

Professional Practice Experience (PPE) Student Handbook

This handbook outlines the Professional Practice Experience (PPE) for Health Information Technology (HIT) students at Tacoma Community College. Please read this handbook carefully as it contains rules and policies to help you successfully complete your internship. You'll get an overview of site expectations, PPE competencies, and program requirements. Remember that you're in your final quarter of the program. You can get through this!!



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Mission, Vision, and Values

Mission:

The TCC HIT Program is committed to providing HIT students with meaningful and relevant learning in the field of Health Information Technology and engaging in collaborative relationships with local and global communities in the HIT profession.

Vision:

The TCC HIT program is a HIT program that promises to provide innovation in teaching to enhance student learning in the HIT profession. We achieve this by the collaboration and dedication of the HIT faculty to engage and support our student's success in the program and community.

Values:

1. Create a learning environment that supports the needs of future and present HIT professionals.
2. Promote an environment that recognizes and values the diversity of our students.
3. Utilization of technology in the HIT program designed to improve student success in the HIT profession.
4. Cultivate local and global affiliations that promote HIT professionals and the HIT profession.
5. Foster a professional attitude in our students that recognize the importance of the publics' right to accurate and confidential health information.
6. Promote adherence to AHIMA's Code of Ethics.

Program Contact Information

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Introduction to Professional Practice Experience

To Health Information Technology Students:

Completing your HIT Professional Practice Experience (PPE) is a vital part of your education and this handbook has been written to help you succeed at your PPE. Furthermore, this handbook contains competencies or project criteria that you are expected to complete while at your PPE site.

The PPE competencies will enhance your knowledge and better acquaint you with the various procedures in a health information department. Most of the competencies can be addressed at the various health care organizations. **However, there may be instances in which certain competencies and or objectives do not apply to your particular PPE site. This is okay and to be expected.** For example, students who visit DaVita will not be exposed to coding. Thus part of competency 3 will be impossible to complete. In these instances, simply note "NA" for that particular competency and or objective in your notebook. Feel free to address any alternatives or other unique processes that the site may use in lieu of the competency and or objective stated below.

For those who have worked in HIT many years and are working towards certification, PPE project may be completed in lieu of competencies.

The final grade for the course will be based upon your timely submission of the notebook competencies or project deliverables, the student contract, your PPE supervisor's evaluation, your student evaluation and log, and any other assignments the instructor may provide you with in the classroom.

Remember that you are guests in a VERY busy environment. There may be times where you are unable to meet with individuals as planned or when you encounter a unique personality. Remember your training and remain professional. HIT is a small field you're your reputation is being established during the internships. Do what you can to ensure that it starts out on a high note!

We hope that you will approach this experience with enthusiasm and a positive attitude!

Sincerely,

Jonathan Eastabrooks, MBA, RHIA
HIT Program Chair

Corinne Jarvis, RHIA, CHDA
PPE Coordinator

Course Description

A supervised professional practical experience (PPE) in the health information department of a hospital and or non-acute care facility provide varied work opportunities in Health Information Technology and related fields. Students will work under the supervision of a qualified Registered Health Information Administrator/Registered Health Information Technician or other qualified personnel. Students will also receive college faculty consultation from the PPE Coordinator. The PPE is designed to enable students to obtain actual work experience in theoretical and application-based procedures previously studied in the classroom. This PPE consists of 40 to 80 hours. Students will attend the PPE on a Monday - Friday basis for 6 hours each day (generally from 9-3). Hours may be arranged according to the HIT PPE Supervisor and HIT PPE Coordinator in conjunction with the student. The PPE is designed to address all skill areas that a newly graduated health information technician can perform. Although TCC would ideally like to have students complete as many hours close to the maximum, it is appropriate for students and clinical supervisors to adjust the specifics of the PPE to allow students more time in a particularly difficult skill area (while still exposing the student to all skill areas) or an area that is new in the HIM profession that the student would like to learn more about.

In some instances, we have sites that would like to have our students for longer than 80 hours of PPE that the HIT program requires. The PPE Coordinator will speak to students about participating in sites that have longer PPE durations. Despite the longer duration, the student is still responsible for submitting the notebook competencies, supervisor evaluation, student log and evaluation, and any other course work to the instructor by the due dates noted in the classroom.

Furthermore, we realize that some students that have been in the HIT profession for a considerable length of time (over 5 years) and that these students may benefit from a PPE that is project focused. In the event that we have a student that has considerable HIM experience the HIT PPE Coordinator and the HIM PPE Supervisor will arrange for a project driven PPE. These projects should not so difficult that it hinders the student from the experience. However, they should be challenging enough to stretch the mind of the student. The projects should be achievable in the given time frame and inspire confidence and self-esteem in the student. A challenging project should have the following attributes:

- Requires the student to acquire significant new knowledge
- Adds to the AHIMA body of knowledge
- Is more complex than the microprocessor mini project one would expect to find in an HIM department
- Is based on new or advance technology in HIM

- Has the potential to be a viable solution to current HIM industry issues
- Has the potential to be presented at HIM forums
- Has the potential to be published in HIM publications

Lastly, the project a student completes for the organization must be completed at a professional level. Since the student has considerable experience in the HIM profession, the project should be a project that demonstrates the student has:

- Acted as a collaborator with the HIM Supervisor
- Displays sophistication in analysis, design, and or project development, assignments, and or HIM tasks assigned by the HIM Supervisor with minimal supervision.
- Shows the initiative in bringing new ideas and solutions to the development and completion of the HIM project(s), assignments, and other material associated with the project(s)
- Overcomes problems and is able to make appropriate decisions regarding various solutions for the HIM project(s), assignments, and or other tasks as assigned by the HIM Supervisor
- Displays significant new knowledge that can be communicated to the HIT Coordinator in a detailed report documenting in detail the analysis and research associated with the project
- Manages his or her time appropriately and submits project deliverables on due date(s) as assigned by the HIM Supervisor and the HIT Coordinator

**** Please note, projects are created by the PPE site and NOT the PPE Coordinator. Sites must have projects for the student to complete in order for the student to partake in a Project Driven PPE. In the absence of a project, students will complete the competencies.**

Assignment of PPE Sites

Students are assigned to PPE sites by the PPE Coordinator in the first couple of weeks of class, or in some cases in the last one to two weeks of the prior quarter. The PPE Coordinator will supply students with a list of various sites that have agreed to take students for the quarter. Students will be asked to rate their preference in site assignment and return the form to the PPE Coordinator. Please note that the PPE Coordinator and the TCC HIT program cannot guarantee that the student will receive their first choice or even their second choice as there are a limited number of PPE sites. However, the PPE Coordinator will make every effort possible to place the student at a preferred site. In some instances, students will have to complete their PPE experiences at more than one site, may have to drive long distances from their home, or even complete additional assignments to satisfy the hours of the PPE. **Students may not complete their PPE within their department at their current place of employment.**

Students that live outside of the greater Puget Sound area should contact the PPE Coordinator at a minimum of two quarter's prior to completing their PPE to ensure that the a site can be located for the student to complete his or her PPE. The student bears the primary responsibility of locating a PPE site in his or her local area.

Required Number of Hours of PPE

The student is responsible for completing 40 to 80 hours of the PPE (regardless of whether the student is completing competencies or projects), either full- or part-time (non-paid) as arranged with the PPE Supervisor at the hospital and or non-acute facility and the PPE Coordinator. Every effort will be made by the PPE Coordinator to ensure that the student receives a PPE experience that is engaging and provides the student with hands on application of the various HIT functions.

If the student currently works in a health care organization, the student may not complete their PPE at that site/department. If another site/department within that health care organization is available, and the student **does not work** in that site/department, the student may complete their PPE at that site/department as long as TCC has a contract with that site/department. In addition, the site/department must be able to address the competencies that the student must complete in order to satisfy the requirements of the class. If the site/department cannot address the competencies the student will need to complete his or her PPE at another location OR the PPE Coordinator will speak to the site to see if other competencies can be utilized to satisfy the PPE requirement.

The PPE Coordinator will contact the student's PPE Supervisor to enquire about the student's performance during the quarter. Evaluations by the PPE Coordinator will be conducted by any and or all of the following methodologies: in person, by phone, or email.

****Students should bring their notebook competencies to complete during their PPE. Students should not be logging into the online classroom from the PPE site to complete course work.**

Student Work Service Policy

Students are not to be substituted for paid staff during any professional practice experience assignments. **Students may not take the responsibility or the place of "qualified" staff.** However, after demonstrating proficiency, students may be permitted to perform procedures with careful supervision. Students may become employed in the facility outside of regular PPE education hours, provided that the work is limited so it does not interfere with regular academic responsibilities. This work must be non-compulsory, paid and subject to employee regulations.

Requirements for PPE Placement

Health Maintenance and Criminal Background Check

Students will need to purchase a background check in their second year of the HIT program at their expense (the cost is approximately \$60). This background check encompasses the entire United States. Be advised that some health care facilities may require you to submit to an additional background check for their purposes. Often this additional background check is at a small additional cost to the student (under \$15). It is best to verify with your PPE Coordinator and the PPE site if this will be needed. Students will upload their required immunizations, test scores, and any other forms specified by the PPE Coordinator into Canvas prior to participation in the PPE.

Students will be required to obtain vaccinations or proof of immunity in order to participate in the PPE. The HIT program realizes that this may cost the student additional funds. The HIT program will provide students with a list of locations to obtain vaccinations at a reduced cost. However, we cannot guarantee that the costs will be at a rate that is within the student's budget. Vaccination requirements may vary from one site to another but the contractual agreement between TCC and the PPE site requires the immunizations listed below.

Additionally, hazards are associated with participating in PPE rotations as a student in a health science program including, but not limited to needle sticks, inhalation of microorganisms, and contact with infected body fluids. Although, we realize that HIT students do not normally have direct patient contact, it is possible that the student may be exposed to health risks as mentioned above. Ultimately, the student is responsible for

following infection control guidelines in the clinical facilities, maintaining safe practices, and providing their own health insurance. If a student is injured or becomes ill during the PPE, he/she will immediately notify the assigned PPE Coordinator and the PPE Supervisor. The decision to seek medical attention, and the resulting financial responsibilities, are the student's alone.

Drug Testing

Students may be asked to consent to a drug test before beginning their internships. This is requested from several of our internship sites. It will cost the student between \$45-\$75 depending on the site. While recreational marijuana is legal in the state of Washington, students participating in internship programs must adhere to company policies.

We advise all students to refrain from using drugs, tobacco or any prescription medications that may adversely affect drug testing policies the quarter before their internships (5th quarter).

Immunizations

Immunizations that the student must have prior to participation in the PPE include:

- Measles, Mumps, Rubella (MMR)*
- Varicella (Chicken Pox)*
- Tetanus, Diphtheria & Pertussis (TDaP)
 - There must be documentation of a Tdap booster within the past 10 years.
- Initial TB 2-step (1-3 weeks apart) OR QuantiFERON Gold Blood Test**
 - If positive results, you must provide a clear Chest X-Ray & symptom's check
 - An annual PPD (current year) can be accepted in lieu of the 2-step provided you can show that you have completed PPDs annually (every 12-months)
- Hepatitis B Series* (OPTIONAL)
- Influenza (current season)

Please refer to Appendix E for more information on the immunizations.

*Positive Antibody Titer can be a substitution for the MMR (all three), Varicella and Hep B vaccinations for proof of immunity. You must submit a lab report. Check with your healthcare provider if you are uncertain whether you should get a titer or a vaccination.

**QuantiFERON is accepted by most but not ALL clinical sites (e.g., MultiCare Health System). It is a good idea to go with the TB 2-step just in case.

Health Insurance

Students must provide proof of health insurance (remember that this is mandated by the federal government). The student may use documentation from their health plan such as insurance card, policy statement, etc. This information must be uploaded into Canvas prior to participating in the PPE. If the student does not have health insurance health insurance

may be purchased through a separate entity that TCC works with. You may contact the insurance contractor at the following website: [Summit America](https://enrollment.summitamerica-ins.com/school_insurance.aspx?AFID=1&SCID=28&THID=WSCC) (https://enrollment.summitamerica-ins.com/school_insurance.aspx?AFID=1&SCID=28&THID=WSCC).

Auto Insurance

Students must provide proof of vehicle insurance if the student completes his or her PPE at a military base. The student may upload their proof of insurance into Canvas.

Please note that beginning in 2016, you will have to produce alternative proof of identification (WA enhanced drivers license, US passport, etc.) to gain a guest pass on a military base. The Department of Defense (DOD) will no longer accept driver's licenses from five states, including Washington, as valid proof of identification because those states are not compliant with a 2005 federal law.

PPE Placement Partners:

Some PPE sites partner with a placement organization to facilitate a standardized set of requirements and training practices for *all* student interns. The list of healthcare organizations who are using such as service is growing. Any student completing an internship at a site that uses a third party placement partner will be required to register with them and pay a registration fee.

The third party placement organization most widely used in our area is: Clinical Placements Northwest (CPNW). www.cpnw.org. The registration fee for CPNW is \$50.00

Costs of PPE Placement:

The total costs of PPE placement will vary from student to student depending on the site in which he/she is placed. The HIT program cannot guarantee costs. Please plan accordingly. Possible costs may include the following:

- Background check national level – Mandatory for ALL Students - \$60
- Background Check state level – some sites require, but not all - \$12
- Drug Testing – some sites require, but not all - \$45-75
- PPE Placement Partner – some sites require, but not all \$50
- Immunizations (prices vary)
- Health Insurance (prices vary)
- Auto Insurance (prices vary)

**** Lastly please ensure that you have kept copies of ALL of the information you have uploaded into Canvas and take these copies with you to your PPE.**

Course Objectives

At the conclusion of this professional practice experience, the student will be able to:

1. Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status, and apply policies and procedures to ensure the accuracy of health data.
2. Contribute to the definitions for and apply clinical vocabularies and terminologies used in the organization's health information systems, and verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.
3. Monitor and apply organization-wide health record documentation guidelines, apply policies and procedures to ensure organizational compliance with regulations and standards, and maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards.
4. Assist in preparing the organization for accreditation, licensing, and/or certification surveys.
5. Use and maintain electronic applications and work processes to support clinical classification and coding, and abstract and maintain data for clinical indices/databases/registries.
6. Collect, organize, and present data for quality management, utilization management, risk management, and other related studies, and compute and interpret healthcare statistics.
7. Apply Institutional Review Board (IRB) processes and policies, and use specialized databases to meet specific organization needs such as medical research and disease registries.
8. Apply confidentiality and security measures to protect electronic health information, and protect data integrity and validity using software or hardware technology.
9. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information; use specialized software in the completion of HIT processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging; and use appropriate electronic or imaging technology for data/record storage.
10. Apply information system policies and procedures required by national health information initiatives on the healthcare delivery system, participate in the implementation of legal and regulatory requirements related to the health information infrastructure; apply policies and procedures for access and disclosure of personal health information, release patient-specific data to authorized users, maintain user access logs/systems to track access

to and disclosure of identifiable patient data, conduct privacy and confidentiality training programs; and apply and promote ethical standards of practice.

11. Design and generate reports using appropriate software; maintain archival and retrieval systems for patient information stored in multiple formats; and coordinate, use, and maintain systems for document imaging and storage.

12. If the student participates in a Project Driven PPE the student will be able to convey in both written and verbal format the details of the project to the HIT Supervisor, PPE Coordinator, and other HIT professionals on site.

Grading Policy

The student will complete notebook competencies for ALL PPE sites even if the student is completing a project (note: Project Driven PPEs are for students currently in the HIT profession for at least 5 years). The student will also submit an evaluation and log of each PPE site at the conclusion of the course.

The student's final grade will be based on the following:

- Student Contract
- Notebook Competencies or Project Deliverables
- Student Evaluation of PPE Site(s)
- Student thank you letter to PPE Site(s)
- Student Log of PPE Site(s)
- Supervisor Evaluation of Student
- Assignments in the classroom assigned by the instructor

HIT Grade Scale

Grade	Percentages
A	92.0 -100
B	83 – 91.9
C	76-82.9
Any percentage below 76% is NOT a passing grade in HIT	
D	64-75.9
E	63.9 - 0

**** All HIT Supervisors at the PPE site are aware of the grade scale for the TCC HIT Program and will grade the student based on this grade scale for each of his or her competencies OR project(s).**

Meaning of Letter Grades

Please use this as a guideline to help you grade the student using the above grading scale.

A "C" grade means doing what was asked for, a "B" grade means doing a good job on what was asked for, and an "A" grade means doing an excellent job and showing originality. Originality in the undergraduate environment means doing things that were not explicitly asked for but are useful additions or extensions of the work - doing things above and beyond the call of duty.

A - Exceptional - Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts and techniques in satisfying the requirements of a piece of work, course assignment(s), or competencies.

B - Very Good - Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts and techniques in satisfying the requirements of a piece of work, course assignment(s), or competencies.

C - Competent - Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of a piece of work, course assignment(s), or competencies.

D - Not Passing - Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of a piece of work, course assignment(s), or competencies. Cannot perform requirements of a piece of work, course assignment(s), or competencies without constant help from instructor or supervisor.

E - Failing - Does not display knowledge of concepts and/or techniques needed to satisfy the requirements of a piece of work, course assignment(s), or competencies. Does not complete any requirements of a piece of work, course assignment(s), or competencies.

Attendance

Absenteeism and tardiness are considered unprofessional and undesirable traits. Tacoma Community College's Health Information Technology faculty realize a student may be absent due to illness or other valid reasons. *However, the student is responsible for making up any lost time, or the final grade will be reduced by one letter grade for each absence not made up.* Instances of excessive absenteeism and/or tardiness will be reviewed by the PPE Coordinator with the PPE supervisor and the HIT program chair. The student will receive counseling and, if necessary, be administratively withdrawn from the PPE.

The student is responsible for promptly reporting an absence to the PPE supervisor **AND** the assigned PPE Coordinator.

If you know you are not going to be able to make it to your site at the designated date and time please contact the PPE Supervisor at the beginning of the work day, not 30 minutes before you are to report for your PPE. We realize that emergencies do happen however if you are feeling ill in the morning please call at the beginning of the business day, or as soon as possible.

Policy Regarding Student Absences While on the PPE

1. Students who are ill or who for some other reason cannot attend the PPE as scheduled **MUST** notify the PPE Supervisor and the PPE Coordinator as far in advance as possible.
2. Excusable absences from the PPE include illness, death of a member of the immediate family, or similar family emergency requiring the student to miss the scheduled PPE.
3. In the event of an absence, it is left up to the PPE Supervisor's discretion to determine if the time can be made up (e.g. the PPE missed can be recreated, rescheduled, etc). Furthermore, the PPE Supervisor may ask the student for documentation of the absence.
4. Excessive absence from the PPE is defined as:
 - a. Absence for more than three (3) consecutive scheduled PPE days
 - b. Absence of more than one (1) scheduled PPE days
 - c. More than 3 absences during the entire PPE
5. Excessive absences of a student from the PPE shall be reported to the PPE Coordinator at Tacoma Community College by the PPE Supervisor.
6. Excessive absences will necessitate rescheduling of the PPE that have been missed either at the same or different facility AND/OR dismissal from the HIT program. In the event the student is rescheduled to complete the PPE the student will receive an incomplete (I) for the PPE until such time as these missed PPE have been successfully completed. In the event the student is dismissed from the program the student will receive a failing grade for the PPE (E).

Confidentiality Policy

Students are well advised regarding the importance of maintaining patient confidentiality. Prior to beginning the PPE, each student will sign a confidentiality policy (this is typically signed during the PPE/Capstone Orientation at the end of 5th quarter). A printed version is maintained in the student's academic folder. In addition, the student must complete the HIPAA Quiz prior to participating in the PPE. Students will upload their score into Canvas prior to going out to their PPE site. Some sites require students complete an additional HIPAA training.

It is your responsibility to help protect the privacy of all patients in the facility. Please read and clearly understand the PPE site's confidentiality policies. No privileged information is to be repeated or disseminated inappropriately. **Students will fail the PPE course and/or face suspension from the TCC HIT Program if a violation of confidentiality or ethics is demonstrated.**

Dress Code

Students are expected to **adhere to the facility's dress code** and to dress in suitable business casual office attire. Women are to wear blouses and skirts, dresses, or dress slacks with hose or socks. Men are to wear dress shirts, ties if desired, and dress slacks with socks. Students are prohibited from wearing jeans, shorts, sundresses, sneakers, sandals, or t-shirts. Be sure to avoid extremes in jewelry, hairstyles, body piercing, perfume, and make-up. Furthermore, students must pass the Apparel Quiz in class prior to participating in the PPE. Students will upload their score into Canvas prior to going out to their PPE site.

Blood Borne Pathogens

Students are expected to adhere to the facility's blood borne pathogen protocols. Furthermore, students are expected to complete the Blood Borne Pathogen Quiz in the class prior to participation in the PPE. Students will upload their score into Canvas prior to going out to their PPE site.

Student Notebook Competencies

Students will complete a notebook of the competencies indicated below to turn in to the HIT PPE Coordinator by the end of the quarter. Please **DO NOT** submit hard copies of a notebook. Complete the notebook online using Word or OneNote. Students will upload their notebook in Canvas.

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 is not indicated in the competencies, please include that information. It is also appropriate to include forms and other work from the site that are applicable or that you find interesting. For example, you may want to include the facilities mission statement, vision statement or specific policies and procedures. Be sure to ask permission from your site. 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: HIT 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
- General office design and layout
- Department mission statement
- Department professional code of ethics (AHIMA, AAPC, etc.)
- HIM director's personal management philosophy / style
- HIM supervisor's personal management philosophy / style
- Philosophy and objectives of the hospital or site and how they intersect with the HIM department
- Number of beds at this facility
- Patients seen 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, 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
- 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 (as applicable)

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. Note credentials for coders.
7. Note type of CEU training provided for coders.
8. Describe the revenue cycle process at the facility.
9. Describe bill reconciliation.
10. Describe how the chargemaster is updated, maintained, etc.
11. Discuss in writing the above objectives.

Competency 4 (as applicable)

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 procedure specific to HIT 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 to ensure corporate compliance at the facility level.
2. Describe policies and procedures regarding conduct and sexual harassment.

3. Describe policies and procedures to ensure coding compliance and standards are met.
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. Note credentials for the compliance officer.

Competency 5 (as applicable)

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. Note the position/person responsible for maintaining the various indices.
4. Describe registries utilized.
5. Describe data reporting 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. Describe frequency of abstracting on indices and registries.
9. Describe systems used to collect data.
10. Describe frequency of data reporting.
11. Discuss in writing the above objectives

Competency 6

Objective 6-A 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. When you finish your PPE, send the PPE Coordinator an email to schedule a time. Remember...it must be LIVE.

The live 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 the PPE Coordinator AHEAD of the scheduled time, or as soon as possible.

You are encouraged to use a presentation aid such as Microsoft PowerPoint or Prezi. The addition of visual aids is 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. You will be graded based on your thoroughness and presentation delivery.

Please refer to Appendix F for a copy of the presentation rubric.

Required Documents from Internship Site

In order to get a grade in HIT 255, you must submit the following documents:

1. Student Log (see Appendix C)
2. PPE Student Experience Survey (see Appendix B)
3. Notebook Competencies

Frequently Asked Questions (FAQs)

Can I complete my PPE at my current place of work?

Sometimes, but it's not ideal. A student who completes his or her PPE at the same site where they are currently working will not learn anything new about the HIM profession. Although not a violation of the standard, it is a disservice to the student. A best practice solution for the TCC HIT program is to allow the student to complete the PPE at the same healthcare facility where he or she is employed, but the work should occur in a department other than the one that employs the student. Thus, if the student is assembling files, the student could not complete that portion of his or her PPE at that department. If the student is a coder at a site, he or she could not complete the coding portion of the PPE at that site.

If I currently work in the HIT profession do I have to complete the PPE?

Yes, the PPE is designed to provide students with practical work experience in all of the HIT domains. Students are required to complete a PPE even if they currently work in the HIT profession and have broad experience in the HIT profession. Students that have worked in the HIT profession for a minimum of 5 years may complete a Project Driven PPE rather than completing the competencies. However, if the student has only worked as a coder in the last five years, the student will need to complete the notebook competencies, rather than a Project Driven PPE.

What if I hold a CPC, CCS, CCS-P or other coding certification, do I still have to complete the PPE?

Yes, you still must complete the PPE. The PPE is designed to provide students with practical work experience in all of the HIT domains. It is not limited to coding. You may be eligible for a project-based PPE. Contact your PPE Coordinator for more information.

What if I can only complete my PPE on certain days?

You will need to speak with the PPE Coordinator before assignment of your PPE. The PPE Coordinator will try to accommodate you, but the sites may not be willing to accept you only on the days you have indicated. Remember the sites are the ones who determine the times and dates that they will accept students.

Why can't I complete my PPE close to home?

The PPE Coordinator will make every effort possible to assign you to a site close to your residence. However, this is not always possible as sites can only take so many students and TCC is not the only HIT program that is placing students.

I live out of state or in Eastern Washington, can I complete my PPE in my local area?

Yes, you will need to contact the PPE Coordinator and let him/her know you are out of state or in Eastern Washington. The PPE Coordinator will ask you to locate a site in your area, speak with the manager, HIT Supervisor of the facility, etc and arrange for your PPE. The PPE Coordinator will work closely with you in securing a site.

I don't want to get immunizations. Can I still complete my PPE?

Not likely, most sites require proof of immunization status. The PPE Coordinator can look into that but just know this may impede your PPE coordinator's ability to obtain a site for you.

Why do I have to repeat the background check when TCC has already completed one?

Sites have their own internal policies and procedures and they may require you to complete another background check. This is out of TCC's control. In most cases, the site does not charge the student if they complete their own background check.

Is there drug testing?

Some sites require drug testing (e.g., MultiCare Health System). The cost is often put on the student.

Why can't I complete my PPE at a site of my choosing?

TCC is required to have an affiliation contract with the site in order for the TCC HIT Program to place students. This is for legal reasons to protect the college and the site. Therefore, students cannot choose their own site. Students can contact the PPE Coordinator to verify that a site he or she is interested in has a contact with TCC.

I have volunteered at a hospital, physician office, insurance company, etc. can I use these hours for my PPE?

No, once again the TCC HIT program must have a contract with the site AND the student must complete their PPE during the quarter that they take the PPE class, not before or after the PPE class. Moreover, the PPE is a college credit based class and it is the college's expectation that the student will be taking the number of credits during the quarter they are completing the PPE.

Why do I have to upload all the documents in Canvas?

If sites ask for proof of immunizations, confidentiality statement, etc. it is easy for us to send them the information. Furthermore, if we are audited by CAHIIM or the site needs to show proof to authorities (JC, etc.) we will have a paper trail to ensure that our students are compliant.

Will my PPE Supervisor rate me?

Absolutely. The opinions of your PPE Supervisors are critical. Please reference Appendix A to review the Student Evaluation Form.

What if I fail the PPE? Will I have to re-take it?

Yes, if you fail the PPE you will have to re-take it. Keep in mind that you may have to wait a quarter to re-take the PPE. Furthermore, you will not go back to the same site to complete your PPE.

Why do I need to complete the student log in addition to my competencies?

The student log serves as proof of time the student spends with credentialed members. This is more for the credentialed members who need to report their CEUs. Five CEUs per

student supervised with oversight or involvement with a maximum of 10 CEUs for student supervision are allowed in each re-certification cycle.

What happens if I have a job?

You need to make arrangements with your employer for some time off from your current place of employment in order to complete your PPE. Most HIT sites work 5 days a week Monday through Friday 8:00 AM to 5:00 PM. Remember this is a credit class and in order to graduate you must have the credits indicated in the program in order to graduate.

Can I complete my PPE during weekends or evenings?

No, you may not complete your PPE during weekends or evenings. Most HIT departments and business personnel do not work on weekends and evenings.

Page 1 of 5

3. Professionalism										
<i>Student dressed appropriately, was respectful of colleagues/supervisors, displayed energy and motivation in starting/completing tasks, and functioned in a systematic and logical fashion.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

4. Communication										
<i>Student asked appropriate questions, displayed interest in all tasks assigned, and communicated appropriately with employees, medical staff, and other staff.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

5. Competency 1										
<i>Student demonstrated ability to understand and complete objectives regarding the department and facility functions.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

Student PPE Evaluation Form										
Page 2 of 5										

6. Competency 2 <i>Student demonstrated ability to understand and complete objectives regarding the medical record.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

7. Competency 3 (if applicable) <i>Student demonstrated ability to understand and complete objectives regarding coding, billing, and reimbursement.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

8. Competency 4 (if applicable) <i>Student demonstrated ability to understand and complete objectives regarding compliance/ROI.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

<div style="display: flex; justify-content: space-between;"> Student PPE Evaluation Form Page 3 of 5 </div>										

9. Competency 5 (if applicable)										
<i>Student demonstrated ability to understand and complete objectives regarding registries and indices.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

10. Competency 6										
<i>Student demonstrated ability to understand and complete objectives regarding Interdepartmental Relationships.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

11. Project Driven PPE (if applicable)										
<i>Student demonstrated ability to understand and complete project(s) as assigned by the PPE Supervisor.</i>										
100	94	91	88	85	82	80	78	74.5	72.0	
Comments: _____										

Student PPE Evaluation Form										
										Page 4 of 5

12. Additional Comments Is there any additional information you'd like the PPE Coordinator (instructor) to know about the experience or student? 	
The feedback provided in this evaluation is accurate and reflects the professional practice experience (PPE) for the student identified.	
_____ PPE Supervisor Signature	_____ Date
_____ TCC Student Signature	_____ Date
Student PPE Evaluation Form	

Appendix B: PPE Student Experience Survey (Student to Complete)

PPE Student Experience Survey		
<p>This evaluation will be very important in determining the value of your PPE experience, both for you and for students who may wish to follow you in the same situation. The evaluation should be honest and indicate problems as well as your progress during the period. Please address your evaluative remarks so that your PPE Coordinator can discuss them with the organization to improve and maintain the program.</p> <p>Please return as soon as possible to PPE Coordinator Jonathan Eastabrooks in your online classroom.</p>		
<hr/>		
TCC Student Name: _____		
PPE Site Name: _____ PPE Supervisor: _____		
PPE Start Date: _____ PPE End Date: _____ Hours Completed: _____		
<hr/>		
1. In what ways did your classes and campus activities prepare you for your PPE?		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
2. What other campus activities, courses and/or work experience do you think would have helped you with this PPE?		
<hr/>		
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3. What was the most helpful thing your PPE Site Supervisor did to make you feel comfortable as a temporary staff member?

4. In what manner has the notebook competencies and or projects contributed to your professional development?

5. Prior to beginning your PPE did the site give you adequate information to start your PPE?

6. Do you consider the PPE relevant and meaningful to your short/long term career interests?

Yes___ No___

Comments: _____

7. Circle the statement which best describes your answer.

a. What kind of impact has this program had on you?

1. Provided me with a better understanding of my career goals.
2. Increased my skills and knowledge in performing a particular activity.
3. Changed my attitudes or feelings about myself and other people.
4. Provided me with the opportunity to apply theoretical concepts to the actual work environment

b. How would you rate the educational value of your PPE?

1. Exceptional opportunity.
2. Worthwhile experience.
3. Generally not too useful, but might help some.
4. Probably of no value (please comment below).

Comments: _____

c. How was the experience related to your major field or career goals?

1. Very closely related.
2. Related through occasional assignments.
3. No relationship exists.
4. Not applicable please comment below).

Comments: _____

d. To what degree do you feel other employees in your department supported the PPE program?

1. Atmosphere was openly supportive.
2. Accepted, but not openly supportive.
3. Generally not accepted or understood.
4. Non-supportive and potentially hostile.
5. Does not apply (please comment below).

Comments: _____

e. How would you rate your future salary in relation to requirements of position, your experience, and your academic level?

1. Position well paid.
2. Position paid comparably to full-time employees.
3. Definitely underpaid for service expected.
4. Does not apply (please comment below).

Comments: _____

f. Were the actual duties of the position commensurate with the student notebook competencies?

1. Experience closely matches that offered.
2. Experience mostly matches that offered.
3. Little relationship exists.
4. Extremely unsatisfactory (please comment below).

Comments: _____

g. How did your technical skills apply to the position?

1. Were more than required.
2. Were adequate.
3. Were less than they should have been.

h. Did you receive a proper job orientation?

1. Complete, accurate.
2. Somewhat related.
3. Had no meaning.
4. Does not apply.

i. Evaluate your PPE Site Supervisor's willingness and capability of answering questions?

1. Exceeded expectations.
2. Met expectations.
3. Less than expected.

j. Evaluate your PPE Site Supervisor's availability when needed for questions, etc.?

1. Exceeded expectations.
2. Met expectations.
3. Less than expected.

k. Evaluate your PPE Site Supervisor's receptiveness to new ideas you might have had?

1. Exceeded expectations.
2. Met expectations.
3. Less than expected.

l. How would you rate your relationship with your PPE Site Supervisor?

1. Exceeded expectations.
2. Met expectations.
3. Less than expected.

m. Why did you rate your PPE Site Supervisor the way you did?

8 What changes, if any, would you recommend in your PPE?

9 Overall Rating of PPE

EXCELLENT__ VERY GOOD__ AVERAGE__ MARGINAL__ UNSATISFACTORY__

Student Signature

Date

PPE Supervisor Name: _____ PPE Site: _____

*Please attach additional sheets as necessary.

Appendix D: Definitions

- **Competency** - A specific capability of proficiency defined in terms of "conditions" and "performance".
- **Course Objectives** - Proficiencies related to specific skill, knowledge and / or attitude components of a responsibility.
- **Evaluation** - The process of appraising the extent to which the educational effort has been attained. In evaluation of educational programs a variety of tools are used to assess the student these include both formal and informal types of evidence collection so that judgment may be made of the effectiveness of the educational effort. Evaluation is a judgment of processes and results.
- **HIT Professional** - An individual that has a minimum of 5 years' experience in the HIT profession AND is currently working as an HIT professional in a health care organization.
- **Learning Objectives** – See “Course Objectives”
- **Notebook Competencies** - A detailed written explanation of the competencies that a student will submit.
- **Professional Practice Experience (PPE) Coordinator** - The designated full time faculty who is responsible for coordinating the PPE sites for the student and working to ensure that the PPE site understands the objectives of the PPE.
- **Professional Practice Experience (PPE) Mentor** - The designated individual(s) at the site as assigned by the PPE supervisor who is / are responsible for the student's supervised learning experience.
- **Professional Practice Experience (PPE) Supervisor** - The designated individual(s) at the site who are responsible for the student's supervised learning experience (aka HIT Supervisor which may or may not be the actual supervisor of the department).
- **Professional Practice Site** - A health care facility and or organization that has agreed to collaborate with Tacoma Community College in the professional practice experience of Health Information Technology students.
- **Professional Practice Experience (PPE)** - The full time, off campus learning experiences for each Health Information Technology student.
- **Project** - A significantly challenging project that requires professional effort from an established HIT professional.
- **Supervision** - Planning and overseeing activities to assure desired accomplishments are completed.

Appendix E: Immunization Information

In order for students to go out to their clinical sites, they need active medical insurance and to ensure that they have their uploaded to Canvas.

We encourage students to not wait until the beginning of the quarter to begin the process of obtaining vaccines or immunizations. Students will not be able to start their internships until **every** immunization is uploaded. It is imperative that you begin the process **NOW**.

DO NOT EMAIL PROOF OF IMMUNIZATIONS TO YOUR INSTRUCTOR! THESE MUST BE UPLOADED INTO CANVAS.

Required Immunizations List

The specific immunizations for the HIT PPE experience include:

1. Measles, Mumps, Rubella (MMR)*
2. Varicella (Chicken Pox)*
3. Tetanus, Diphtheria & Pertussis (TDaP)
 - There must be documentation of a Tdap booster within the past 10 years.
4. Initial TB 2-step (1-3 weeks apart) OR QuantiFERON Gold Blood Test**
 - If positive results, you must provide a clear Chest X-Ray & symptom's check
 - An annual PPD (current year) can be accepted in lieu of the 2-step provided you can show that you have completed PPDs annually
5. Influenza (current season)

Optional Immunizations List

These immunizations are optional but HIGHLY encouraged as they will help protect you. You can opt out of these by submitted the appropriate facility-specific waiver.

1. Hepatitis B Series*
-

**Positive Antibody Titer can be a substitution for the MMR (all three), Varicella and Hep B vaccinations for proof of immunity. You must submit a lab report. Check with your healthcare provider if you are uncertain whether you should get a titer or a vaccination.*

***QuantiFERON is accepted by most but not ALL clinical sites (e.g. MultiCare Health System). It is a good idea to go with the TB 2-Step just in case.*

Immunization Resources

The U.S. Department of Health and Human Services has a great webpage dedicated to vaccines (<http://www.vaccines.gov/>). We encourage you to consult with your local health department to locate resources on where to go to get your immunizations taken care of.

Here are some local Puget Sound resources:

- [Washington State Department of Health](#)

- [Tacoma-Pierce County Health Department](#)
- [King County Health Department](#)
- [Kitsap Public Health District](#)
- [Thurston County Immunization Program](#)

Estimated Immunization Costs and Immunization Financial Help

Most private health insurance plans cover the cost of recommended vaccines. Check with your insurance provider for details of coverage. Students getting both the required and optional immunizations should expect to pay around \$400-575 if you are paying out of pocket (not using insurance). A few options for low cost immunizations in Pierce County can be found below. If you are not located in Pierce County, check your local health department web site for adult immunization clinics.

Pierce County Adult Immunization Clinics

Free/Low Cost Whooping Cough Vaccine for Adults

How to Pay (Vaccines.gov)

MyRXCare (Albertsons)

United Way: Where to Turn in Tough Times

Washington State Free Clinics

Immunization Details

The next 2-pages contain detailed information about the immunizations and the process/timeline involved (they do vary based on the immunization). This can be accessed electronically by clicking [here](#).

Medical Insurance Requirement

Students must provide proof of health insurance in order to do their HIM internships. The student may use documentation from their health plan such as insurance card, policy statement, etc. This information must be uploaded into Immunization Tracker prior to participating in the PPE.

If the student does not have health insurance health insurance may be purchased through a separate entity that TCC works with. You may contact the insurance contractor at the following website: [Summit America](#)

General coverage for a student can range from \$500 per quarter for one individual, to \$2,842 per quarter for a student, their spouse, and their children. The injury-only plan can range in cost from \$39 for one student, to \$190 for the student, their spouse, and children.

In addition to coverage through TCC, you can also check the Washington Health Benefit

Exchange website (<https://www.wahbexchange.org/>) to see if you're eligible for lower costs on private insurance or Medicaid. Remember that under the Affordable Care Act, beginning in 2014, many individuals and families will be eligible to receive subsidized coverage in the Exchange if they are not eligible for Medicare/Medicaid and are not offered affordable coverage through their employer.

Professional Liability Insurance (Optional)

Some sites (primarily military locations) require students to purchase professional liability insurance. Professional Liability Insurance protects students against covered claims arising from real or alleged errors or omissions, including negligence, in the course of professional duties. Legal defense and settlement costs are paid in addition to the limits of liability. Students can receive up to \$3,000,000 in coverage each year — \$1,000,000 per incident.

We recommend the company [Proliability](#), which offers low-cost liability insurance.

The need to purchase this service is very rare. The PPE coordinator will let you know if you need to secure this type of insurance.

