Pierpont Community and Technical College

Health Information Technology

School of Health Sciences

Clinical Practicum Handbook

Clinical Handbook for Practicum and Professional Practice Experience (PPE)

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Introduction to Practicum and Professional Practice Experience:
The Health Information Technology Practicum course and the Professional Practice Experience (PPE) offers "real-world" learning experience for the Health Information Technology student and is an essential component of the total curriculum. It is integrated with and complements coursework, and also provides an opportunity to apply learning in a virtual environment as well as a real workplace where facts can gain meaning, roles can be demonstrated, real challenges can be mastered, and the professional identity of the individual student can be developed.

The goals and objectives of the PPE and the HIT Practicum are designed to assist the student in meeting competencies which have been established as entry-level requirements for a Registered Health Information Technician and are central to the essentials of an accredited educational Clinical for the Health Information Technology. The objectives guide the student in acquiring experience in an onsite working environment as well as learning to function effectively in a professional workplace.

The practicum experience is designed to focus the student on the health information services in a health care facility and on the operation of the health information department. To gain this perspective, the student should experience as many health information functions as possible and gain an understanding of other departments and health-related agencies.

OBJECTIVES OF THE PRACTICUM
The Clinical Practicums are designed to apply classroom learning through practical experience in a simulated and real workplace setting. The general performance objectives for the HIT Practicum are for the student to:

- Apply competencies developed in the principles and procedures of health information technology courses to real-world tasks and projects.

- Participate actively in the simulated activities of the health information services department and connect them to learning experiences during the on-site practicum

- Interact in a professional and ethical manner with practitioners in the health care field according to the standards of the health information profession.

The Domains, Subdomains, and tasks for the HIT Clinical (Appendix D) were developed by CAHIIM and represent entry-level competencies for students currently studying for an Associates level HIT Clinical. The curriculum is designed to prepare students to meet these competencies.

Professional Practice Experience at Pierpont Community and Technical College
Pierpont Community and Technical College has a comprehensive Professional Practice Experience (PPE) plan for students and the experience is completed by students in the following ways:

1. Competency Assignments throughout the curriculum. These assignments are mandatory and are incorporated into HIT courses. They are activities or projects that will simulate "real-life" activities that an HIT professional may perform on the job. Most include multiple steps or processes and demonstrate the student's ability to incorporate what they have learned in the course into a real life situation or project.

2. Practicum and Professional Practice Experience through HLIN 2206/HLIN 2208 HIT Practicum. This is completed in one of the following ways, or a combination of both:

    a. A virtual, simulated, practicum experience. Each week the students will explore a different area of HIT or a related area and require the students to complete projects that would be typical of an HIT working in that area. The projects require high-level critical thinking and analysis and evaluation of ideas and situations. The AHIMA Virtual Lab will be used in many of the weeks.

    b. A live, on-site professional practice experience (PPE) at a minimum of 40 hours at a health care facility where the student can experience a variety of observations and/or hands-on practice in the field of health information technology.

Finding PPE Sites
The HIT Clinical Coordinator or other assigned faculty will work with the student to learn about their area (city, state, and region) and work to connect with HIT professionals in facilities within reasonable distance from the student. Pierpont Community and Technical College and the HIT Department will be working on an ongoing basis to secure signed affiliation agreements with appropriate PPE sites.

Service Work Policy
Students are not to be substituted for paid staff. Students may not take the responsibility or the place of "qualified" staff. After demonstrating proficiency, however, students may be permitted to undertake certain defined activities with appropriate supervision and direction.

Students may be employed at the PPE site. If the student is completing their PPE at their place of employment, they must be learning and doing something different than their typical job duties. The purpose of PPE is to gain new experience.

HEALTH AND SAFETY POLICY:

Policy: Maintenance of personal health is the responsibility of every student enrolled in the School of Health Sciences for the protection of the student, their patients and Pierpont Community & Technical College. Students must have the mental and physical ability to meet course outcomes and to render care with reasonable skill and safety to patients and self. Although every effort is made to accommodate students with medical issues, accommodation may not be possible in every situation.

Procedures:

1. It is the student's responsibility to advise faculty of any major status change in their health (physical, emotional, mental), medication, or condition) that may interfere with the ability to participate in academic and clinical assignments.

2. The student may be/will be required to provide a Medical Release Form signed by a qualified healthcare provider to certify that the challenges of classroom and clinical laboratory experience will not negatively affect the student's health or the safety of patients.

3. The healthcare provider may be/will be required to certify that the student is able to perform specific, specialized duties expected of a student in a respective program in addition to the general expectations.

4. In the event of extended interruption of classroom or clinical activities due to hospitalization or health related circumstances the student will be required to provide an updated Medical Release Form signed by a qualified healthcare provider.

5. The updated Medical Release Form must be received before the student may resume participation in classroom and/or clinical activities.

6. Absences related to any illness (physical, emotional, mental) or condition will follow the attendance policy for classroom and or clinical laboratory experience applicable to the student's health career program enrollment.

7. If certification of the ability to participate in a health career program is not provided by the student as required by this policy and procedure, participation in the health science program will be denied.

Safety

In order to be eligible to begin their PPE, students may be required to complete a take home packets or hospital wide training before beginning their clinical assignments. All students must comply with program and HIT health and safety requirements and department orientation before beginning their clinical training. The HIM orientation/training is documented by the Clinical Coordinator at each affiliate and placed in the student files. Failure to comply with hospital/HIM health, safety and general rules can result in dismissal from that affiliate and the HIT program. Assignment to a new affiliate will depend on space available and agreement of the Clinical and Clinical Education Coordinators. Students may have to sit out a year and reapply to the program. Violation of safety rules are handled on a case by case basis.

Liability Insurance

Liability insurance for $1,000,000 per incident is provided by Pierpont Community and Technical College for each student. Student coverage is in effect while the students are attending the clinical affiliates.

Medical Standards and Safety (Essential Functions)

Students must return a completed physical form, and signed annual medical standards form (Essential functions), have a Tdap immunization, current two-step PPD (calendar year to cover time at affiliates), Flu vaccine, provide proof of MMR (2) and titers, varicella titer, submit medical insurance information or sign a waiver acknowledging to pay for cost incurred if injured, and complete all safety and confidentiality forms before beginning their clinical assignments. Students not conforming to this policy will not be allowed to begin their clinical rotations. Students could also have to complete a drug screen and background check before beginning clinical training, depending on clinical site requirements.

Pierpont Community and Technical College HIT Clinical Coordinator
    Responsibilities:
1. Provide both the student and the Site Coordinator with a copy of this manual.
2. Confirm the signing of the PPE Affiliation Agreement with each site.
3. Confer with the Site Coordinator regarding the student's performance and learning during the scheduled practicum time.
4. Remain alert to problems indicated by either the student or the Site Coordinator.
5. Review the evaluation from the Site Coordinator and the student.
6. Utilize feedback from Site Coordinator and student evaluations to improving future practicum experiences
7. Provide positive support and act as a professional role model.

Site Coordinator Responsibilities:

1. Review all information sent by the College, particularly this manual and evaluation forms provided in this manual.
2. Respond to any student-specific communication from the HIT Clinical Coordinator
3. Sign the affiliation agreement, or assist with delivering the agreement to the appropriate person, and return it to the Clinical Coordinator. Work with the Clinical Coordinator to determine how many students you are willing to host and supervise. Consider the following:
   a. Since you are asked to host a student for only 40 hours, it will be much easier for your department than the traditional practicum's of the past
   b. You may be able to host multiple students at the same time. Consider allowing multiple students to rotate through the areas as a group
4. Prepare a Student Schedule based on the objectives of the PPE and provide to the student and Clinical Coordinator prior to the scheduled time
5. Provide the student with an orientation to the department and facility and introduce the student to the department staff and others with whom he or she may be working. Also, review PPE Site Dress Code and Cell Phone usage policies.
6. Verify the student's time spent in the facility on the student time sheet
7. Guide the student through the PPE schedule and be available for questions between each scheduled experience
8. Complete the Site Coordinator Evaluation form. If other professionals were involved with supervising the student, include their input in the evaluation, as appropriate. Share the evaluation with the student. Please note that the college's Clinical Coordinator will be responsible for assigning the final grade for the HIT Practicum course.
9. Provide a positive and professional role model at all times.

Student Responsibilities:

1. Communicate with the HIT Clinical Coordinator about possible PPE sites in your area. Assist with gathering names, addresses, phone numbers and email addresses as you network throughout your time in the Clinical
2. Keep your Clinical Coordinator informed of any PPE or mentorship possibilities and opportunities that you may learn of.
3. Treat your professional practice experience as if it were a job. BE PROFESSIONAL! You are demonstrating what you have learned during the HIT courses, but more importantly you are demonstrating how you can relate to others, take direction, be responsible, and perform like a HIT

professional. Your Site Coordinator could be your future boss or could act as a referral for you. You want to keep that relationship completely positive and show your best self.

a. Contact your Clinical Coordinator the week prior to your scheduled PPE time to confirm the schedule and times.
b. Be on time and call both your Site Coordinator and your college Clinical Coordinator if you are going to be late or are unable to get to your scheduled PPE appointment. Complete a PPE absent form and return to Clinical Coordinator for each absence. PPE's are followed by the School of Health Sciences attendance policy.
c. Dress in a professional manner compatible with the facility's dress code. Observe how your Site Coordinator is dressed and try to match them.
d. Accurately document the hours spent in the facility utilizing the student time sheet available.
e. Maintain professional behavior during your professional practice experience remembering that your behavior reflects on the facility, on the college, on the health information profession, and on yourself.
f. Express your appreciation to all staff with whom you have worked to help ensure they remember you in a positive light. **Send a note of appreciation to your Site Coordinator.**

Requirements, Schedule, Travel and Expense:

Travel to internship sites is the responsibility of the student. Students are expected to have a car or to provide their own transportation to all remote sites; no exceptions will be made. Not all sites are accessible by public transportation.

All expenses for transportation, parking, meals, and costs of prerequisites associated with clinical education are the responsibility of the student.

Some PPE sites will require some or all of the following:

- A current history and satisfactory physical exam within the past 2 years
- Evidence of current immunization for rubella, measles (2 doses: one dose after age one and another dose since 1980, if born after 1956) and mumps
- Evidence of non-reactive PPD (within past 12 months) or, if previously known positive PPD, a chest x-ray within the past year, if symptomatic
- History of chicken pox or if none, a varicella titer
- Documentation of hepatitis B vaccination or evidence through antibody testing that the student is immune (or written statement of refusal as required by Facility policy)

- Flu Vaccination
- Tetanus booster within ten (10) years
- Criminal background check to include fingerprinting. (This could cost anywhere from $50 and up depending on the student's history. The cost also goes up with each state the student has lived in).

In almost all cases, PPE time **will need to be scheduled during regular day time work hours**. Students need to plan well in advance for the need for child care, transportation, etc. Have a plan and a backup plan!

Scheduling Guidance for the Site Coordinator

Professional Practice Experience Expectations and Suggestions

1. EHR/Technology Demo: The student should be able to observe a functioning EHR and HIT staff who work with the EHR. The facility need not train the student or give the student personal access to the EHR, but should allow the student to sit with staff working with the EHR to watch and hear explanations of the different functions.

   If the facility does not yet have an EHR, the student can observe any other technology used in the department.

2. Health Information Functions: The student could observe any or all of the other HIT functions within the department. Any hands-on task that the student could quickly learn and perform would be very beneficial.

3. Other Departments: Quick meetings with other department professions could be scheduled throughout the week. Some ideas: Admissions, Quality Technology, Emergency Department Clerks, Cancer Registry, Business Office, etc.

4. Technology Observation: This time should be used for the Site Coordinator to explain to the student their daily responsibilities or "a day in the life of". The student could attend a meeting with the HIT Coordinator, observe an interview, or just shadow them for a few hours during a typical day.

   Purpose:
   - To observe the four principles of technology in practice within an organization.
   - To understand how interpersonal skills are applied by a health care manager to deal with employees in the office setting.
   - To understand the qualities of an effective leader.

Some of the Technology Observation time may include discussions regarding the typical technology functions as follows:

Planning
- Discuss with the Site Coordinator how planning is done.
- What short term plans are made weekly? What long term plans must be made? How long in advance is the manager planning?
- How does effective communication assist this task?

Organizing
- What staffing organization is performed by the manager?
- How is work divided within the organization? If work is delegated, to whom is it delegated?
- What other organizing tasks does the manager do?
- How does effective communication assist this task?

Directing
- What are the goals and objectives of this organization?
- How does the manager motivate staff to fulfill these objectives?
- Are employees being developed further professionally? How does the manager assist employees in achieving their professional goals?
- How does effective communication assist this task?

Controlling
- How does the manager evaluate job performance within the various roles of their organization?
- How do employees know what is expected of them?
- Describe a performance review.
- How are potential problems addressed?
- How does effective communication assist this task?

Organizational Leadership
- What are the essential qualities of a leader?
- What "lessons learned" has the manager gained over the years?

Ideas for PPE Projects:

Most any project is appropriate if it is related to HIT and is at an appropriate level for a HIT Associate student. These are just suggestions to help brainstorm a possible student project.

- Updating policy and procedure manuals
- Preparing charts and worksheets for a Utilization Review Committee meeting or a Clinical Documentation Committee meeting
- Creating or updating forms
- Entering data or information into an EHR or some other large data entry project
- Auditing and/or indexing scanned documents
- Preparing a large mailing – letter, attachments, mail merge, envelopes, etc.

- Preparing (and possibly presenting) a continuing education session to HIT staff
- Organizing an office, area or room in the HIT department
- Planning activities for HI&T week for the department
- Preparing for a scanning or shredding project
- Purging and organizing an old file room

The project should be completed within the student's scheduled PPE hours or within 2 weeks after the PPE hours are complete. If it is agreed that the project will be completed after the scheduled PPE hours, the student will need to make an appointment with the Site Coordinator to have a final meeting to present their project work and receive their Evaluation.

The School of Health Sciences attendance policy states: "Students are required to attend all class meetings. **Students missing 10% of course time will receive a written warning; Students missing 20% or greater will be asked to withdraw from the course or earn a final grade of "F".**

<h2 style="text-align:center">Frequently Asked Questions (FAQs)</h2>

May 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 Pierpont Community and Technical HIT Clinical experience 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 will I have to complete the PPE?

Yes, Clinical Waiver forms can be filled out to see how many hours of the PPE will need to be completed. PPE's are designed to provide students with practical work experience in all 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 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 PIERPONT COMMUNITY AND TECHNICAL COLLEGE is not the only HIT program that is placing students.

I live out of state or in Charleston, 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 another location. The PPE Coordinator will ask you to locate a site in your area, speak with the manager, HIT Coordinator of the facility, etc. and arrange for your PPE. The PPE Coordinator will work closely with you in securing a site. The VP of Academic Affairs will also need to be notified if students attend a PPE outside of our 13 county service region.

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 may 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 do a background check?
Sites have their own internal policies and procedures and they may require you to complete a background check. This is out of Pierpont's control. The cost is the responsibility of the student.

Is there drug testing?
Some sites require drug testing and the cost is the responsibility of the student.

Why can't I complete my PPE at a site of my choosing?
Pierpont Community and Technical College is required to have an affiliation contract with the site in order for the Pierpont Community and Technical College 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 contract with Pierpont Community and Technical College.

Will my PPE Coordinator rate me?
Absolutely. The opinions of your PPE Coordinators 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 semester 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.

What happens if I have a job?
You will 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?
Only if approved by the Site Coordinator. Most HIT departments and business personnel do not work on weekends and evenings.

Pierpont Community Technical College
Health Information Technology PPE
Mentor Final Evaluation

Facility: _____

Student: _____

Directions: The evaluation process is important in the student's professional growth and development as health information professional. This form should be completed with much thought and careful observation. A conference between the site mentor and the student should be held the last clinical day where this form is discussed in detail. Both of you should then sign the form and date it. The form shall be included in the student portfolio

Grading Scale: 5 = Excellent
4 = Good to Above average
3 = Average
2 = Below expected
1 = Unacceptable

I. PROFESSIONAL BEHAVIOR: (Please circle the appropriate number *below* each statement.)

Student displays a positive, respectful attitude toward clinical site staff.
1   2   3   4   5   N/A

Student is receptive to feedback and is teachable.
1   2   3   4   5   N/A

Student refrains from involvement in intradepartmental affairs that do not directly pertain to him/her.
1   2   3   4   5   N/A

Student adheres to dress code and is appropriately dressed each day.
1   2   3   4   5   N/A

Student maintains personal hygiene and is neat in grooming.
1   2   3   4   5   N/A

Student is punctual in reporting to work and is regular in attendance.
1   2   3   4   5   N/A

Student follows appropriate procedure for notifying clinical Coordinator and Tech instructor of absences or anticipated delays in arriving at the site.
1   2   3   4   5   N/A

Student exhibits appropriate oral and written communication skills.
1   2   3   4   5   N/A

Student exhibits adequate poise and self-confidence to be effective.
1   2   3   4   5   N/A

Student exhibits adequate knowledge of HIM principles and processes.
1   2   3   4   5   N/A

Total of Section I: _____

II.   PRODUCTIVITY: (Please circle the appropriate number below each statement.)

Student displays appropriate motivation to work with minimal assistance.
1   2   3   4   5   N/A

Student is able to perform work activities after being given instructions.
1   2   3   4   5   N/A

Student work is accurate.
1   2   3   4   5   N/A

Student work is neat and organized in presentation.
1   2   3   4   5   N/A

Student completes tasks within expected time parameters.
1   2   3   4   5   N/A

Student displays appropriate computer application skills.
1   2   3   4   5   N/A

Total of Section II: _____

III. SKILL LEVELS:

1. List your perception of the student's apparent strengths, exceptional skills, and abilities:

_____
_____
_____
_____
_____
_____
_____
_____

2. List your perception of the student's apparent weak areas or areas in need of improvement:

_____
_____
_____
_____
_____
_____
_____
_____

ADDITIONAL REMARKS:

_____
_____
_____
_____
_____
_____
_____

Signature and Title of Evaluator(s):

Signature	Title	Date

Signature	Title	Date

Student's Signature:

Signature	Date

IV: COMPETENCIES

Please identify the work activity for each Domain and evaluate it using the 1-5 number scale found on page Please assign two (2) work activities from each domain area.

Domain I. Data Content, Structure &Standards (Information Governance)

DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements; characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.

Domain I:
Activity 1

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain I:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security

Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.

Domain II:
Activity 1

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain II:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain III. Informatics, Analytics and Data Use

Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture; interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis; IRB; research; patient-centered health information technologies; health information exchange; data quality

Domain III:
Activity 1

_____

1   2   3   4   5   (Circle one for student's performance)

Domain III:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain IV. Revenue Management

Definition: Healthcare reimbursement; revenue cycle; chargemaster; DOES NOT INCLUDE COMPLIANCE regulations and activities related to revenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.

Domain IV:
Activity 1

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain IV:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain V. Compliance

Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud and Abuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.

Domain V:
Activity 1

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain V:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain VI. Leadership
Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; human resource management; training and development theory and process; strategic planning; financial management; ethics and project management

Domain VI:
Activity 1

_____

1   2   3   4   5   (Circle one for student's Performance)

Domain VI:
Activity 2

_____

1   2   3   4   5   (Circle one for student's Performance)

Please identify any other specific project:

_____
_____
_____
_____
_____
_____

V. Overall Final Grade for Clinical Experience

A   B   C   D   F
(Circle the letter grade for HIT Student's Performance)

Comments:
_____
_____
_____
_____
_____
_____
_____
_____

Signature and Title of Evaluator(s):

Signature	Title	Date

Signature	Title	Date

Student's Signature:

Signature	Date

APPENDIX B
STUDENT TIME SHEET AND ACTIVITY SUMMARY

PIERPONT COMMUNITY AND TECHNICAL COLLEGE
HEALTH INFORMATION TECHNOLOGY

Student: _____

Clinical Coordinator: _____

Facility: _____

DATE	TIME	TOTAL HOURS	EDUCATIONAL ACTIVITIES PERFORMED	DATE	TIME	TOTAL HOURS	EDUCATIONAL ACTIVITIES PERFORMED

Student Signature: _____ Date: _____

Coordinator Approval: _____ Date: _____

APPENDIX C:
STUDENT PPE EVALUATION FORM

PIERPONT COMMUNITY AND TECHNICAL COLLEGE
HEALTH INFORMATION TECHNOLOGY
CLINICAL STUDENT PPE EVALUATION FORM

Facility: _____

Student: _____

INSTRUCTIONS: Complete a Student Evaluation for each Clinical Practicum Experience. Please make two copies of the completed Student Evaluation. The Site Coordinator should receive one copy and the second is for your records. The original should be submitted to your instructor via the course messages along with your Time Sheet and Activity Summary. You are particularly requested to comment on any "No" responses.

1.　　Did you receive an adequate orientation?　　　　　　　　YES　　NO
　　　COMMENTS:
　　　_____
　　　_____
　　　_____

2.　　Did you receive adequate opportunity to fulfill the
　　　objectives for your PPE experience?　　　　　　　　　YES　　NO
　　　COMMENTS:
　　　_____
　　　_____
　　　_____

3.　　Were you given the opportunity to apply technical knowledge
　　　and skills learned at Pierpont Community and Technical College to your PPE?
　　　　　　　　　　　　　　　　　　　　　　　　　　　　YES　　NO
　　　COMMENTS:
　　　_____
　　　_____
　　　_____

4.　　Did you receive clear direction and instructions from your
　　　Site Coordinator?　　　　　　　　　　　　　　　　　YES　　NO
　　　COMMENTS:
　　　_____
　　　_____

5.   Did your Site Coordinator provide adequate opportunity
     for assistance and discussion of activities?   YES   NO
     COMMENTS:
     _____
     _____
     _____

6.   Did you feel accepted by and comfortable in your interactions with
     the employees at the health care facility?   YES   NO
     COMMENTS:
     _____
     _____
     _____

7.   Did you receive adequate exposure to office technology functions? YES   NO
     COMMENTS:
     _____
     _____
     _____

8.   Were you able to discuss the Site Coordinator's evaluation
     of you with HIT/her?   YES   NO
     COMMENTS:
     _____
     _____
     _____

9.   Were you able to discuss your experience at the facility with the
     Site Coordinator?   YES   NO
     COMMENTS:
     _____
     _____
     _____
     _____

SUMMARY OF PROFESSIONAL PRACTICE EXPERIENCE:

1.   List two or three aspects of your clinical experience that you found to be most helpful.

         _____
         _____

     3. Specify any aspects of the experience you would recommend to be eliminated or revised.

         _____
         _____

3.   Were there any areas in which you would have found additional experience helpful?

         _____
         _____

4.   Did your experience meet the objectives established for it?

         _____
         _____

5.   Overall Rating:

         _____ Very Good   _____ Good   _____ Fair   _____ Poor

Comments:
_____
_____
_____
_____
_____
_____

_____   _____
Student's Signature   Date

_____   _____
Site Coordinator's Signature   Date

APPENDIX D
AHIMA DOMAINS, SUBDOMAINS AND TASKS

The domains, subdomains, and curricular considerations for the RHIT were developed by CAHIIM and represent entry-level competencies for graduates of a HIT Associates level Clinical. The curriculum is designed to prepare students to meet these competencies. The following Domains and Subdomains were be assessed throughout the curriculum and will be practiced during the Practicum and PPE.

DOMAIN I. Data Content Structure and Standards

Subdomain I.A. Classification Systems
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding
2. Identify the functions and relationships between healthcare classification systems
3. Map terminologies, vocabularies and classification systems
4. Evaluate the accuracy of diagnostic and procedural coding

Subdomain I.B. Health Record Content and Documentation
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
2. Compile organization-wide health record documentation guidelines
3. Interpret health information standards

Subdomain I.C. Data Governance
1. Format data to satisfy integration needs
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise
3. Demonstrate compliance with internal and external data dictionary requirements
4. Advocate information operability and information exchange

Subdomain I.D. Data Technology
1. Analyze information needs of customers across the healthcare continuum
2. Evaluate health information systems and data storage design
3. Manage clinical indices/databases/registries
4. Apply knowledge of database architecture and design to meet organizational needs
5. Evaluate data from varying sources to create meaningful presentation

Subdomain I.E. Secondary Data Sources
1. Validate data from secondary sources to include in the patient's record, including personal health records

DOMAIN II: Information Protection: Access Disclosure Archival Privacy and Security

Subdomain II.A. Health Law
1. Identify laws and regulations applicable to health care
2. Analyze legal concepts and principles to the practice of HIT
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recover procedures
4. Analyze the security and privacy implications of mobile health technologies
5. Develop educational clinical for employees in privacy, security, and confidentiality

Subdomain II.C. Release of Information
1. Create policies and procedures to manage access and disclosure of personal health information
2. Protect electronic health information through confidentiality and security measures, policies and procedures

DOMAIN III: Informatics, Analytics and Data Use

Subdomain III.A. Health Information Technologies
1. Utilize technology for data collection, storage, analysis and reporting of information
2. Assess systems capabilities to meet regulatory requirements
3. Recommend device selection based on workflow, ergonomic and human factors
4. Take part in the development of networks, including intranet and Internet applications
5. Evaluate system architecture, database design, data warehousing
6. Create the electronic structure of health data to meet a variety of end user needs

Subdomain III.B. Information Technology Strategic Planning
1. Take part in the development of information technology plans that support the organization's current and future strategy and goals
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies

Subdomain III.C. Analytics and Decision Support
1. Apply analytical results to facilitate decision-making
2. Apply data extraction methodologies
3. Recommend organizational action based on knowledge obtained from data exploration and mining
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval

6. Evaluate administrative reports using appropriate software

Subdomain III.D. Health Care Statistics
1. Interpret inferential statistics
2. Analyze statistical data for decision making

Subdomain III.E. Research Methods
1. Apply principles of research and clinical literature evaluation to improve outcomes
2. Plan adherence to Institutional Review Board (IRB) processes and policies

Subdomain III.F. Consumer Informatics
1. Educate consumers on patient-centered health information technologies

Subdomain III.G. Health Information Exchange
1. Collaborate in the development of operational policies and procedures for health information exchange
2. Conduct system testing to ensure data integrity and quality of health information exchange
3. Differentiate between various models for health information exchange

Subdomain III.H. Information Integrity and Data Quality
1. Discover threats to data integrity and validity
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise
3. Apply quality technology tools
4. Perform quality assessment including quality technology, data quality, and identification of best practices for health information systems
5. Model policy initiatives that influence data integrity

****Final Report on PPE Competencies:
> Must submit a final report on your overall experience during you PPE Clinicals. Must be in Word, 300 words, and overall experience during PPE Clinicals. Explain each area that you were exposed to during you clinical such as Management style, over all flow of department, and what was the most informative portion and invaluable portion of your clinical?

****Required Documents from PPE in order to get a grade:
1. Mentor Evaluation (see Appendix A)
2. Student Time Sheet (see Appendix B)
3. Student PPE Evaluation form (see appendix C)
4. Final Report on PPE Competencies