

## **FIELD EXPERIENCE SUMMARY**

The Bachelor of Science, Health Services Coordination program at Western Governors University is competency-based, which means the Field Experience is an opportunity for students to prove they are competent in seven main areas for Field Experience:

1. **Interventions:** Implementing the appropriate intervention(s) and comprehensive treatment plans created by the care team, while engaging with tools, resources and techniques in highly complex and multidimensional environments given the population they belong to.
2. **Case Management Skills:** Applies case management skills in the context of value-based care models to integrate foundational concepts while being able to apply the assessment and engage in the referral process to ensure clinical appropriateness and efficiency for a patient's overall needs and intervenes when barriers to services exist.
3. **Regulatory and Compliance Principles:** Applies regulatory and compliance principles to safeguard patient information and privacy in a healthcare organization.
4. **Professionalism:** Demonstrates professionalism as a health service coordinator. The graduate is able to integrate personal and professional ethics within the boundaries of competency and scope of practice while maintaining patient centered collaborative care with attention to quality and safety.
5. **Education:** Creates strategies to educate others regarding acute, chronic, and end-of-life care to provide patient- and family-centered support. Is able to advocate for comprehensive education of patients and families regarding the potential treatment outcomes of the various treatment approaches.
6. **Communication:** Identifies patterns in patient engagement to determine which techniques work for various populations in complex situations and is able to recommend strategies to improve communication among patients, their families and healthcare providers.
7. **Transition of Care:** Facilitates the transition of care within the healthcare setting to include adapting and applying various case



management models in diverse settings and applying knowledge of case management to communicate with the interdisciplinary team to set up the needed services to ensure a safe discharge to the next level of care.

The following is a list of *suggested* activities the student may engage in at the facility. Since each facility and experience is different, some activities may not be applicable, and some activities may be discussed, observed, or may be performed.

### **Competency 1: Interventions**

The graduate recommends interventions to provide quality care for a diverse patient population in a supervised setting.

- Phases of Intervention: Implement the appropriate intervention(s) for a patient, given the populations they belong to, in unfamiliar contexts.
- Treatment Planning: Engage with current trends to strategically implement comprehensive treatment planning methods, tools, and techniques in highly complex and multidimensional environments.

### **Activity/Level of Participation**

- The student identified the four phases of intervention within the context of an interaction.
- The student described treatment planning methods employed by the agency.
- The student described relevant assessment tools used within the field experience.
- The student applied assessment tools used within the field experience.
- The student described intervention techniques used by the agency.
- The student applied intervention techniques used by the agency.
- The student assessed gaps in service that could affect treatment planning by using a SWOT analysis.
- The student identified barriers to care for the individuals served by the agency.
- The student clearly identified the goals and objectives of a client.



## **Competency 2: Case Management Skills**

The graduate applies case management skills in the context of value-based care models to provide care that is effective and fiscally responsible.

- **Value-Based Financial Models:** Integrate foundational concepts and current generations of value-based care models across practice settings and populations with guidance, as necessary.
- **Case Management Referral Process and Client Identification:** Apply the assessment and referral process to ensure clinical appropriateness and efficiency for a patient's overall needs and intervenes when barriers to service exist.

### **Activity/ Level of Participation**

- The student described the reimbursement model utilized in the agency.
- The student identified any outside funding (e.g., grants, endowments) that supports the agency.
- The student proposed solutions to reduce gaps in coverage faced by clients of the agency.
- The student met with administrative-level personnel to discuss the student's role and how it relates to health services coordination.
- The student analyzed data found in a sample of medical records to determine which populations are primarily served by the agency.
- The student reviewed medical records to determine reimbursement methods.
- The student described the utilization review process and how it impacts provision of services within the agency.
- The student explained how clients flow from intake to discharge.
- The student described the methods or assessment techniques used to determine services needed for a client.
- The student described the staffing support model utilized by the agency.
- The student described the case management model utilized by the agency.
- The student described common barriers faced by case management staff and described resources used to overcome those barriers
- The student described the reimbursement model utilized in the agency.



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- The student described the staffing support model utilized by the agency.
- The student described the case management model utilized by the agency.
- The student described common barriers faced by case management staff and described resources used to overcome those barriers.
- The student described the reimbursement model utilized in the agency.
- The student identified any outside funding (e.g., grants, endowments) that supports the agency.
- The student proposed solutions to reduce gaps in coverage faced by clients of the agency.



### **Competency 3: Regulatory and Compliance Principles**

The graduate applies regulatory and compliance principles to safeguard patient information and privacy in a healthcare organization.

- **Regulatory Principles:** Integrate knowledge from field experience regulatory compliance components, and develop a working knowledge of the agency to include who in the agency and how the agency is monitored for compliance.
- **Privacy in Healthcare:** Apply knowledge from field experience policies regarding protecting client information, and analyze these policies in relation to federal statutes to assess compliance.

#### **Activity/Level of Participation**

- The student identified the state and/or federal regulatory entities governing the agency.
- The student examined the most recent report or survey from the agency inspection.
- The student discussed the agency disaster plan and any areas of concern.
- The student discussed or attended a quality assurance (QA) or performance improvement (PI) meeting.
- The student met with a quality assurance staff member to discuss the staff member's role.
- The student reviewed the agency privacy policy.
- The student identified areas of vulnerability regarding HIPAA compliance.
- The student reviewed documents related to HIPAA compliance, including a release of information.



## **Competency 4: Professionalism**

The graduate demonstrates professionalism as a health services coordinator to reflect the standards of the profession and to provide optimal patient care.

- Professional Identity: Apply individual self-concept based on core values and perspectives integral to healthcare coordination.
- Scope of Practice: Integrate personal and professional ethics within the boundaries of competency and scope of practice.
- Care Coordination: Integrate patient-centered collaborative care with attention to quality, safety, and efficiency with minimal oversight in complex environments.

### **Activity/Level of Participation**

- The student explained the importance of the agency's code of ethics.
- The student identified areas of vulnerability when comparing the code of ethics and practice within the agency.
- The student discussed the roles and responsibilities of each team member within the agency's care coordination department.
- The student attended a professional development event (e.g., continuing education).
- The student attended an interdisciplinary team meeting.
- The student asked appropriate questions and showed interest.
- The student displayed a collaborative attitude by offering to assist others or participate in work tasks.
- The student demonstrated responsibility through punctuality and respect for others' time.
- The student maintained confidentiality of administrative discussions and decisions made in meetings, interviews, and other private discussions.
- The student discussed the scope of practice for a health services coordinator within the agency setting.
- The student identified where to obtain guidance when roles or scope of practice are unclear.
- The student always displayed ethical behavior.



## **Competency 5: Education**

The graduate creates strategies to educate others regarding acute, chronic, and end-of-life care to provide patient- and family-centered support.

- Treatment Approaches: Advocate for comprehensive education of patients and families regarding treatment outcomes of various treatment approaches.

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- The student applied assessment tools used within the field experience.
- The student described intervention techniques used by the agency.
- The student applied intervention techniques used by the agency.
- The student assessed gaps in service that could affect treatment planning by using a SWOT analysis.
- The student identified barriers to care for the individuals served by the agency.
- The student clearly identified the goals and objectives of a client.

## **Competency 6: Communication**

The graduate recommends strategies to improve communication with patients, families, and healthcare providers to enhance patient satisfaction.

- Client Engagement: Identify patterns in patient engagement to determine which techniques work for various populations in complex situations.

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## **Competency 7: Transition of Care**

The graduate executes practices that facilitate the transition of care within a healthcare setting while navigating emerging value-based care systems, promoting patient-centered holistic care, and providing integrated care management.

- Case Management Models: Adapt and apply various case management models in diverse settings with both payer sources and agency requirements in complex situations.
- Discharge Planning: Apply knowledge of case management to communicate with the interdisciplinary team and set up the needed services to ensure a safe discharge to the next level of care.

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