future	Minimal evidence of reflection on errors and lessons learned	Well-written and thoughtful reflection on most errors made and lessons learned for each issue	Well-written and thoughtful reflection on all errors made and lessons learned for each issue	
Total Points = 60					

The Missing Laptop – discussion with IT professional

A UL Lafayette graduate in HIM is on the IT team at Our Lady of Lourdes Hospital

He is an RHIA and has been working for 16 years

The students were very attentive, asked several good questions, and seemed genuinely interested in what he had to say about the missing laptop scenario

A reflection statement was required for this assignment

Reflection Statement

As part of your course work, you may be instructed to write a reflection paper on an experience (internship/PPE/field trip) or on an assignment/project. “Reflecting means being intentionally thoughtful about defining an experience, explaining that experience, and determining future implications and actions” (Parkes, Dredger and Hicks).

One way of reflecting on an experience is using a three-step model:

1. What (Describe what happened)
2. So what? (analyze the event)
3. Now what? (Anticipate future practice based on what you learned)

When asked to complete a reflection statement or essay keep in mind these basic questions to answer:

Reflection Statement

What:

1. What was the assignment/project?
2. How much did you know about the subject before you experienced the assignment?
Have you done something similar in the past?
3. What problems did you encounter while you were working on this assignment? How did you solve those problems?
4. What resources did you use while working on this assignment? Which ones were useful?

Example of the “what”:

“Undertaking the task of writing a paper on the “Cellular and Molecular Mechanisms of Paralysis from Spinal Cord Injury” was an enormous challenge that tested my critical thinking and organizational skills. My neurobiology professor had challenged us to select a topic that interested us, dive into the relevant journal articles, analyze the findings, and produce a final product of excellent quality. Despite feeling overwhelmed, I approached the task step-by-step, reading one journal after the other, and using my available resources to help me prepare. After numerous drafts and revisions, I submitted the paper, and it earned me an A which reinforced my dedication and hard work”

Reflection Statement

So what?

1. How did you ultimately feel about this assignment? What parts did you like or dislike?
2. What was especially satisfying to you about the finished product?
3. What insights did you gain from this assignment?
4. What is the most important thing you learned personally during this activity/assignment?

Reflection Statement

5. What did you learn about yourself as you worked on this assignment?
6. What personal strengths/weaknesses of mine did this situation reveal?
7. Why did you or did you not, experience difficulty working/interacting with other people?
8. What might you do differently next time to minimize difficulties working with others?
9. Did you reinforce or challenge an assumption or social system by the way you acted?
10. How did leadership emerge in this situation, on my part and/or the part of others?

Reflection Statement

Example of “so what”

“This experience taught me invaluable lessons about preparation and organization, which I can apply to other aspects of life. I not only researched my topic, but also familiarized myself with the best practices for writing a paper of that size. This helped me discover useful resources and applications that aided me in keeping track of the vast amount of information I needed to read, summarize, and cite. With these skills, I could effectively manage dozens of articles, citations, photographs, and other sources, leading to the success of my paper.”

Reflection Statement

Now what?

1. How will this influence the way you approach future projects?
2. How have you changed or grown because of this experience?
3. How will you apply what you learned from your experience?
4. Did this advance your understanding of the topic?
5. If you had to do this experience again, what would you change about the next revision of the assignment/experience?

Example of “now what”

“Through this experience, I realized the importance of being organized and prepared, and I know this will be an asset in any career, including sales. It has taught me the value of breaking down complex tasks into manageable steps, using available resources, and being organized in managing information, all essential skills in a sales position”.

Reflection Statement - Sources

Source: Documenting Your Learning and Personal Growth: Critical Reflection by Lynn Meade.

<https://uark.pressbooks.pub/eportfolio/chapter/reflective-expression/>

Parkes, K., Dredger, K., & Hicks, D. (2013). ePortfolio as a measure of reflective practice.

International Journal of ePortfolio, 3(2), 99–115. <http://www.theijep.com/pdf/IJEP110.pdf>

Reflection Toolkit. <https://www.ed.ac.uk/reflection/reflectors-toolkit/producing-reflections/academic-reflections/structure>