



St. Lawrence College

Field Placement Manual

A GUIDE FOR PLACEMENT SUPERVISORS

Health Information Management Program
ST. LAWRENCE COLLEGE | KINGSTON ONTARIO



St. Lawrence College

Health Information Management Program
School of Health Sciences
Kingston Campus

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This document was adapted from the Studentational Assembly for Collegiate Business Education. It has been modified to fit the program objectives of the Health Information Management program at St. Lawrence College. The original document can be found here: <http://iacbe.org/pdf/studentship-rubric.pdf>

Acknowledgement

The Health Information Management (HIM) program at St. Lawrence College (SLC) acknowledges the high-quality placement experiences provided for our students by our community placement partners. Thank you for taking the time to consider hosting a St. Lawrence HIM student on placement. Your mentorship is an essential component of our program.

Practicum placements allow our students the opportunity to practice and apply the learning they receive in the classroom. Our students tell us that placement “brings the profession to life.”

The HIM faculty acknowledge the very important role that our practicum placements play in training and preparing future HIM professionals. Therefore, we would like to recognize the commitment and work that practicum placement supervisors demonstrate. Your contribution to the students is invaluable in their personal and professional journeys.

We appreciate the time and energy that both you and your organization will contribute to the educational experience. We know that supervising a student for five weeks is a great commitment and we appreciate your interest and support of the HIM program.

We recognize that this is a partnership. The HIM program at SLC provides support both to our students and our placement partners to ensure that students have the best learning opportunity and that our partners will also benefit from the experience. We challenge our students to use their practicum experience to stretch themselves and to learn as much as possible about themselves, their placement partner and the community they serve. Please reach out if there is something we can do for you.

Thank you again for everything you do to make our program a success.

Final Placement Highlights

The third and final external placement in the Health Information Management (HIM) program occurs in the fourth semester during the last five weeks of the program.

Students are provisional graduates when they attend their final placement. Students can be given entry-level work to complete while on placement. Students may also be hired to work in your department.

Our program does not have a prescribed placement list of duties, as mandatory Coding and Release of Information (ROI) assignments have been completed at our local hospitals in previous semesters.

Instead, students must complete a small project while on placement. This can be anything related to Health Information Management (HIM).

Experiential Learning Outcomes

The accredited Health Information Management (HIM) program at St. Lawrence College (SLC) offers a condensed version of the two-year Ontario College diploma, which meets both the standards set by the Ministry of Colleges and Universities and the Canadian College Health Information Management (CCHIM). The program has identified the following learning outcomes for placement:

1. Students will be able to synthesize and evaluate accountability for all actions taken during practicum.
2. Students will be able to conduct self-evaluation of performance against documented standards to ascertain and articulate whether more practice in a skill is required.
3. Students will be able to integrate privacy, confidentiality, and professional ethics during practicum.
4. Students will be able to demonstrate and synthesize appropriate professional attitudes and conduct.
5. Students will be able to participate effectively and cooperatively on a team, project or committee.
6. Students will be able to discriminate between clinical facility practices and theory taught in the classroom and rationalize differences.
7. Students will be able to demonstrate time management and problem-solving skills.
8. Students will be able to adapt to a variety of technologies and software packages.
9. Students will be able to apply learned theory to the practicum setting.
10. Students will be able to complete major practicum research or an administrative project including assessment and evaluation.
11. Students will be able to demonstrate verbal and written communication skills.

In order to assess these learning outcomes, the HIM program at SLC is using a comprehensive external placement as one of its direct measures of students learning.

The evaluation rubric that follows is to be used by the student's direct placement supervisor to assess the student's performance.

Practicum

The practicum experience is meant to develop a student's professional capability and meet the professional registration requirements set by the Canadian College of Health Information Management (CCHIM) and the Canadian Health Information Management Association (CHIMA).

The final practicum is the "capstone" work-integrated learning experience of the HIM diploma programs. During the final practicum, students are provided with the opportunity to apply theory and concepts in a working environment. Specifically, they conduct a project that addresses an HIM issue experienced by an actual healthcare organization.

Role of the Practicum Participants

Responsibilities of the Faculty

- Assist in planning the scope of the Practicum, the conception and design of the project. This may involve phone calls, emails or face-to-face meetings with the student and/or the Site preceptor
- Determine with the Preceptor the appropriateness of the project with regards to the course objectives
- Provide course-related materials needed by the preceptor to understand and fulfill their role
- Meet with the Preceptor in-person on-site or virtually if determined necessary by either the preceptor or the Academic Supervisor
- Be responsible for grading assignments and deliverables for the Practicum

Responsibilities of the Preceptor

- Accept the student into the workplace and establish an environment which will meet the general practicum objectives
- Identifying the practicum project
- Facilitating the onsite project execution and enabling a supportive learning environment
- Meet with the student regularly to assess progress and subsequent activities
- Approve the final project report and validating the project output
- Prepare an evaluation of the student's experiences and communicate to Faculty whether the student met the placement criteria to receive credit for the Practicum (while understanding that the Academic Supervisor retains final decision over whether the student has met the academic criteria for a Practicum credit)

Project

The project is typically selected by the placement site and the project plan is developed by the student and SLC faculty. The project must meet the following criteria:

- It must be feasible to complete the project within the five-week placement period.
- The subject must be relevant to the HIM field.
- The project will make a meaningful contribution to the placement site.
- The project must meet the ethical guidelines set out by the organization and the college Research Ethics Boards.

Please do not include any of the following as a proposed practicum project:

- Literature review only.
- Working as a research assistant on someone else's project.
- A project with a prescribed template.
- A project that cannot be completed within the timeframe.

Examples of Past Student Projects

IT/IS

- Updating technical standards
- Assisting with new HIS implementation for the Health Records department

Analytics

- Creating dashboards
- Process mapping for new system integrations
- Developing education/training materials and updated procedure manuals for routine data cleansing/mining activities

Privacy

- Creating a series of training modules
- Onboarding packages
- Updating policies and procedures
- Conducting a privacy audit

Data Collection/Coding

- New Coder onboarding/ training manual
- QBP or Case auditing
- Clinical Documentation Improvement
- Inventory of records for offsite storage

St. Lawrence College

Health Information Management Program

Supervisor Evaluation of Placement Rubric

Student:

Host Organization:

Mailing Address:

City, Province, Postal Code:

Supervisor Name:

Supervisor Position/Title:

Supervisor Phone Number

Supervisor Email:

Date of Evaluation:

The purpose of this assessment is to provide the student with constructive feedback about their placement experience. The individual who was responsible for supervising the student's work assignments should complete this evaluation form.

The student's final grade is partially based on your evaluation of their performance on each of the placement dimensions listed below. Use the evaluation rubric to assess the student's performance on each dimension by specifying a score based on the performance ratings and descriptors in the rubric. Candid and objective comments regarding the student's performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

Placement Evaluation Dimensions

Achievement of Learning Agreement Objectives: The extent to which the student accomplishes their placement project

Quality of Work: The degree to which the student's work is thorough, accurate, and completed in a timely manner

Ability to Learn: The extent to which the student asks relevant questions; seeks out additional information from appropriate sources; understands new concepts/ideas/work assignments; and is willing to make needed changes and improvements

Initiative and Creativity: The degree to which the student is self-motivated; seeks out challenges/more work; approaches and solves problems on his/her own; and develops innovative and creative ideas/solutions/options

Character Traits: The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner

Dependability: The degree to which the student is reliable; follows instructions and appropriate procedures; is attentive to detail; and requires supervision

Attendance and Punctuality: The degree to which the student reports to work as scheduled and on time.

Organizational Fit: The extent to which the student understands and supports the organization's mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels

Response to Supervision: The degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strengths and areas for improvement

Technical Skills: Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making.

Written Communication Skills: Students will be able to construct coherent written forms of communication.

Oral Communication Skills: Students will be able to compose and present effective oral forms of communication.

Analytical/Critical Thinking Skills: Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision-making.

Leadership Abilities: Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change.

Interpersonal and Teamwork Skills: Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition.

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Achievement of Placement Project	Accomplished few if any project objectives as specified in the project management plan		Accomplished most project objectives as specified in the project management plan		Met or exceeded all project objectives as specified in the project management plan		
	Comments:						
Quality of Work	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors		With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors		Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors		
	Comments:						
Ability to Learn	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements		In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements		Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements		
	Comments:						

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Initiative and Creativity	Had little observable drive and required close supervision; showed little if any interest in meeting standards; did not seek out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options		Worked without extensive supervision; in some cases, found problems to solve and sometimes asked for additional work assignments; normally set his/her own goals and, in a few cases, tried to exceed requirements; offered some creative ideas		Was a self-starter; consistently sought new challenges and asked for additional work assignments; regularly approached and solved problems independently; frequently proposed innovative and creative ideas, solutions, and/or options		
	Comments:						
Character Traits	Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior		Except in a few minor instances, demonstrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner		Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner		
	Comments:						
Dependability	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision		Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision		Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or minimum supervision		
	Comments:						

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Attendance and Punctuality	Was absent excessively and/or was almost always late for work		Was never absent and almost always on time; or usually reported to work as scheduled, but was always on time; or usually reported to work as scheduled and was almost always on-time		always reported to work as scheduled with no absences, and was always on-time		
	Comments:						
Organizational Fit	Was unwilling or unable to understand and support the organization’s mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels		Adequately understood and supported the organization’s mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels		Completely understood and fully supported the organization’s mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels		
	Comments:						
Response to Supervision	Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement		On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement		Actively sought supervision when necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement		
	Comments:						

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Technical Skills	Had difficulty in understanding and applying HIM methods appropriate to the job; exhibited limited facility with relevant information technology in the development of work products and the completion of work assignments	Satisfactorily employed HIM methods appropriate to the job; in most cases, adequately utilized relevant information technology in the development of work products and the completion of work assignments	Effectively employed HIM methods appropriate to the job; successfully and proficiently utilized relevant information technology in the development of work products and the completion of work assignments				
	Comments:						
Written Communication Skills	Written work products displayed inadequate organization and/or development making the work difficult to follow; the written work products exhibited multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hindered readability and contributed to ineffective work products	Written work products exhibited satisfactory organization and development; written work products were readable and easy to follow with only a few lapses; used good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; written work products met expectations in this area	Written work products were effectively organized and developed and were easily understood; readability of written work products was enhanced by facility in language use, excellent mechanics, and syntactic variety; used language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)				
	Comments:						

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Oral Communication Skills	Presentations could not be understood because there was no logical sequencing of information; student used superfluous or no graphics; graphics did not support or relate to work assignments; student read most or all of the work assignment information with little or no eye contact; student mumbled, incorrectly pronounced terms, and/or spoke too quietly; presentations rambled, were unclear, and could not be followed by the audience; student lacked confidence, was uncomfortable, and could not answer basic questions	Work assignments were presented in a sequence that the audience could follow; graphics supported and were related to the work assignments; student maintained eye contact with the audience with a few minor exceptions; student read from notes on a few occasions; student used good voice dynamics and clearly enunciated terms; student was comfortable for the most part and adequately answered questions; overall, the presentations were delivered in a satisfactory manner and met expectations with respect to oral communication skills	Work assignments were presented in a logical, interesting, and effective sequence, which the audience could easily follow; presentations used effective graphics to explain and reinforce the information presented; student maintained eye contact with audience, seldom returning to notes; student spoke in a clear voice and used correct, precise pronunciation of terms; presentations were thorough, clear, compelling, informative, and professionally delivered; student was confident, comfortable, and answered questions effectively				
	Comments:						
Analytical/ Critical Thinking Skills	Presented little if any analysis in work assignments; rarely sought out additional information from other sources and/or considered differing perspectives; presented few solutions, alternatives, or options to problems in work assignments, or solutions, alternatives, or options were often inaccurate, inconsistent, and/or not justified; ideas were presented in a vague manner	Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or omissions; satisfactorily outlined solutions, alternatives, or options for some work assignment problems that were logical and consistent; in most cases, developed solutions, alternatives, or options in a clear manner	Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives; developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems; solutions, alternatives, or options were clear, coherent, well supported, logically consistent, and complete				
	Comments:						

Supervisor Evaluation of Placement – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Placement Evaluation Dimensions – Grading Criteria							
Leadership Abilities	Displayed only a limited ability to guide, encourage, and motivate others toward identified goals; focused excessive attention to the task or to interpersonal relations in work groups; asked for ideas, suggestions, and opinions but, in many cases, neglected to consider them; on occasion, showed favoritism to one or more work group members; rarely recognized, encouraged, or involved work group members	Evidenced an ability to guide, encourage, and motivate others toward identified goals; balanced the need for task accomplishment with the needs of work group members; showed understanding and support of work group members; sought and respected others' opinions; sought agreement with and acceptance of ideas and plans of action; provided recognition of and encouragement to work group members	Demonstrated proficiency on each of the leadership dimensions listed under the 'competent' performance level, plus: listened actively, and acknowledged and built on others' ideas; engaged all work group members; kept work groups on track as needed; intervened when tasks were not moving toward goals; involved work group members in setting challenging goals and planning for their accomplishment				
	Comments:						
Interpersonal and Teamwork Skills	Exhibited little or no ability or willingness to interact and communicate with co-workers; could not manage or resolve conflicts, and/or often antagonized others; was unwilling or reluctant to accept constructive criticism and advice; was often unprepared for group/team meetings; frequently let others set and pursue goals and agendas; regularly seemed uninterested in others' ideas and opinions; on most occasions, passively observed group/team meetings and said little or nothing; rarely encouraged or acknowledged the work of other group/team members; exhibited inconsistent meeting attendance record, and others often had to assume the student's responsibilities.	Demonstrated an acceptable ability to interact and communicate with co-workers; adequately managed and resolved conflicts; accepted constructive criticism and advice in most cases; was adequately prepared for group/team meetings; sometimes contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; almost always supported and contributed to a team atmosphere; satisfactorily participated in meetings or group settings; encouraged and acknowledged the work of other group/team members on most occasions; accepted an appropriate share of the group's/team's responsibilities	Demonstrated proficiency in interacting and communicating with co-workers; managed and resolved conflicts in an effective manner; sought and willingly accepted constructive criticism and advice; was well-prepared in advance for group/team meetings; actively and successfully contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; always supported and contributed to a team atmosphere; effectively participated in meetings or group settings; consistently encouraged and acknowledged the work of other group/team members; willingly and regularly accepted an appropriate share of the group's/team's responsibilities				
	Comments:						

Summary Performance Ratings for Placement

Evaluation Criteria	Score	Evaluation Criteria	Score
Achievement of Learning Agreement Objectives		Response to Supervision	
Quality of Work		Technical Skills	
Ability to Learn		Written Communication Skills	
Initiative and Creativity		Oral Communication Skills	
Character Traits		Analytical/Critical-Thinking Skills	
Dependability		Leadership Abilities	
Attendance and Punctuality		Interpersonal and Teamwork Skills	
Organizational Fit		TOTAL SCORE	

Overall Performance Evaluation of Placement Student

Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

	Yes	No
I have reviewed this evaluation with the placement student	<input type="checkbox"/>	<input type="checkbox"/>
If yes, the date of review:	Date of Review	
Comments:		

	Yes	No
If a position were available within your organization, would you recommend this student for employment?	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Supervisor Signature

Date

Program Suggestions

Please use this area to make any additional comments or suggestions

Thank you and Recognition

Thank you very much for participating in our program and for taking the time to complete this evaluation. Your appraisal of our student's performance and your associated comments provide valuable feedback in our efforts for continuous improvement of our program.

We appreciate the time and effort that you have contributed to the program's success and to the success of your placement student. We hope that it was a positive learning experience for you both.

We would like the opportunity to recognize any members of your team that assisted in the training of your placement student. Please provide us with their first and last name.

* Please Note: The Canadian Health Information Management Association permits recognition for preceptorship for students in health information related programs (e.g., health information management, terminology standards, etc.) – 1 CPE credit per student; maximum of 5 CPE credits per year under Category 3. Activities related to the College's accredited programs of the Continuing Professional Education Policy. Please indicate members of your staff who require a certification of acknowledgement for this purpose.