

Professional Practice Experience (PPE) Internship Supervisor Handbook

This handbook was created to assist participating internship sites taking Health Information Technology (HIT) students at Tacoma Community College.

The PPE is an essential component of the HIT program at TCC. It is integrated with and complements the didactic component through practical application learning. Practicing in an actual HIM working environment provides an opportunity to use, develop, and refine knowledge and skill competencies. It provides an opportunity to learn in an environment where facts gain meaning, roles can be demonstrated, and the student's self-concept can be developed.



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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 public's right to accurate and confidential health information.
6. Promote adherence to AHIMA's Code of Ethics.

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Internship Frequently Asked Questions (FAQs)

What is the PPE?

A supervised, unpaid professional practical experience (PPE) in the health information department of a hospital and or non-acute care facility to provide varied work opportunities in Health Information Technology and/or medical office management.

How do I get an intern?

Contact the PPE Coordinator as soon as possible. In order for the student to receive academic credit, the internship must occur during the academic quarter assigned. It is important that the college have an affiliation agreement with the PPE site prior to the internship beginning. This can take some time to finalize.

What is an affiliation agreement?

Affiliation agreements or contracts are established between college programs and employers that define the conditions for accepting students in the workplace. These programs have standard agreements or contracts that outline the expectations of both the college and the organization. Topics such as HIPAA training, background checks, immunization and TB status, and health insurance coverage typically make up the bulk of the affiliation agreement. You can ask the PPE Coordinator for an unofficial copy at any point.

Do the students have background checks and immunizations?

Our students purchase national background checks and immunizations to include MMR, Varicella, Tdap, TB, and Influenza. We list Hepatitis B as optional as many sites offer waivers for the series (put's the risk on the student). Records are available to you upon request.

Do you require students to complete a confidentiality policy?

Yes, we require all students to complete a confidentiality policy and take a HIPAA quiz prior to participation in the PPE. We can provide you with verification of the student's confidentiality policy and HIPAA quiz.

Do you require students to purchase health care insurance?

We encourage students to have some form of health care insurance given the passage of the Affordable Care Act (ACA). They do have the option to purchase injury-only insurance for a low price from the college (through Summit America) should they be unable to afford health care insurance.

Do you require students to purchase auto insurance?

If we send a student out to a military base, we require the student to provide proof of auto insurance. We can provide you with verification of the student's auto insurance.

Are students aware of blood borne pathogen policies?

Yes, TCC has created a blood borne pathogen quiz for the students to review prior to participation in the PPE. We can provide you with verification of the student's quiz. We realize that each site will most likely require students to complete this during their orientation.

Are students aware of professional attire?

Yes, TCC has created a professional attire quiz for the students to review prior to participation in the PPE. We can provide you with verification of the student's quiz. We realize that each site will most likely require students to complete this during their orientation.

Are students aware of HIPAA?

Yes, TCC has created a Health Insurance Portability and Accountability Act of 1996 focusing on both the privacy and security rules. They must review prior to participation in the PPE. We can provide you with verification of the student's quiz. We realize that each site will most likely require students to complete this during their orientation.

Who should work with the students?

Students will work under the supervision of a qualified Registered Health Information Administrator (RHIA), Registered Health Information Technician (RHIT), or other qualified personnel to whom they are assigned. Students will also receive college faculty consultation from the PPE Coordinator.

What is the purpose of the PPE?

The PPE is designed to enable students to obtain actual work experience in theoretical and application-based procedures previously studied in the classroom.

How long is the PPE?

This PPE consists of 40 to 80 hours. Deviations from this must be agreed between the PPE Coordinator and PPE Supervisor. The HIT Coordinator will speak to students about participating in sites that have longer PPE durations.

How does scheduling work?

Students are encouraged to attend the PPE on a Monday - Friday basis for 6 hours each day (generally from 9-3). However, hours may be arranged according to the PPE supervisor and the student.

When must the internship be finished?

The internship will ideally conclude during the assigned academic quarter. You can view the latest calendar at <http://www.tacomacc.edu/areasofstudy/academiccalendar/>. Exceptions to this must be authorized by the PPE Coordinator.

What are the focus areas?

The PPE is designed to address all skill areas that a newly graduated health information technician (RHIT) can perform. Sites are encouraged to expose interns to as many areas possible including medical records management, registries, deficiencies, coding, billing, statistics, reporting, insurance follow-up, scheduling, transcription, release of information, etc. These focus areas will not be applicable everywhere and we encourage sites to tailor the experience best they can. It is appropriate for 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 HIT profession that the student would like to learn more about. You are also encouraged to review the internship objectives on page 10 and the notebook competencies in Appendix F to get idea for exposure areas/activities.

What are the students turning in to the college?

The student is responsible for submitting the notebook competencies (see Appendix F), supervisor evaluation (only if it is paper...we have an electronic copy available...see Appendix A), and PPE Student Experience Survey (see Appendix B), and the PPE Student Log (see Appendix C).

What do I need to complete on my end?

PPE Supervisors are required to complete the student evaluation (see Appendix A) either on paper or electronically (<http://goo.gl/fRzfNX>).

Am I eligible for AHIMA CEUs?

Yes. If you are AHIMA credentialed, you are entitled to up to 5 CEUs per year (or 10 CEUs per two year cycle) for work performed with HIT students on their practicum visits.

The equation used is 60-minutes of direct student interaction = 1 AHIMA-approved CEU.

It is important to remember that CEUs reflect personal effort from a credentialed member to help a PPE student. The CEUs don't apply to just one person, nor do they automatically apply to every credentialed member on staff. See page 17 for more information.

How do I claim the CEU Credit?

At the end of the internship, the PPE Coordinator will send the CEU Certificate template to the PPE Supervisor to distribute as needed. Instructions on calculating CEUs will be included. The student's daily log should serve as proof of time the student spent with credentialed members. A copy of this log will be provided to the site by the PPE Coordinator.

Admission to Annual HIT Student Leadership Conference

Participating PPE sites are eligible for a maximum of one free voucher to the spring leadership conference at Tacoma Community College. The PPE Coordinator will send the voucher in mid-May. You can expect 5-8 AHIMA-approved CEUs should you attend. This voucher can be used by anyone in your facility.

My intern has a ton of HIT experience. Do I really have to give them a basic internship?

We realize that we have students that have been in the HIT profession for a considerable length of time (over 5 years) and we realize that these students would benefit in having a PPE that is project focused.

In the event that we have a student that has considerable HIT experience the HIT Coordinator and the HIT Supervisor at the health care organization the student is assigned will arrange for a project focused PPE. The projects the student participates in should be a project that is not so difficult that it hinders the student from the experience. However, the project or projects should be projects that are challenging enough to stretch the mind of an individual that is currently in the HIT profession and that has considerable experience in the HIT field. The project should be achievable in the given time frame and inspire confidence and self-esteem in the student.

See Appendix E for ideas on what types of projects might be applicable for your site.

What are the attributes for a “challenging” project?

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 HIT department
- Is based on new or advance technology in HIT
- Has the potential to be a viable solution to current HIT industry issues
- Has the potential to be presented at HIT forums
- Has the potential to be published in HIT publications
- Is completed at a professional level.

Since the student has considerable experience in the HIT profession the project should be a project that demonstrates the student has:

- Acted as a collaborator with the HIT Supervisor
- Displays sophistication in analysis, design, and or project development, assignments, and or HIT tasks assigned by the HIT Supervisor with little supervision for the HIT Supervisor
- Shows the initiative in bringing new ideas and solutions to the development and completion of the HIT 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 HIT project(s), assignments, and or other tasks as assigned by the HIT Supervisor
- Displays significant new knowledge that can be communicated to the HIT Coordinator in a detailed report that documents 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 HIT Supervisor and the HIT Coordinator

Internship Learning Outcomes & Objectives

The student is completing both a traditional, face-to-face internship out in the field and a virtual clinical to help students get a standardized experience. This is measured through objectives. We encourage PPE sites to expose students to as many of these objective areas as possible. At the conclusion of this class, 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, HIT Coordinator, and other HIT professionals on site.

PPE Coordinator Role

The PPE Coordinator is responsible for arranging each PPE site and following up on students' progress. Follow-up can include discussions between the PPE coordinator and PPE supervisor or between the PPE coordinator and the student. Evaluations by the PPE Coordinator will be conducted by any and or all of the following methodologies: in person, by phone, or email. The PPE Coordinator will contact the site well in advance to make arrangements to visit the site in person. If it is not practical for the PPE Coordinator to visit the site the PPE Coordinator will make alternative arrangements with the site to review the student's progress.

Professional Practice Supervisor Role

The Professional Practice Supervisor should be a credentialed or experienced medical record practitioner who has demonstrated academic preparation and experience to serve as the coordinator and evaluator the student and the student's PPE. The PPE supervisor may assign the student to other credentialed or appropriate mentors in order to complete the PPE objectives (job shadow, training, reading, etc.). However, overall supervision should be the responsibility of the PPE supervisor.

The Professional Practice Supervisor should be:

1. A suitable role model for the student partaking in the PPE.
2. Enthusiastic about student contact and willing to provide instruction to the student.
3. Supportive of the philosophy and goals of the HIT program at Tacoma Community College.
4. Willing to cooperate with the PPE coordinator in setting up a schedule of student activities that meet the objectives outlined in the TCC HIT program.

5. Willing to interact with students and devote his or her time to interaction with students in the TCC HIT program.
6. Willing to oversee other employees that to ensure that the student receives adequate instruction to meet the objectives of the PPE.

Key Responsibilities

Prior to the PPE

1. Review affiliate agreement with human resources, legal counsel, or required departments. A scanned copy can be provided by the PPE Coordinator.
2. Prepare student schedule of activities identifying what topic/objective will be reviewed. Please try to expose students to as many of the areas identified in Notebook Competencies as described in Appendix E.
3. Identify departmental site preceptor and mentor(s)
4. Prepare written description of any projects (if applicable)
5. Arrange for the following: facility identification, parking instructions, employee orientation (if applicable), information systems access, and any additional facility specific requirements
6. Agree on a schedule between the student and the site. The PPE Coordinator can assist if necessary.
7. Identify and reserve space for the student to work.
8. Team Assimilation—allow the student to become part of the team. The student should attend lunch, breaks, and any meetings with the team. Team assimilation does count toward the PPE duration requirement.
9. Review the student evaluation that will be completed when the PPE is completed (see Appendix A).

The Student's First Day

1. Spend scheduled time with the student for a brief orientation to the department.
2. Have student sign confidentiality and security agreements and other required documents.
3. Provide a facility tour
4. Introduce students to all members of the primary department where the student will spend the bulk of the internship, including those individuals students may report to
5. Provide departmental policies and procedures and any reference materials needed
6. Provide the means for the student to create an organizational chart of the department and facility.
7. Review expectations—your expectations of the students and their expectations of you
8. Assign a backup PPE Supervisor (in case of primary supervisor illness or absence) and provide student with contact information (phone number and e-mail address)

During the PPE

1. Meet regularly to review the student's projects and documentation.

2. Meet regularly to verify the PPE is meeting the student's expectations and that they are receiving all the necessary references and knowledge on schedule.
3. Review expectations with the student and discuss how they are meeting them at midpoint or other intervals.
4. Meet with personnel who were scheduled with the student for feedback.
5. Schedule at least one meeting with the PPE coordinator during the student PPE to review student progress.

At the end of the PPE

1. At the completion of the PPE, arrange for a small thank-you celebration with the student and the people who spent time with the student. (Optional but encouraged!)
2. Schedule the final evaluation (see Appendix A) and provide copies to the student and the school as directed by the academic PPE coordinator. You have the option to complete this electronically (<http://goo.gl/fRzfNX>) and copies wouldn't need to be given to the student.
3. Please ensure that when you grade the student you grade the student objectively. I am well aware of the student's abilities as a student. If you give them 100% on every competency rather than grading them objectively and fairly this is a disservice to the student and he or she will not improve in areas that need improving.
4. If you feel compelled, you can provide the student with a letter of recommendation. This is NOT a requirement and is influenced by the behavior and competency of the student.

Important Points about Being a PPE Site:

The student is taking this experience as an academic course requirement and for a grade. It is vitally important that the experience is engaging and the student feels there is meaningful work to do.

Have a department supervisor available in case of illness or off-site requirements that might take you out of the office. The second supervisor should be introduced to the student on day one, and involved in the PPE plan so they may take over with a minimum of downtime.

Adhere to the Student Service Work Policy of Commission on Accreditation of Health Informatics & Health Information Technology (CAHIIM) Standard V.E.4¹. "All activities required in the program must be educational and students must not be substituted for paid staff."

Policies and procedures by which students may perform service work while enrolled in the internship should be made known to all students as soon as possible.

¹ <http://www.AHIMA.org/~media/AHIMA/Files/PPE/FINAL%20FINAL%20PPE%20GUIDE%20VERSION%20II.ashx>

Remember to complete the student evaluation on the last day of the visit and return it promptly to the PPE coordinator (email, fax, in-person, etc.). See appendix A for a copy of the form. Since the student is receiving a grade for the PPE, it is very important that the site supervisor complete the student's evaluation, since it makes up the bulk of the student's grade for the course. Ideally my preference is that you fax/email the evaluation to me as soon as the student has completed her/his PPE.

Encourage all staff to welcome the student even if they won't be directly working with the student. A student is forming an opinion about HIT as a career and is learning specifics about what it means to work in an HIT department from this PPE. The PPE for many of our students is their first exposure to the HIT profession.

This is a great opportunity to develop your staff's supervisory or leadership skills by having a particular staff member serve as the department mentor for the overall PPE. Once the student's PPE ends, meet with the staff member to determine what worked well and what they would have done differently. Count this as part of their annual performance appraisal as a professional development activity.

Consider this to be a prolonged job interview. By accepting HIT students to complete PPEs, you give yourself time to see how they interact with existing staff, and what skills they might bring as a future employee. Approximately 45 percent² of students receive their first job in HIT either from the internship site directly, or from contacts made on-site during the PPE.

Duration 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 as arranged with the Professional Practice supervisor at the hospital and or non-acute facility and the PPE Coordinator.

There are a limited number of PPE sites and students may have to drive to a site outside of their geographic area. The PPE Coordinator will make every effort to place students in sites that they desire. However, the PPE Coordinator and the TCC HIT program cannot guarantee that the student will receive their first choice or even their second choice.

In some instances students may have to complete their PPE at more than one site as some sites can only accommodate students for short periods of time. 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.

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http://library.AHIMA.org/xpedio/groups/public/documents/AHIMA/bok1_044629.hcsp?dDocName=bok1_044629

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. In these cases, the HIT Coordinator will speak to students about participating in sites that have longer PPE durations.

Students MAY NOT complete their PPE at a current place of employment. In other words 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 contract with that site/department.

In addition, the site/department must be able to address the competencies (see appendix F) 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.

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.

Student Attendance Policy

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 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 repeated. In the event the student is dismissed from the program the student will receive a failing grade for the PPE (E).

Student Responsibilities

Students are expected to report to work at a specific time on specified days as arranged and agreed to by the PPE Supervisor and the student (just as if they were a regular employee). Furthermore, the students should have contacted their PPE supervisor prior to starting the PPE in order to clarify any issues that need to be resolved prior to beginning their PPE. If a student is unable to work on a specified day, it is their responsibility to contact the PPE supervisor to provide an explanation and to make arrangements to make up the missed time. In addition, the student is to email the PPE coordinator about an absence.

The student will not be paid a salary, and they have been informed that it is possible that they may be expected to apply and interview for the PPE position. Students realize that the healthcare department's cooperation with their education is a great responsibility. They will require continual supervision, and their questions should be answered in order to provide them with the opportunity to advance their knowledge in the HIT arena.

Students should check with the PPE supervisor regarding appropriate dress. Students are expected to act in a professional manner as this is a vital part of the PPE. The student understands this will be evaluated as part of his or her PPE. As such, discussions about the student's dress and professional manner are appropriate. Students must wear their TCC HIT Student nametag at all times while on site completing their PPE if no facility name tag is provided.

Students are also aware of ethical and legal concerns, especially that of patient privacy. Students are expected to maintain the confidentiality of patient information and must reveal no information concerning a patient or the office practice to persons outside the facility. The hospital / facility may require students to sign a confidentiality statement prior to scheduling the professional practice experience. Students understand that a breach of confidentiality results in immediate termination from the PPE and possible expulsion from the college HIT program.

Students are provided with a list of competencies (see appendix F) that they will complete at the site. Not all of the objectives within the competencies may apply to a facility. In the event that an objective does not apply the PPE Supervisor has the option of providing the student with an alternative objective. Furthermore, the student may be well acquainted with many of the competencies and has been working in the HIT field for a considerable

length of time (10+ years) in these situations special projects may be assigned to the student to complete. However, the PPE Coordinator and the PPE Supervisor must have discussed this prior to assignment of the student at the site.

Students that have worked in the HIM profession for a minimum of 5 years and that are currently working in a health care organization may substitute the 5 competencies for a project(s) as assigned and agreed upon by the HIM Supervisor at the site and the HIT Coordinator.

AHIMA Continuing Education Units (CEUs)

PPE sites may earn up to five (5) CEUs per staff member that spends time with a student during his or her PPE per year. Time does not have to be continuous but should be enough to effectively meet the objectives identified in the PPE. It is recommended that the time be determined based on the number of hours the student completes at the PPE site and the amount of time each PPE mentor spends with the student.

Students are required to complete a student log of activities (see Appendix C) to submit to the HIT Coordinator at the college. The student log identifies the individual that worked with the student. This log ensures that the TCC HIT program has a record of individuals that spent time with our students in the event that TCC is audited by CAHIT or AHIMA. Individuals may earn up to 5 CEUs per year. The student has been asked to maintain a log indicating the individuals that he or she has worked with throughout the duration of their PPE at your facility. The PPE coordinator will provide the PPE supervisor with a certificate to distribute to the hospital / non acute care HIT staff once the student(s) completes his or her PPE.

The equation used is 60-minutes of direct student interaction = 1 AHIMA-approved CEU

An AHIMA credentialed member may only claim five (5) CEUs per year for student mentoring regardless of actual numbers of hours spent with students (that exceeds five hours) or number of students mentored – the credits are not cumulative, they are absolute.

Student Evaluation Form for PPE Site Instructions

A copy of the student evaluation form that the PPE Site Supervisor will complete is available in Appendix A.

1. Circle the grade that corresponds to the student's skill level for each of the items indicated below in the table. Please refer to the HIT grade scale above when grading the student.
2. Please meet with the student to discuss his or her grades, we find this is quite valuable for the student to have input from someone other than their instructors. Please note that I am very familiar with the student's abilities and when I see a

student that has consistently been a "C" student over the duration that they have been in this program receive 100% on all competencies this leads me to believe that the student is not being evaluated objectively. It is a disservice to the student when the site supervisor does not evaluate the student objectively. The student cannot improve in areas that need improvement if he or she is not evaluated objectively. Please grade the student objectively and discuss your grading of the student with the student. Please explain to the student areas that you felt the student needed improvement in or areas that you felt the student excelled in. Above all please be objective when you evaluate the student.

3. Email the completed evaluation form to the PPE Coordinator. If you mail the evaluation form please ensure that the evaluation form arrives by the end of the quarter to ensure that the student will receive a grade for their PPE.

HIT Grade Scale & PPE Evaluation

Students in the TCC HIT program are held to a rigorous grade scale. It is our expectation that you will grade the student using the grade scale from TCC. Please use this as a guideline to help you grade the student using the below grading scale.

Meaning of the Letter Grade:

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 (94.0 - 100) 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 (93.9-85) 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 (84.9- 80) 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 (72 - 74.4) 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 (0 - 71.9) Failing - Does not display knowledge of concepts and/or techniques needed to satisfy the requirements of the work, course assignment(s), or competencies. Did not complete any requirements of a piece of work, course assignment(s), or competencies.

Appendix A: Student Evaluation Form for PPE Site (Facility to Complete)

You can also complete this student evaluation electronically (nothing would have to be turned in as it is automatically emailed to me when you hit 'submit'). You can access it at <http://goo.gl/fRzfNX>.

TCC Student PPE Evaluation Form									
<p>Circle the grade that corresponds to the student's skill level for each of the items indicated below in the table. Please refer to the HIM grade scale in the PPE Supervisor Handbook when grading the student. This evaluation serves as the basis for the final grade the student receives in the course.</p> <p>If you are comfortable, please complete the assessment with the student. We find it is important for the student to receive feedback from the Site Supervisor that monitored the student.</p> <p>Please return as soon as possible to PPE Coordinator, Corinne Jarvis via email (cjarvis@tacomacc.edu), fax (253.566.5077), or mail (6501 S 19th St., Tacoma, WA 98466).</p>									
TCC Student Name: _____									
PPE Supervisor Name: _____						Date: _____			
1. Overall Grade									
100	94	91	88	85	82	80	78	74.5	72.0
2. Attendance									
<i>Student completed 40-80 hours of PPE, reported to the department on time each day, and returned from breaks/lunch on time.</i>									
100	94	91	88	85	82	80	78	74.5	72.0
Comments: _____									

Student PPE Evaluation Form					Page 1 of 5				

<p>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></p> <p>100 94 91 88 85 82 80 78 74.5 72.0</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. Communication <i>Student asked appropriate questions, displayed interest in all tasks assigned, and communicated appropriately with employees, medical staff, and other staff.</i></p> <p>100 94 91 88 85 82 80 78 74.5 72.0</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. Competency 1 <i>Student demonstrated ability to understand and complete objectives regarding the department and facility functions.</i></p> <p>100 94 91 88 85 82 80 78 74.5 72.0</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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: _____									

Student PPE Evaluation Form					Page 3 of 5				

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 <i>Is there any additional information you'd like the PPE Coordinator (instructor) to know about the experience or student?</i>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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	Page 5 of 5

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

PPE Student Experience Survey

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.

Please return as soon as possible to PPE Coordinator Jonathan Eastabrooks in your online classroom.

TCC Student Name: _____

PPE Site Name: _____ **PPE Supervisor:** _____

PPE Start Date: _____ **PPE End Date:** _____ **Hours Completed:** _____

1. In what ways did your classes and campus activities prepare you for your PPE?

2. What other campus activities, courses and/or work experience do you think would have helped you with this PPE?

PPE Student Experience Survey Page 1 of 5

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

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.
- **HIM Professional** - An individual that has a minimum of 5-year experience in the HIM profession AND is currently working as an HIM 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: Examples of Projects for the Students

Please note this is just an example of projects and in no way is the list meant to represent all possible projects. Please review with the PPE Coordinator a project that you may have in mind to ensure that the project will meet the objectives of the class.

1. Create new quality indicators for the file area, and the methodology to implement them.
2. Perform audits of the chart locator reports to determine if any charts are delinquent. Identify the criteria, perform the audit, summarize the findings and make recommendations.
3. Perform a data collection for a state-mandated reporting requirement. This could mean collecting data by diagnosis or by lab result, summarizing per-state requirements, and submitting results appropriately.
4. Utilize a database for searching and summarizing the results of a clinical review and present findings at a regional or state HIM meeting.
5. Assist in the coordination of an external audit: identify and pull the records needed, coordinate the copying, and track each document through the process of submitting the audit, providing a spreadsheet of data elements to allow tracking as audit results are returned.
6. Work with one of the state representatives of MyPHR, and design and perform the teaching to a specified group in conjunction with the representative.
7. Perform an audit of the productivity of a specified functional area; files, coding, record completion, and the like. Research benchmark standards for use in comparison. Summarize and make recommendations. This would also be a good project for one school program to do in multiple facilities, sharing the findings among the participating HIT programs. The project could also involve —the creation of a local benchmark.
8. In an EHR clinic setting, create a multidisciplinary documentation format that can also be used in paper form during downtime.
9. Research and report on found protocols to support secondary data uses in the areas of: research, quality reporting, and public health. Compare the facilities protocols to other available protocols—what is missing and what could be modified?
10. In a long-term care facility, develop the functional requirements for data retrieval and analysis and create a simple computer-based data collection application using Microsoft Access.
11. In a hospice facility, develop, maintain, and operate a patient identity management program, —and train hospice staff in maintaining the system.

12. In a risk management department, design and implement business continuity, information integrity, and risk management plans for the HIT functions.
13. In a research department, perform HIT research— Suggested topics can be found on the AHIMA Foundation grants Web site.
14. In a multi-site healthcare system, identify and graphically present the information architecture across EHR/PHR/HIT systems, with a focus on finding—gaps.
15. In a physician practice, influence decision-making for the adoption of information technology by identifying benefits of moving to an EHR practice to the practice staff and physician. Utilize— current literature reviews and local interviews in your research.
16. In a DHHS Medicare fraud office, advocate on behalf of the individual to access and be engaged in the review and awareness of the patients' health record, and the value of maintaining a PHR. Train DHHS staff on the proper release of information when contacting vendors, therapists, and other service providers in regards to a fraud complaint.

Appendix F: Notebook Competencies

Competency 1

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

Objective 1-A: 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 department
- Department Organization
- The general office design and layout
- Department's mission statement
- Department's professional code of ethics (AHIMA, AAPC, etc.)
- The HIT directors personal management philosophy / style
- The HIT supervisors personal management philosophy / style
- The philosophy and objectives of the hospital and how they intersect with the HIT 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 department.
2. Prepare an organization chart depicting the organization structure of the department.
3. Create a chart depicting the office / workplace design. Does this workplace design support the flow of work within the department?
4. Discuss with the Manager 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
- 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)

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

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. 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 (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 & Associated Quality Controls
- 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 HIT department's policy in determining who has access to and release of information from the medical record.
6. Describe how the HIT department manages ROI requests.
7. Describe how the HIT department meets or fulfills requests for patient information that ensures continuity of care is not compromised.
8. Describe HIPAA training at the facility for HIT 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 (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. 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 (as applicable)

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 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 HIT personnel serve on in the organization.
6. Discuss in writing the above objectives.