# Canadian Health Information Management Association Practice Exam (Sample)

**Study Guide**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

• Practice answering questions under realistic conditions,
• Improve accuracy and speed,
• Review explanations to strengthen weak areas, and
• Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

**1. Start with a Diagnostic Review**

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

**2. Study in Short, Focused Sessions**

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

**3. Learn from the Explanations**

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

**4. Track Your Progress**

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

**5. Simulate the Real Exam**

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

**6. Repeat and Review**

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

# **Questions**

1. **Which of the following is not a component of a Threat Risk Assessment?**

   A. Asset inventory.

   B. PIA.

   C. Risk assessment.

   D. Risk treatment.

2. **A child diagnosed with Duchenne's muscular dystrophy has a 50% chance of the following statements regarding their siblings?**

   A. Daughters have a 50% chance of being carriers and sons a 50% chance of developing the disease.

   B. Both daughters and sons have a 50% chance of developing the disease.

   C. Each child has a 1 in 4 (25%) chance of developing the disorder.

   D. Sons only have a 1 in 4 (25%) chance of developing the disorder.

3. **The recommendation to provide government incentives to recruit and train physicians originated from which report?**

   A. Kelowna Accord

   B. Kirby Report

   C. Mazinkowski Report

   D. Romanow Report

4. **Which of the following does NOT characterize a transactional leader?**

   A. a focuses on management tasks.

   B. b inspires others with vision.

   C. c is a caretaker.

   D. d uses trade-offs to meet goals.

5. **Grouping people based on characteristics and making assumptions based on that is known as?**

   A. Group perception

   B. Perceiving

   C. Perception

   D. Stereotyping

6. **Which of the following characteristics is NOT associated with a retrospective study?**

    A. It is relatively inexpensive.

    B. Relative risk may be estimated from the results.

    C. Incidence rates may be computed.

    D. Assessment of past exposure may be biased.

7. **The term that describes how people view the causes of their situations is called what?**

    A. a extraversion.

    B. b locus of control.

    C. c motivation.

    D. d social skills.

8. **A Pareto chart is used to demonstrate what aspect of a problem?**

    A. a. a correlation between two variables.

    B. b. graphically the steps in a process.

    C. c. the causes of a problem and its frequency.

    D. d. upper and lower control limits.

9. **How many steps are there in the research process?**

    A. 5.

    B. 6.

    C. 8.

    D. 9.

10. **What level of care is represented by Susie's visit to the ER and subsequent surgery for acute appendicitis?**

    A. Primary care

    B. Quaternary care

    C. Secondary care

    D. Tertiary care

# **Answers**

1. B
2. A
3. B
4. B
5. D
6. C
7. B
8. C
9. C
10. C

# Explanations

1. **Which of the following is not a component of a Threat Risk Assessment?**

   A. Asset inventory.

   **B. PIA.**

   C. Risk assessment.

   D. Risk treatment.

   A Threat Risk Assessment (TRA) is a systematic process designed to identify potential threats to an asset and the risks associated with those threats. Each component of a TRA plays a critical role in understanding and managing security risks.  The asset inventory is essential because it involves cataloging all assets that could be affected by threats, allowing for a clear understanding of what needs protection. Risk assessment involves evaluating the identified threats in terms of their potential impact and likelihood, which is central to understanding vulnerabilities. Risk treatment refers to the strategies and actions taken to mitigate those risks once they have been assessed.  A Privacy Impact Assessment (PIA), while related to risk management frameworks, does not specifically fall under the components of a Threat Risk Assessment. A PIA focuses on assessing the potential impact of a project or system on individual privacy and is aimed at identifying privacy-related risks, rather than specifically evaluating threats and risks to assets. Therefore, the absence of the PIA as a component in a standard Threat Risk Assessment process is what makes this answer applicable to the question.

2. **A child diagnosed with Duchenne's muscular dystrophy has a 50% chance of the following statements regarding their siblings?**

   **A. Daughters have a 50% chance of being carriers and sons a 50% chance of developing the disease.**

   B. Both daughters and sons have a 50% chance of developing the disease.

   C. Each child has a 1 in 4 (25%) chance of developing the disorder.

   D. Sons only have a 1 in 4 (25%) chance of developing the disorder.

   Duchenne's muscular dystrophy is an X-linked recessive disorder, which primarily affects males, while females can be carriers. Given that the child's mother is likely a carrier of the gene mutation responsible for the disorder, the inheritance pattern is critical in understanding the risk for siblings.  Daughters of a carrier mother have a 50% chance of inheriting one of the two X chromosomes that carry the normal gene and one that carries the mutation. This leads to a 50% chance that daughters will be carriers themselves, meaning they have inherited the gene mutation but typically do not express the disease due to their second normal X chromosome.  Sons, however, inherit only one X chromosome from their mother and a Y chromosome from their father. Since the disorder is X-linked, each son has a 50% chance of inheriting the affected X chromosome from their mother and subsequently developing Duchenne's muscular dystrophy.  Thus, the statement indicating that daughters have a 50% chance of being carriers and sons have a 50% chance of developing the disease accurately reflects this genetic understanding. This context highlights why the provided answer is correct and essential for understanding the inheritance pattern associated with Duchenne's muscular dystrophy.

## 3. The recommendation to provide government incentives to recruit and train physicians originated from which report?

A. Kelowna Accord

**B. Kirby Report**

C. Mazinkowski Report

D. Romanow Report

The recommendation to provide government incentives to recruit and train physicians originated from the Kirby Report, also known as the "Report of the Standing Senate Committee on Social Affairs, Science and Technology" published in 2002. This report addressed the issue of healthcare delivery in Canada, emphasizing the need to ensure an adequate supply of healthcare professionals, particularly physicians. It highlighted systemic challenges within the healthcare system, including physician shortages, and proposed that financial incentives could encourage more individuals to pursue medical careers and remain in practice, particularly in underserved areas. The Kirby Report was significant because it provided a detailed analysis of the healthcare system and made concrete recommendations aimed at increasing access to care. By promoting government incentives for physician recruitment and training, it sought to alleviate the strain on healthcare resources, thereby contributing to improved health outcomes for Canadians. The other reports mentioned, such as the Kelowna Accord and the Romanow Report, while also addressing various aspects of health care and social policy, did not specifically focus on the recruitment and training of physicians through government incentives. The Mazinkowski Report primarily dealt with issues related to the funding and sustainability of the healthcare system rather than directly addressing workforce recruitment strategies.

## 4. Which of the following does NOT characterize a transactional leader?

A. a focuses on management tasks.

**B. b inspires others with vision.**

C. c is a caretaker.

D. d uses trade-offs to meet goals.

A transactional leader is primarily focused on maintaining the day-to-day operations and ensuring that tasks are completed efficiently. This leadership style emphasizes management tasks, which includes establishing clear structures, maintaining the status quo, and managing through established systems and procedures. Transactional leaders are often seen as caretakers who ensure that everything runs smoothly, demonstrating an approach that relies heavily on exchanges or trade-offs to motivate followers. They reward achievement and compliance while focusing on the completion of specific tasks to meet organizational goals. In contrast, the element of inspiration and vision is more characteristic of transformational leadership, which is focused on inspiring and motivating followers to achieve greater levels of success and personal growth. While transactional leaders can motivate their teams, they do so through rewards and discipline rather than inspiring a shared vision. Therefore, the option that highlights the aspect of inspiring others with vision does not align with the fundamental traits of transactional leadership.

## 5. Grouping people based on characteristics and making assumptions based on that is known as?

A. Group perception

B. Perceiving

C. Perception

**D. Stereotyping**

The concept being described involves categorizing individuals based on shared traits and forming generalizations about those individuals based on their group membership. This process is known as stereotyping. Stereotypes arise when assumptions are made regarding individuals based on characteristics such as race, gender, age, or other defining traits, often leading to oversimplifications that do not account for individual differences.  In sociological terms, people often create mental images or ideas about the characteristics, behaviors, and attributes of groups, which can influence their perceptions and interactions with those individuals. While the other terms may relate to aspects of how individuals or groups are viewed, they do not capture the specific action of forming generalized beliefs about a group that is prevalent in the context of stereotypes.

## 6. Which of the following characteristics is NOT associated with a retrospective study?

A. It is relatively inexpensive.

B. Relative risk may be estimated from the results.

**C. Incidence rates may be computed.**

D. Assessment of past exposure may be biased.

In the context of retrospective studies, the characteristic that stands out is that incidence rates may not be computed. Retrospective studies typically analyze existing data from the past to identify correlations between exposures and outcomes. Since these studies look back into already collected data, they generally focus on existing cases of a condition rather than tracking new cases over time.  Incidence, which refers to the number of new cases of a condition within a specific time period, is usually a favorable measure in prospective studies where participants are followed over time. In a retrospective study, researchers are limited by what data exists and often can only measure prevalence— the total number of existing cases— at a given moment rather than how many new cases occurred during the study period.  This understanding underscores the importance of recognizing the limitations of study designs. In a retrospective study, the characteristics of cost-effectiveness, the ability to estimate relative risk, and the potential for bias in assessing past exposures remain valid, but the computation of incidence rates does not align with the typical methodology utilized in such studies.

## 7. The term that describes how people view the causes of their situations is called what?

A. a extraversion.

**B. b locus of control.**

C. c motivation.

D. d social skills.

The term that describes how people view the causes of their situations is known as locus of control. This psychological concept refers to the degree to which individuals believe they have control over the outcomes of events in their lives. Those with an internal locus of control feel that their actions significantly influence events and outcomes, while those with an external locus of control attribute their circumstances to external factors such as luck, fate, or the actions of others. Understanding locus of control is important in health information management, as it can influence patient behaviors and how individuals engage with their health and wellbeing.   Other concepts, such as extraversion, motivation, and social skills, focus on different aspects of personal attributes and interpersonal interactions rather than on how individuals interpret the causes of their experiences and situations. Therefore, locus of control specifically addresses the perception of causality in one's life circumstances.

## 8. A Pareto chart is used to demonstrate what aspect of a problem?

A. a. a correlation between two variables.

B. b. graphically the steps in a process.

**C. c. the causes of a problem and its frequency.**

D. d. upper and lower control limits.

A Pareto chart is a specific type of bar graph that represents the frequency or impact of problems in a process, where the problems are arranged in descending order. This visual tool is based on the Pareto principle, which suggests that a small number of causes often lead to a large portion of the issues, typically in a ratio of 80/20.   In this context, the correct choice highlights that the chart effectively communicates which issues are most significant, allowing organizations to focus on the primary causes of problems. By clearly illustrating the frequency of each cause, stakeholders can prioritize efforts to address those that will yield the most substantial improvements.   Other options, while they reference important concepts in data analysis and process management, do not accurately describe the specific purpose of a Pareto chart. For instance, illustrating a correlation between variables pertains more to scatter plots or correlational studies, while showing steps in a process aligns with flowcharts or process maps. Lastly, establishing upper and lower control limits is typically a function of control charts used in quality control methods, rather than a feature of Pareto charts.

## 9. How many steps are there in the research process?

A. 5.

B. 6.

C. 8.

D. 9.

The research process typically consists of a series of steps that guide researchers from the initial question through to the final results. There are commonly recognized eight steps involved in this process:  1. Identifying a research problem or question, which lays the foundation for the entire study. 2. Conducting a literature review to gain a better understanding of the existing body of knowledge related to the problem. 3. Designing the research methodology, which involves selecting appropriate methods for data collection and analysis. 4. Collecting data in a systematic manner, adhering to the ethical guidelines established for research. 5. Analyzing the data to derive meaningful insights and results. 6. Interpreting the findings to understand their significance relative to the original research question. 7. Drawing conclusions based on the analysis, which will address the research problem. 8. Communicating the results through reports, presentations, or publications to disseminate knowledge gained.  Understanding the research process is crucial for health information management professionals as it reinforces the importance of structured approaches to answering complex questions in healthcare, ultimately leading to evidence-based practice.

## 10. What level of care is represented by Susie's visit to the ER and subsequent surgery for acute appendicitis?

A. Primary care

B. Quaternary care

C. Secondary care

D. Tertiary care

Susie's visit to the ER and her subsequent surgery for acute appendicitis exemplify secondary care, which is the correct answer. Secondary care involves specialized medical services and procedures that typically require a referral from a primary care provider. This level of care addresses acute or severe health issues that cannot be managed at the primary care level.   In this scenario, the emergency room (ER) visit indicates an immediate need for professional medical evaluation and intervention due to an acute condition. After the initial assessment in the ER, Susie underwent surgery, which is a specialized procedure falling within the realm of secondary care.  Primary care typically involves general health maintenance and treatment of common illnesses, which would occur before the referral to secondary care for further specialized intervention. Tertiary care represents a higher level of care that includes specialized consultation and advanced treatments often in a hospital setting, but it usually addresses complex and rare conditions requiring highly specialized expertise. Quaternary care is even more specialized, often involving experimental medicine or procedures that are not widely available.  Thus, recognizing the specifics of Susie's situation in the emergency department leading to surgery fits well within the definition and scope of secondary care.

# Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://chima.examzify.com

We wish you the very best on your exam journey. You've got this!