PPE Notebook Competencies

Students will complete a notebook of the competencies indicated below to turn in to the HIM PPE Coordinator by the end of the quarter. Please DO NOT submit hard copies of a notebook. Complete the notebook online using Microsoft Word. The notebook will then be into your HIM 255 Canvas classroom.

Please note that some of the competencies/objectives may not be applicable to your site. If a particular competency/objective is not applicable to your site then find out what the site does instead. For example, not all sites have birth registries and therefore this particular part of the competency is not applicable to you. Simply put "NA" when noting that particular item in your notebook. If the site does something that is unique that I have not indicated in the competency please feel free to share that with me. Feel free to include forms and other work from the site that you find interesting, for example, you may want to include the facilities mission statement, philosophy, etc. Items not mentioned in the competencies may also be included in your notebook. You will find that many of the competencies below are addressed in many of the sites that you will visit:

Competency 1

At the end of the PPE the student will be able to compare the HIM functions at the health care facility, clinic, and or hospital to HIM functions previously exposed to in the course curriculum.

Objective 1-A: HIM Department / Facility Information

After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum.

- Work - flow of the HIM department
- Department Organization
- The general office design and layout
- Department's mission statement
- Department’s professional code of ethics (AHIMA, AAPC, etc.)
- The HIM directors personal management philosophy / style
- The HIM supervisors personal management philosophy / style
- The philosophy and objectives of the hospital and how they intersect with the HIM department
- How many beds are at this facility?
- How many patients are seen at this facility on a daily, monthly, yearly basis?
Student Activities for Objective 1-A

1. Prepare a flow chart depicting the work flow of the personnel in the HIM department.
2. Prepare an organization chart depicting the organization structure of the HIM department.
3. Create a chart depicting the office / workplace design. Does this workplace design support the flow of work within the HIM department?
4. Discuss with the HIM Director and Supervisor their personal management philosophy.
5. Discuss in writing the above objectives.

Competency 2

Objective 2-A: Medical Record

After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum. Please note that not all sites may have all three mediums. Please answer questions about all three mediums ONLY if the site uses all three mediums. If a site only uses one of the mediums please address the questions related to that particular medium at the site.

Paper-Based Record
- Record storage and retrieval functions
- Filing systems
- Retrieval and tracking systems
- Retention and Destruction of paper based records
- Admission and discharge record reconciliation
- Record assembly functions
- Deficiency analysis
- Monitoring completion of records
- Handling corrections, errors, and addendums
- Authorization and access control
- Forms design, development, and quality control for paper based records

Hybrid - Medical Record
- Record storage and retrieval functions
- Use of EDMS
- Workflow of using EDMS
- Record Retention
- Handling corrections, errors, and addendums
- Authorization and access control
- Electronic - Medical Record

Electronic Health Record
- Transition functions to an EHR
- Record filing and tracking of EHRs
- Record processing of EHRs
- Version control of EHRs
- Management and integration of digital dictation, scanned documents, transcription, other electronic documentation
- Reconciliation processes of EHRs
- Handling forms, etc. from other facilities in the EHRs
- Search, Retrieval and manipulation functions of EHRs
- Authorization and access control
- Purge and destruction of EHRs
- Quality control functions of EHRs
- Management of metadata of EHRs
HIM 255: Notebook Competencies

- Definition of legal health record as it applies to the EHR
- Business continuity plan (how is unexpected computer shutdown handled)
- Administrative safeguards (formal practices the facility uses to manage data security)

Student Activities for Objective 2-A
1. Create a flow chart detailing the flow of the medical record from admission to discharge.
2. Create a form using the facilities forms design and control systems (paper based).
3. Create a screen using the facilities design specifications for navigation design, input design, data validation, or output design. This can be completed using Power Point or some other type of software following the facilities specifications.
4. Review charts paper, hybrid, or EHR for deficiencies.
5. Review discharge analysis and record completion functions.
6. Discuss in writing the above objectives.

Competency 3

Objective 3-A: Coding Billing and Reimbursement at Facility

After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum.
- Coding
- Revenue cycle
- Registration process
- Reimbursement Issues
- Reporting measures (UHDDS, HEDIS, MDS, PQRI, Core Measures, Meaningful Use, etc.)

Student Activities for Objective 3-A
1. Code inpatient charts using the facility’s encoder (if applicable, student may observe, however, it is highly encouraged that the site allow the student to have some hands on coding experience).
2. Code outpatient charts using the facility’s system (if applicable, student may observe, however, it is highly encouraged that the site allow the student to have some hands on coding experience).
3. Code medical records unique to the particular facility that you are working at using the facility's systems, etc. (if applicable, student may observe, however, it is highly encouraged that the site allow the student to have some hands on coding experience).
4. Discuss with the coder, coding manager, or office manager how coding impacts the facility’s bottom line.
5. Discuss with the coding manager or supervisor what the facility does to encourage CDI (clinical documentation improvement).
6. What credentials do the coders have at the facility?
7. What type of CEU training do the coders receive at the facility?
8. Describe the revenue cycle process at the facility.
9. Describe how bill reconciliation is completed at the facility.
10. Describe how the chargemaster is updated, maintained, etc. at the facility.
11. Discuss in writing the above objectives.

Competency 4

Objective 4-A: Compliance / ROI
After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum.

- Policies and Procedures for corporate compliance at the facility
- Policies and Procedures for coding compliance at the facility
- Policies and Procedures specific to HIM department
- Policies and Procedures regarding conduct and sexual harassment at the facility.
- Risk Management Program
- Coding Standards
- ROI
- ROI Quality Control
- ROI Turnaround Time Monitoring
- Productivity Standards with regard to turnaround time for various types of requests
- Tracking and reporting of disclosures
- HIPAA

Student Activities for Objective 4-A
1. Describe policies and procedures put in place to ensure corporate compliance at the facility level.
2. Describe policies and procedures regarding conduct and sexual harassment at the facility.
3. Describe policies and procedures put in place in order to ensure that coding compliance and standards are met for the facility.
4. Describe actions that take place when the facility notes a breach of compliance.
5. Describe the HIM department’s policy in determining who has access to and release of information from the medical record.
6. Describe how the HIM department manages ROI requests.
7. Describe how the HIM department meets or fulfills requests for patient information that ensures continuity of care is not compromised.
8. Describe HIPAA training at the facility for HIM personnel and other hospital personnel.
9. Who is the compliance officer at the facility?
10. What credentials does the compliance officer hold at the facility?
Competency 5

Objective 5-A: Registries and Indices
After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum.
- Master Patient Index / Patient Index
- Disease and Operation Indexes
- Physician Indexes
- Registries (e.g. cancer, trauma, implant, diabetes, transplant, etc.)
- Healthcare databases (e.g. MEDPAR, NPDB, HIPDB, State Administrative Data banks, Public Health, vital statistics, etc.)
- Birth, death certificates

Student Activities for Objective 5-A
1. Describe how the MPI is set up at the facility.
2. Describe the various indices used at the facility (e.g. operation, physician, disease, etc.).
3. Who is responsible for maintaining the various indices at the facility?
4. Describe registries utilized at the facility.
5. How is data reported to the state, public health, etc.?
6. Describe how the facility uses MEDPAR data.
7. Is the secondary data collected from these various indices and registries automated?
8. How often is abstracting done on these indices and registries?
9. What systems are used to collect this data?
10. How often does this data need to be reported?
11. Discuss in writing the above objectives

Competency 6

Objective 6-A HIM Interdepartmental Relationships
After exposure to the following areas the student will be prepared to discuss and compare these areas to previous course curriculum.
- Patient care departments (e.g. nursing, laboratory, radiology, PT, OT, etc.)
- Patient Registration
- Billing Department
- Medical Staff (credentialing, committees, etc.)
- Information Systems
- Accreditation and Licensing Requirements for the organization
- Committees

Student Activities for Objectives 6-A
1. Describe how the various departments interact with the HIM department.
2. Describe the various accrediting bodies and state licensing bodies that the organization must adhere to.
3. When was the last JC or other accrediting body review? Describe the departments role in this review.
4. Describe the various functions of utilization management (utilization review, case management, discharge planning, etc.).
5. Describe the various committees that HIM personnel serve on in the organization.
6. Discuss in writing the above objectives.

**Competency 7**

You will be required to do a **live presentation** of your PPE experience. This can either be in person or through a web-conferencing tool such as Blackboard Collaborate. You will need to arrange a time to present your video presentation going over your experiences in the PPE. This will be done live (in person or through Collaborate). When you finish your PPE, go ahead and send me an email and we'll organize a time. Remember...it must be LIVE. If you plan to post it on Collaborate then you simply need to notify me that it is ready to be reviewed.

The internship presentation must be completed one week after the last day of your PPE. Failure to complete the video presentation in the allotted time frame will result in a zero. If you run into a scheduling conflict, just contact me AHEAD of time. I'm happy to work with you but you must communicate it with me as soon as you can.

You are encouraged to use a presentation aid such as Microsoft PowerPoint or Prezi. The addition of visual aids would be helpful (pictures, diagrams, relevant videos, etc.). Aim for 8-10 minutes but know that there isn't a grading element for your final presentation duration. I will be grading your thoroughness and presentation delivery though.

Please review pages 7-8 containing the PPE Presentation Rubric to get an idea of how I'll grade your presentation.
## PPE Presentation Rubric

**Student Name: __________________________**  **PPE Site: __________________________**

**Evaluator: __________________________**  **Date: __________________________**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td><strong>Content Organization</strong> - Is your presentation organized and documented?</td>
<td>Presentation shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent, well thought out explanation shows superior effort. <strong>42pts</strong></td>
<td>Presentation fairly well documented and organized. Format is easy to follow. Good explanation shows good effort. <strong>31.5pts</strong></td>
<td>Portions of presentation are poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort. <strong>21pts</strong></td>
<td>Presentation not organized. Difficult to follow. Poor quality shows poor effort. <strong>10.5pts</strong></td>
<td><strong>42pts</strong></td>
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<tr>
<td><strong>Usefulness</strong> - Does your presentation stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?</td>
<td>Presentation is focused and very informative; promotes the use of computer technology to assist in the presentation experience and makes others want to use the same type of format in delivering information to an audience. Has an excellent understanding of the HIM profession and the skills they learned at their PPE. <strong>57pts</strong></td>
<td>Presentation is focused and informative; promotes the use of computer technology to assist in the delivery of information. Has a good understanding of the HIM profession and the skills they should have learned at their PPE. <strong>29pts</strong></td>
<td>Presentation’s usefulness is in question. Does not inform; does not stay focused on the topic. Has a limited understanding of the HIM profession and the skills they should have learned at their PPE. <strong>11.25pts</strong></td>
<td></td>
<td><strong>57pts</strong></td>
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<tr>
<td><strong>Creativity Elements of Design</strong> - Is your presentation interesting? Engaging? Did your choice of elements such as handouts, film clips, pictures, backgrounds, and PPT/Prezi transitions enhance the presentation?</td>
<td>Excellent sense of design. Effective camera techniques (if applicable) used for the video and pictures. Visual aids are in focus and of good quality. Smooth transitions are appropriate and aid in delivery of the presentation. Overall effort is excellent and could be shown in an HIM work environment as is. <strong>60pts</strong></td>
<td>Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK (if applicable). Visual aids are in focus and of good quality. Overall effort is of a caliber that is acceptable in an HIM work environment. <strong>45pts</strong></td>
<td>Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy (if applicable). Some pictures or video clips may be out of focus or “shaky”. Overall effort is of a caliber that is developing and with additional work could be used in an HIM work environment. <strong>30pts</strong></td>
<td>Use of elements detracts from presentation. Too many or too gaudy visual aids; transitions, too many clips, backgrounds and/or sounds detract from content. Pictures or video clips may be out of focus or “shaky” (if applicable). Overall effort is not of a caliber to show in an HIM work environment. <strong>15pts</strong></td>
<td><strong>60pts</strong></td>
</tr>
</tbody>
</table>
### Mechanical Competencies

**Grammar, spelling, punctuation, capitalization** are all correct; sources are documented correctly and copyright law has been followed.

- **54pts**

**Includes 2–3 grammatical errors, misspellings, punctuation errors; sources are documented correctly and copyright law has been followed.**

- **41pts**

**Includes 3–4 grammatical errors, misspellings, punctuation errors; some sources are documented but not correctly. Copyright law is somewhat followed but not correctly.**

- **27pts**

**Includes five or more grammatical errors, misspellings, punctuation errors; sources are not documented. Copyright law is not followed.**

- **13.5pts**

### Oral Presentation Skills

**Well-rehearsed. Voice, eye contact and pacing hold interest and attentions of audience; introduced self and project. Responded easily to questions and provided contact information.**

- **87pts**

**Faintly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced word; made eye contact; introduced self and project. Responded to questions. Provided contact information.**

- **61pts**

**Some difficulty communicating ideas. Poor voice projection; some eye contact; no introduction; mispronounced a few words; long pauses, rushed presentation at times; somewhat confused. Appears to have some confidence in presentation skills. Can answer some of the questions but is unable to address the majority of questions. Did the audience a chance to ask questions. Did provide an option for audience to contact if had questions.**

- **44pts**

**Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction; mispronounced words; stopped or had long pauses; confused. Rushed through presentation, no comfortable pauses. Does not appear to have confidence in presentation skills. Is not able to answer questions or did not ask if there were questions. Did not give audience option to contact for questions.**

- **18.75pts**

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**Final Grade:** __________ /300pts

**Comments:**

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