GUIDELINES FOR MASTER'S ORAL EXAMINATION

I. ORAL EXAMINATION for NON-THESIS

A. Purpose
   a. The purpose of the oral examination is for faculty to:
      i. Assess the student's synthesis of knowledge in the areas of the informatics core, leadership and discipline specific core.
      ii. Evaluate the student's ability to demonstrate application of their knowledge in the context of the Master's Program Objectives.

B. Planning for the oral examination
   a. Students should check with Center for Health Informatics one semester prior to the anticipated semester for oral examination to make certain his/her academic record indicates all courses required for graduation. The student is responsible, after clearance with the chair of the committee, for arranging for the oral examination with the committee. To schedule a room, contact Dion Koch at (913) 588-3362. The student will:
      i. Identify a time when all oral examination committee members can attend.
      ii. Reserve a conference room for the meeting through the Center for Health Informatics.
      iii. Notify committee members to verify the time, date, and place of the meeting.
      iv. Create and send a meeting invite in your KUMC Outlook account for yourself, the committee members and Dion Koch to attend your Oral Exam, be sure to include the room location.
      v. Notify the Administrative Assistant in the Center for Health Informatics to provide information for the "Progress-to-Degree" form and scheduling the oral examination at least three weeks prior to the desired date for the examination.
      vi. The oral examination must be conducted during the student's last semester. The student must be currently enrolled.

C. Selection of the Oral Examination Committee and Chair
   a. The oral examination committee is composed of three faculty members who participate in the graduate health informatics program and who have regular, special or ad hoc appointments to the graduate faculty of the University of Kansas.
   b. The oral examination committee chair must be a doctorally-prepared faculty member with a regular or adjunct graduate appointment. It is not necessary for the chair to be either the research project advisor or the academic advisor.
   c. The research project advisor serves as a member or chair of the committee.
   d. One of the faculty members must be from the discipline-specific area (Clinical, HP&M, Public Health).
   e. Once the selected committee members have agreed to serve, the student completes the oral examination committee form for students (Appendix A) to establish a file for the oral examination in the Center for Health Informatics.
   f. The Director of the Health Informatics Graduate Programs reviews committee membership for appropriateness.
   g. If students change oral examination committee membership, they must complete a new oral examination committee form (Appendix A) for the Center for Health Informatics.
   h. Prior to the examination, the role of oral examination committee chair and members is to act as resource persons in the area of expertise that the student identified in selecting the faculty member as a committee member.
D. Preparation for oral examination
   a. In preparation for the oral examination, the student should:
      i. Meet with the committee chair at least 1 month in advance of the examination, regarding
         how to prepare for the oral examination. Each committee chair will have a preferred
         examination format and structure, so this step is very important to complete.
      ii. Identify the approach that will be used in the formal presentation. Once the approach is
         determined, this becomes an additional factor in the preparation process for the
         examination.
      iii. Review coursework, knowledge gained, and how these have helped in meeting the
         Master’s Program Objectives. Review course assignments (products) and practice
         experiences against the Program Objectives (Appendix B) to help organize examination
         preparation.
      iv. Conduct a personal reflection and identify insights about the educational process and
         outcomes.
      v. Review information about theories, techniques, and experiences garnered that have
         raised the student to a ‘master’ level of practice.

E. Process of the oral examination
   The oral comprehensive examination is approximately two hours in length. The student must be currently
   enrolled in the last semester of program study. The suggested procedure for the oral examination is as
   follows:
   a. The committee chair introduces the student.
   b. The student summarizes his/her experiences as a master’s student
   c. Presentation of the research project is optional. During examination questioning, the research
      project carries comparable weight as other courses.
   d. An approximate time frame for oral examination follows. Please note that each committee chair
      and circumstances may vary one or more elements within the time frame.
      Chair introduction - 5 minutes
      Student presentation – 10 to 30 minutes
      Questions - 45 to 60 minutes
      Evaluation – 5 to 10 minutes
   e. The committee will direct questions to the student in order to assess the student's competency in
      the selected field of study and the student's ability to synthesize knowledge gained while in the
      program.
   f. After the examination has been completed, the student will be asked to leave the room. At this
      time the committee members evaluate the student's understanding of the selected field of study
      using the Master's Program Objectives as an evaluation guide.

F. Outcomes
   The criteria for determining a satisfactory and unsatisfactory oral examination are reflected on the
   program objective grid (Appendix C):
   a. Satisfactory
      1. For each program objective, the student must obtain a rating of “advanced”,
         “good”, or “threshold” to receive a determination of Pass for the examination.
      2. The ways in which the student synthesizes knowledge from the core courses,
         the specialty courses, and the research courses are clearly articulated.
      3. The student identifies a variety of strategies whereby this knowledge can be
         applied for the future.
   b. Unsatisfactory
      1. If the student receives a “lacks understanding” in one or more of the program
         objectives, the student receives a determination of Not Pass for the examination.
2. The ways in which the student synthesizes knowledge from the core courses, the specialty courses, and the research courses are not clearly articulated.

3. The student cannot identify a variety of strategies whereby this knowledge can be applied in the future.

G. **Concluding process:**

   a. An outcome is determined by the committee at the time of the examination. When the committee has reached a consensus of Pass/Not Pass for the examination, the chair will verbally convey the committee’s decision to the student.

   b. If the results of the oral examination are satisfactory, the chair of the committee signs the Progress-to-Degree form (on file in the Center for Health Informatics) and the Program Objectives Evaluation form (Appendix C), then returns the completed forms to the Center for Health Informatics where the information on the form will be entered electronically directly to the Office of Graduate Studies.

   c. If the results of the oral examination are unsatisfactory, the chair of the committee signs the Progress-to-Degree form and returns the completed form to the Center for Health Informatics marked unsatisfactory. The student is responsible for scheduling subsequent oral comprehensive examination meeting, allowing adequate time to generate a new Progress-to-Degree form. Students are allowed a total of three (3) attempts to successfully pass the oral comprehensive examination. The examination committee Chair is responsible for providing written feedback to students not passing the oral comprehensive examination and for sending a copy of the feedback to other committee members. The written feedback will give students information about areas of weakness and strength.

   d. After the oral examination, the Program Objective grid is completed and is signed by all committee members. If a committee member is present virtually and therefore cannot sign the form, the committee chair will get a verbal permission from that faculty member to sign on his/her behalf.
APPENDIX A

TO: Director of the Health Informatics Program

FROM: (Student's name)

RE: ORAL EXAMINATION COMMITTEE FOR NON-THESIS STUDENTS

Project Title:

The following have agreed to serve on my oral examination committee:
Chairman
Member
Member
Reader (Optional)

Please include the address where these persons may be reached if participants are not KUMC faculty.

Reminder: Prior to approval for the oral comprehensive exam provide the following to the Center for Health Informatics:
• a copy of the title page
• the completed research project
• one page executive summary of the content and research activities
• signed copy of your research paper
APPENDIX B

Health Informatics Program Objectives

Program objectives: Upon completion of this program graduates will be able to:

1. Synthesize advanced knowledge of concepts, theories, principles, and research from health and health-related disciplines, the liberal arts, and the natural and behavioral sciences as it relates to a specialized area of health informatics.

2. Apply standards of informatics practice to meet the health needs of individuals and systems in relation to improving the quality, safety, efficiency and effectiveness of health care delivery.

3. Integrate ethical, legal, economic and cultural considerations as well as personal, professional, and client values in the application and promotion of health informatics.

4. Collaborate with professional colleagues to demonstrate professional identity, values, and beliefs that guide effective leadership, communication, innovation and change management to effectively facilitate the achievement of health system, population, organization, and professional goals.

5. Generate research questions from theory and practice and evaluate research findings that promote best practices in health informatics.

6. Develop health policy and procedures that are responsive to societal trends and are influential in implementing, evaluating, and revising information technology.
## Master’s in Health Informatics Program Objectives

| 1. | Synthesize advanced knowledge of concepts, theories, principles, and research from health and health-related disciplines, the liberal arts, and the natural and behavioral sciences as it relates to a specialized area of health informatics. |
| 2. | Apply standards of informatics practice to meet the health needs of individuals and systems in relation to improving the quality, safety, efficiency and effectiveness of health care delivery. |
| 3. | Integrate ethical, legal, economic and cultural considerations as well as personal, professional, and client values in the application and promotion of health informatics. |
| 4. | Collaborate with professional colleagues to demonstrate professional identity, values, and beliefs that guide effective leadership, communication, innovation and change management to effectively facilitate the achievement of health system, population, organization, and professional goals. |
| 5. | Generate research questions from theory and practice and evaluate research findings that promote best practices in health informatics. |
| 6. | Develop health policy and procedures that are responsive to societal trends and are influential in implementing, evaluating, and revising information technology. |

### Advanced Understanding
Comments insightful; program objectives addressed in a way that indicates comprehension of objective and underlying issues; communicate message clearly, concisely, directly, and with confidence.

### Good Understanding
Comments meet, or at times, exceed, basic requirements of specific objective; presentation indicates beginning insight into major ideas related to objective; communicates message with clarity, directness, and conciseness, although some unevenness may be apparent.

### Threshold Understanding
Comments offer little insight into greater issues related to objective, but meet basic requirements; message reasonably clear, concise, and direct, but may be uneven in presentation.

### Lacks Understanding
Lacks understanding or insight related to objectives and unable to demonstrate how knowledge can be applied.

Comments:

Student Name: ___________________________________________
Date of Examination: ____________________________  Pass ____________ Not Pass ____________
Oral Examination Committee: Chair ____________________________  Member ____________________________  Member ____________________________