CIM 275

Professional Practice Experience (PPE)

REMOTE AND/OR IN PERSON

Handbook

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Preface

The Clinical Practice Sites/Professional Practice Experience (PPE) Handbook was developed by the Cancer Information Management (CIM) Program at Santa Barbara City College to acquaint both students and PPE site supervisors with the PPE guidelines and expectations. The handbook is divided into sections to provide information and best practices to students and CIM practitioners on the expectations for the clinical practice sites and PPEs, including an overview of the clinical experience together with student responsibilities, NCRA minimum guidelines, required content of the student-prepared clinical site practicum course deliverables, all necessary forms, and the clinical site supervisor-prepared evaluation of the student. The underlying goal is for clinical practice sites, educational institutions, and students to partner together to create a meaningful experience for all involved.

In acknowledgement of the current environment we now face the student can be supervised and coached by a CTR using remote access options including but not limited to Zoom, webex, telephone, video conferencing or any means where there can be communication between the student and the supervising CTR. The students will enter all cases in a registry software be it the facility or the college registry software. The student can print the abstract from the college software for the supervising CTR review. The facility may choose to have students abstract cases that are in SEER Educate. If this option is selected please exclude EOD/SSDI cases 1, 2, and 3 in the bladder, breast, colorectal, lung, and prostate.

A Message from the CIM Program Director

This handbook uses the term Professional Practice Experience (PPE) to refer to the internship, affiliation, or clinical practicum the student participates in as part of their CIM educational program. The professional practice experience is the hands-on application of the Cancer Information Management (CIM) program coursework. The clinical practice provides the student with experience in the technical aspects of cancer registry operations and complements the knowledge gained during the academic portion of their education. Students pursuing the CTR credential via Route A in NCRA-accredited formal education programs are required to have a 160-hour PPE that helps students assimilate theory with practical application in order to work toward achievement of NCRA competencies in a real-world environment.

The PPE (practicum) is the final and capstone course in the SBCC Cancer Information Management program. The goal of this directed practice is to provide practical application experience in many areas of the CIM profession. The opportunity to apply the knowledge gained during the CIM program of study, coupled with the ability to interact with individuals working in the cancer registry, strengthens the academic experience for the student. The student will be better prepared to enter the CIM field with the skills needed to both obtain a position in the CIM profession and perform the various responsibilities required of this position. The PPE is also a requirement towards eligibility to sit the CTR credentialing exam via Route A.

It is important that the program, the affiliation-site, and students collaborate to create a PPE experience meaningful for both the student and the host site. Best practice includes a combination of job rotation in which the student completes the tasks of each job type, job shadowing of managers and directors during departmental and organization meetings, and project-based tasks that take a period of time to complete.

CIM students document their PPE through the following course deliverables, which are uploaded to the course site. All of the course deliverables are recommended by the NCRA.

The items listed in *italics* are required. The other items are **requested**, but do not contribute to the grade. If an item is underlined, the item is hyperlinked to its description in this manual. If a form is required, a hyperlink to the form is also provided. With the exception of the SEER*Educate assignments, students upload their documentation to the **Assignments** link within the course.

- ☐ ***Professional Practice Clinical Site Fact Sheet*** Click here to access the form.
- ☐ ***Cancer Registry/Cancer Center Department Organization Chart***
- ☐ **Written job descriptions for all positions in the Cancer Registry, including the Manager**
- ☐ **Agenda, meeting schedule, and attendee requirements (by title) for the following meetings which the student attended**

☐ **Copies of the following sections from the Cancer Registry P&P Manual**

☐ **Copies of letters used by the registry including follow-up and further treatment letters**

☐ **Copy of most recent annual report for the cancer program**

☐ ***Copies of reports which the student ran in the cancer registry software***

☐ ***Confidentiality Statement for Professional Practice*** Click here to access the form.

☐ ***Professional Practice Weekly Time Record*** Click here to access the form.

☐ ***Narrative summary of the overall clinical experience and assignments***

☐ ***Clinical Hours Report*** Click here to access the form.

☐ ***Abstracting Quality Review Form (15 required abstracts clinical site)*** Click here to access the form.

☐ ***15 SEER*Educate Abstracts entered in registry software, free of edits*** (as assigned by the course instructor). The site supervisor is **NOT** responsible for reviewing these.

☐ ***Evaluation of Student Performance*** Click here to access the form.

☐ ***Copy of thank you note sent to PPE site supervisor***

I look forward to working with you during the PPE experience. If you ever have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Shirley Jordan Seay, PhD, CTR
CIM Program Director

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Guide for Site Managers

Introduction

Students participate in this Professional Practice Experience (PPE) during their last semester of coursework in the Cancer Information Management (CIM) program at Santa Barbara City College. The objective of the PPE is to provide an organizational setting and activities that will reinforce and clarify course instruction.

The PPE consists of a minimum of 160 hours of internship and completion of the CIM 275 online course. Of the 160 required hours, 80 are completed through the SEER*Educate website, CCRE, Virtual Tumor Boards and other assigned activities, leaving 80 to be done on-site. Students may complete the PPE hours on a full-time or part-time basis, as allowed by the PPE site.

During their practicum, students work on various registry tasks and activities. Some students divide their practicum time between hospital-based and population-based registries. It is up to the student to complete their time sheets and keep track of the documentation that is required to complete the PPE.

The site manager coordinates the PPE of students at the clinical practice site. The student should be supervised, but should also be considered a contributing member of the CIM staff. The student will observe and experience day-to-day CIM operations, and may complete special projects with supervision.

As site supervisor, you will need to identify and review the charts and reports required to fulfill the NCRA-established standards for the PPE. The student will need access to the facility software programs to gain practical experience in case-finding, creating suspense cases, abstracting, follow-up, quality review, and audits. The students may also use the college registry to create suspense cases, abstract, follow-up and create reports. The students may also need access to the internet to complete some of their functions.

Important Points about Being a Site Manager

1. The student is participating in 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.
2. If possible, have a back-up 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 can take over with a minimum of downtime.
3. Adhere to the policy “All activities required in the program must be educational and students must not be substituted for paid staff.”
4. Remember to complete the student evaluation on the last day of the visit. Since the student is receiving a grade for the PPE, it is very important that the site supervisor

complete the student's evaluation, as it accounts for a portion of the student's grade for the course.

5. Encourage all staff to welcome the student even if they aren't directly working with him or her. A student forms an opinion about CIM as a career and learns specifics about what it means to work in a CIM department from this PPE.
6. 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.
7. Consider this to be a prolonged job interview. By accepting CIM 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.

Important Tasks for the Site Manager

Before the student arrives:

Before the student arrives, the site manager must work with the academic PPE coordinator to:

1. Review affiliation agreement with required department(s)
2. Prepare student schedule of activities
3. Arrange for the following: facility identification, parking instructions, employee orientation (if applicable), information systems access, and any additional facility specific requirements
4. Review the activities described in the section titled Clinical Experience (found in the **Student Guide**) requiring completion and discuss with the school those topics that cannot be completed at your site.
5. Arrange a schedule for each topic
6. Compile basic materials as reference documents for the student:
   a. Facility and Department organizational charts
   b. Phone and pager numbers and the email addresses of key resource individuals
   c. Reference materials
7. Arrange for temporary access to computer systems, parking, or other security issues as appropriate to the organization.
8. Identify and reserve space for the student to work.
9. Team Assimilation—allow the student to become part of the team. The student should attend lunch, breaks, and any meetings with the team.

The Student's First Day:

1. Provide an organizational chart of the department and facility
2. Provide departmental policies and procedures
3. Provide a facility tour
4. Introduce students to all members of the CIM department. Review expectations—your expectations of the students and their expectations of you
5. Spend scheduled time with the student for a brief orientation to the department.
6. Provide reference materials.
7. Discuss the schedule for the PPE.

8. Have the student sign confidentiality and security agreements and other required documents.

Throughout 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. 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 celebration with the student and the people who spent time with the student. This is optional, and should only be done within reason relative to operations.
2. Schedule the final evaluation and provide copies to the student and the school as directed by the academic PPE coordinator.

Student Guide

The PPE is designed to provide students with practical work experience in the CIM competencies and domains that focus on skill building and practical application of theory.

Attendance

Absenteeism and tardiness are considered unprofessional and undesirable traits. While there may be times when a student may be absent due to illness or other valid reasons, it is the student's responsibility to make up the time, per their school policy.

- If a student is unable to work on a specified day, it is their responsibility to notify and make arrangements to make up the missed time with both their PPE site manager and their academic PPE coordinator.
- If a student is running late, they must contact the PPE site manager and give him or her an estimated arrival time.
- Do not ask to leave early—You are expected to complete a certain number of hours in the field to fulfill your PPE experience. If you must depart early, be sure the arrangement is agreed to by your PPE site manager, and that a later visit is arranged to make up missed hours.
- Excessive absenteeism and tardiness adversely affect the student's grade for the PPE course.

Appearance

Students should practice professionalism by presenting a professional appearance.

- Adhere to the facility's dress code—dress in suitable business casual or office attire.
  - For example, women should wear blouses and skirts, dresses, or dress slacks with hose or socks. Men should wear dress shirts, ties, and dress slacks with socks. Jeans, shorts, sneakers, or t-shirts should not be worn—avoid extremes in jewelry, hairstyles, body piercing and tattoos, and make-up.
  - Students are working in close proximity with professional staff, and as such must be aware of their personal hygiene. Issues such as the use of strong perfumes/colognes, tobacco odors, deodorant issues, and the like must be considered.
- Students should wear their identification badge at all times.
- If there are questions regarding proper attire and appearance, discuss them with the academic program director or site manager.

Conduct

Students should demonstrate professional conduct throughout the course of the PPE.

- Demonstrate initiative by completing activities as assigned.
- If you complete your assignments early, ask for additional work rather than waiting for someone to notice.
  - There may be times when clinical personnel are unavailable to work with you. During those times use initiative to interview staff, maintain PPE log of activity, review policy manuals, and so on.
- Do not use your cell phone during working hours, this includes texting. Make personal calls and texts only at break and lunch times. Additionally, the use of other electronic

devices, such as MP3 players, pagers, and iPods, is generally considered to be unprofessional in the PPE setting.

- Do not surf the Web during working hours, this includes checking email and logging into social networking Web sites.
- Demonstrate a professional attitude during any unexpected situations that might occur.
  - Assist, if you can. Otherwise, be a silent observer or remove yourself from the situation.
  - Remember, much can be learned by observing how other professionals handle difficult situations.
- Utilize professional communication.
  - Students should contact their PPE site manager prior to their PPE to make introductions, obtain driving and parking information, and ask questions related to appropriate attire.
  - The student should be cognizant of the professional titles used in the healthcare setting. Medical professionals, patients, and coworkers should be addressed in the appropriate manner at all times. (for example, Doctor Jones, Mrs. Smith, or Mr. Johnson)
  - Maintain professional relationships by avoiding personal discussions.
    - This includes discussions or requests for assistance or advice
  - Fully utilize the time you have at the site. Do **not** assume you can extend your time at the site beyond the agreed-upon hours.
  - Demonstrate initiative by completing activities as assigned.
    - If you complete your assignments early, ask for additional work rather than waiting for someone to notice.
    - There may be times when clinical personnel are unavailable to work with you. During those times use initiative to interview staff, maintain PPE log of activity, review policy manuals, study coding guidelines, abstract etc.
  - As a professional you are expected to handle minor difficulties that arise on your own. However, if attempts to solve the situation have been unsuccessful, these matters should be brought to the attention of the PPE site manager and the academic PPE coordinator.
  - Avoid gossiping or complaining about your PPE with site staff or other students. If you have issues, you should discuss them with your PPE academic PPE coordinator.
  - Students should maintain a daily log of activities accomplished during their PPE. This log should be shared with their site manager periodically to see what has been accomplished, what needs to be completed in the time remaining, and what activities can be added or deleted.
  - Students are encouraged to send personal, handwritten thank-you notes to their PPE sites and specific individuals who contributed to their experience.

Ethics and Confidentiality

Students are expected to:

- Adhere to the NCRA Code of Ethics
- Abide by SBCC's Standards of Student Conduct
- Abide by applicable facility policies and procedures
- Abide by HIPAA rules

Selection of Practicum Site

Students are responsible for identifying a potential PPE site in their local area. The practicum **must** be conducted under the direct supervision of a certified tumor registrar (CTR). Once the student confirms the site, the student provides the CIM 275 instructor with the name and contact information of the CTR responsible for supervising the clinical practicum at the identified PPE site. The SBCC instructor will contact the clinical site to confirm the site is available to conduct a Cancer Registry practicum, and to let the potential site supervisor know about the requirements and kinds of activities involved in the practicum. Once the instructor has confirmed the site, SBCC executes an affiliation agreement with the PPE. The student must ensure all agreements (affiliation agreement, health and/or criminal background checks, immunizations, etc.) are in place prior to initiation of the practicum. Students are responsible for any expenses associated with immunization verifications, health screenings, and criminal and background checks as mandated by the PPE site.

Tips for Locating Clinical Host Sites:

1. Begin by contacting CoC-accredited hospitals in your area. A list of CoC-accredited programs in your area can be obtained from the Commission on Cancer (CoC) website at: http://www.facs.org/cancerprogram/index.html. If the facility is not available, ask for the names of other facilities in the state or region.
2. Use the NCRA Directory of Clinical Site Hosts to identify other possible host sites in your area. The list can be found at: http://www.jobtarget.com/home/index.cfm?site_id=749.
3. Contact your state cancer registrar association for possible names. A list of state association contacts can be found on the NCRA website.
4. Contact the state's central cancer registry to see if they are available to host a clinical or for possible names in your area. A list of central cancer registry contact information can be found on the CDC/NPCR website at: http://forum.tnbcfoundation.org/national-program-of-cancer-registries_topic91.html.
5. If a host cannot accommodate the **80 hours** on site, recommend solutions such as sharing time with another facility or the central cancer registry.
    a. You will complete your casefinding requirement (**7 hours**) using SEER Educate
    b. SEER Educate cases on the SEER Educate website will be used as a source for abstracting.

Clinical Experience

The NCRA designates the following clinical experience activities for NCRA-Accredited Formal Education Program students. All activities must be performed under the direct supervision of a Certified Tumor Registrar (CTR).

Activity	**Hours Required**
Data Collection (Abstracting), includes:	**84***

ICD-O-3 Coding	
Staging (CS, AJCC TNM, SEER Summary)	
Treatment	
Follow-up	13
Cancer Committee Activities	10
Reporting	9
Required Files (Suspense, MPI, P&P, etc.)	8
Quality Control	8
Quality Management Studies	8
Casefinding	**7****
Cancer Conference	5
Legal/HIPAA	3
Central Registry Operations	3
Electronic Medical Reporting (EMR) Training	2
Total:	**160*****

*The **84 hours** includes the 15 abstracts the student competes through the SEER*Educate website. The student is required to complete 15 abstracts on site. These can either be re-abstracting studies, original abstracts or additional SEER Educate cases. The course instructor at SBCC reviews the SEER*Educate abstracts assigned at the college.
** Students are required to complete the Casefinding module on the SEER Educate website. This is used for the **7 hours** of Casefinding completed as part of course work at SBCC. The course instructor at SBCC reviews the SEER Educate website activities assigned by the college.
*** Ideally, students should complete **a minimum of 80** of the 160 required hours on site.

Required Abstracting Assignments:

1. A minimum of **30** abstracts must be completed, even if more than 160 hours are needed to complete the assignment. Abstracting includes: ICD-O-3 Coding, Staging (AJCC TNM, SEER Summary, EOD), and Treatment. 84 of the 160 hours must be spent on abstracting.

NOTE: SBCC students complete abstracts using CRSTAR registry software and cases through the SEER*Educate website.

Some of the assignments require students to copy certain documents (e.g. the table of contents from the Policy and Procedure Manual). The final decision as to what items students are allowed to copy is at your discretion. Ideally, the clinical experience should start with a general orientation to the facility and cancer center.

2. Review the facility's list of required data items to be collected.
3. Complete **at least two** abstracts for each of the primary sites listed in **bold, shaded font**. Other sites may also be abstracted in order to meet the 30 abstract minimum.
   Head and Neck
   Colon
   Other Digestive Tract
   Lung
   Melanoma
   Other Musculoskeletal System
   Breast
   Gynecological
   Genitourinary (Prostate, Bladder)
   Lymphoma
   Leukemia
   Brain
   Unknown/Ill-defined Sites
4. Entering the case into the cancer registry software is expected, it may be the hospital software or the college registry software.
5. Abstracts should have at least a 90% accuracy rate (or higher as specified by the supervisor) and should be above 95% by the end of the clinical.
6. The **Abstracting Quality Review Form** may be used by the supervisor to evaluate abstracting accuracy.

NCRA Recommended Assignments for the Hospital Registry Clinical:

The following is a list with definitions of [NCRA] recommended assignments that are to be completed during the clinical experience. Other assignments may be assigned by the clinical supervisor. All copies and summaries must be typed and clearly labeled. All summaries and copies should be shared and discussed with the clinical supervisor.

1. **Organizational Charts**

   Obtain (or create if not available) copies of the following organizational charts:
   -All positions (including job titles) in the Cancer Registry
   -All departments in the Cancer Center, including the Cancer Registry
   -The reporting structure of the Cancer Registry: To whom does the Registry report?

2. **Job Descriptions**

   Obtain written job descriptions for all positions in the Cancer Registry including the Manager.

3. **Salary Range**

   Request information on the salary range for cancer registry positions at this facility.

4. **Job Opportunities**

   Request information on how to learn about job opportunities for cancer registrars at this facility.

5. **Meetings**

   Attend the following meetings held during the clinical. If possible, assist in preparing for the meetings. May attend the meeting virtually. Obtain a copy of the agenda, meeting schedule and attendee requirements (by title).
   -Cancer Committee (should attend at least one)
   -Cancer Conference (should attend at least one)
   -Cancer Committee subcommittee meetings (recommended but not required).

6. **Key Cancer Program Members**

   Schedule brief meetings (30 minutes or less) with key members of the cancer program including the cancer committee chair, cancer liaisons, administrators, and subcommittee chairs to discuss their role in the cancer program and challenges to their position.

7. **Policy and Procedure Manual**

   Review each section of the Cancer Registry Policy and Procedure Manual. Discuss any areas that were unclear and any areas that needed updating. Obtain copies of the following:
   -Manual's table of contents
   -Reportable and non-reportable lists
   -Eligibility requirements including central cancer registry and reportable-by agreement.

8. Survey

Review the documentation related to the last CoC survey. Discuss the survey experience including successes, obstacles, and areas needing improvement.

9. Registry Letters

Obtain copies of letters used by the registry including follow-up and further treatment letters.

10. Annual Report

Obtain a copy of the most recent annual report for the cancer program.

11. ROI

Review the Release of Information policy.

12. Reports

Run the following reports in the cancer registry software:
Unless otherwise specified, generate the report based on the most recent year with complete data. Note any fluctuation in numbers. Discuss each report along with a summary of your findings.

-Total number of cases for each year (all sites) since the registry's reference date
-Total number of cases by primary site
-Total number of cases by AJCC Stage Group for Lung and Breast
-Total number of cases by class of case
-Current follow-up report

13. Narrative Summary

Write a narrative summary of the overall clinical experience and assignments.

Additional SBCC Required Assignments as specified by the instructor.

Enter assigned cases in CRSTAR

May enter cases assigned by practicum site CTR in CRSTAR.

Forms/Student Documentation Checklist

The items listed in *italics* are required. The other items are **requested**, but do not contribute to the grade. If an item is underlined, the item is hyperlinked to its description in this manual. If a form is required, a hyperlink to the form is also provided. Any forms needed for you practicum can be found on the following pages. Upload your documentation to the **Assignments** link within the course.

- ☐ ***Professional Practice Clinical Site Fact Sheet*** Click here to access the form.
- ☐ ***Cancer Registry/Cancer Center Department Organization Chart***
- ☐ **Written job descriptions for all positions in the Cancer Registry, including the Manager**
- ☐ **Agenda, meeting schedule, and attendee requirements (by title) for the following meetings which the student attended**
- ☐ **Copies of the following sections from the Cancer Registry P&P Manual**
- ☐ **Copies of letters used by the registry including follow-up and further treatment letters**
- ☐ **Copy of most recent annual report for the cancer program**
- ☐ ***Copies of reports which the student ran in the cancer registry software***
- ☐ ***Confidentiality Statement for Professional Practice*** Click here to access the form.
- ☐ ***Professional Practice Weekly Time Record*** Click here to access the form.
- ☐ ***Narrative summary of the overall clinical experience and assignments***
- ☐ ***Clinical Hours Report*** Click here to access the form.
- ☐ ***Abstracting Quality Review Form (15 required abstracts)*** Click here to access the form.
- ☐ ***Evaluation of Student Performance*** Click here to access the form.
- ☐ ***Copy of thank you note sent to PPE site supervisor***

CIM 275 - Clinical Site Fact Sheet

Student Name:

Facility Name:

Address:

Supervisor:

Supervisor Credentials: _____ CTR #:

□ I certify that I am an active CTR

Email: _____ Phone:

CoC Accreditation Category:

Last CoC Survey:

Annual Analytic Caseload:

Registry's Reference Date:

Cancer Committee Frequency:

Cancer Conference Frequency:

Medical Records (Electronic/Paper):

Cancer Registry Software System:

How many full time employees (FTEs) are in the Cancer Registry?

How many Cancer Registrars have the following specific credentials?

CTR? _____ RHIA? _____ RHIT? _____ CCA? _____CCS? _____

CIM 275 – Confidentiality Statement

Confidentiality Statement for Professional Practice

I, , understand that gaining access to patient records in order to collect data, analyze, and abstract information and assign clinical codes for my own professional practice purposes is a serious matter.

As a cancer registry student professional allowed to view records from the facility __ ,

I agree to fully respect the rules of confidentiality for both the patient and the healthcare provider. No information will be shared with anyone outside of this, above- named, organization from this experience, including any acknowledgment of the presence of a patient or his/her record in your facility.

Student Signature __

Facility Representative Signature __

Both parties should sign this form and each should retain a copy.

CIM 275 - Clinical Hours Report

Student Name:
Please verify that the student spent the appropriate number of hours in each activity.

Activity	Hours Required	Hours Completed	Supervisor's Initials
Data Collection/Abstracting Includes:	**84**		
ICD-0 Coding			
Staging (SEER EOD, Summary, TNM)			
Treatment			
Follow-up	**13**		
Cancer Committee Activities	**10**		
Reporting	**9**		
Required Files – Suspense, MPI, P&P, etc.	**8**		
Quality Control	**8**		
Quality Management Studies	**8**		
Case Finding	**7**		
Cancer Conference	**5**		
Legal/HIPAA Requirements	**3**		
Central Registry Operations	**3**		
Electronic Medical Reporting (EMR) Training	**2**		

Did the student complete a minimum of 30 abstracts? Yes ☐ No ☐

_____ _____
Clinical Supervisor Signature Date

CTR #: _____ ☐ I certify that I am an active CTR.

Please retain a copy of this report for reference when validating performance on the student's CTR exam Application and provide the student a copy.

CIM 275 – Weekly Time Record

Weekly Time Record

Name of Student: _____

Name of Facility: _____

WEEKLY TIME RECORD				
DATE	HOURS WORKED		TOTAL HOURS	COMMENTS
	From	To		

You will need to print and have these signed by the clinical supervisor (one per week).

This is a correct record of the time worked this week.

_____ _____

Student Signature Date

_____ _____

Clinical Supervisor Signature Date

CIM 275 – Abstracting Quality Review Form

NCRA requires a **minimum of 30 abstracts**; please make at least 15 copies of this form.

In order to have quality cancer data, the student shall abstract cancer cases that have been previously identified by the site supervisor, and that fulfill the requirement for the clinical. As a clinical preceptor, you are asked to review the cancer patient abstract with the student and identify any problem areas that will need to be focused on. Place an (X) on the line that best describes the abstract. The following items are key to abstracting:

	Correct	Needs Work	Comments
PATIENT IDENTIFICATION:			
SEQUENCE NUMBER			
BIRTHPLACE STATE			
BIRTHPLACE COUNTRY			
CLASS OF CASE			
RACE/ETHNICITY:			
CANCER IDENTIFICATION:			
PRIMARY SITE:			
HISTOLOGY:			
LATERALITY:			
DIAGNOSIS CONFIRMATION:			
DATE OF DIAGNOSIS:			
DATE OF FIRST CONTACT			
TUMOR SIZE			
FIRST COURSE OF TREATMENT:			
SURGERY:			
RADIATION:			
CHEMOTHERAPY:			
HORMONE:			
SCOPE OF REGIONAL LYMPH NODE SURGERY:			
STAGE:			
SITE-SPECIFIC DATA ITEMS (if applicable):			
CLINICAL, PATHOLOGICAL, POST THERAPY GRADE:			
CLINICAL, PATHOLOGICAL, POST THERAPY STAGE:			
SUMMARY STAGE			
COMMENTS:			

Student Signature _____ Date _____

Site Supervisor Signature _____ Date _____

CIM 275: Evaluation of Student Performance

Evaluation of the Student

The following student evaluation and assessment information document may be used as the basis for feedback to the student by a sponsoring facility. The student may elect to use this document as a job reference document for future employment.

1. Did the student seem to understand and correctly apply ICD-O coding conventions and principles for diagnosis?

   □YES □NO If not, what were the concerns or suggestions for correcting deficiencies? (Use space below signature for comments.)

2. Did the student seem to understand and correctly apply case finding conventions and principles for procedure reporting?

   □YES □NO If not, what were the concerns or suggestions for correcting deficiencies? (Use space below signature for comments.)

3. Was the student's knowledge of data collection methods what you expected for an entry level professional?

   □YES □NO If not, what were the concerns or suggestions for correcting deficiencies?

4. Did the student appear to be committed to the profession, conducting him or herself in a professional manner while in your facility?

   □YES □NO If not, what were the concerns or suggestions for correcting deficiencies?

5. What suggestions would you give this student for enhancing success as a cancer registry management professional? (Use space below signature for comments.)

Student Signature _____

Facility Representative Signature_____

NCRA PROFESSIONAL PRACTICE/CLINICAL PRACTICUM ACTIVITY DEFINITIONS

Abstracting: Data Collection, ICD-O Coding, Staging (AJCC, SEER Summary)*

-Thorough review of facility specific cancer registry database
-Review and understand Central Registry and Commission on Cancer (CoC) reportable data fields

- Demographics
- Cancer Identification
- Stage of Disease at Diagnosis
- First Course of Treatment
- Outcomes [Follow-up]
- TEXT – emphasize importance
- GenEdits – after completion or editing every abstract

-Assist with abstracting reportable cases
-Paper, or into facility or college registry software

**Cancer Registry Management (CRM) textbook, ch. 12*
Commission on Cancer (CoC) Optimal Resources for Cancer Care (2020 Standards) Standards 4.3 and 6.4
Central Cancer Registries: Design, Management and Use (CCR), pg. 96

Follow-up*

-Differentiate between active and passive follow-up (F/U)
-Describe the differences between follow-up for all patients and follow-up for recent patients CoC Standards 6.5
-Run and review *Lost to Follow-Up Report*
-Demonstrate an understanding of the date of first recurrence, type of first recurrence and cancer status
-Run and review various database reports to review unknowns

<u>Assist with F/U activities:</u>

- Review obituaries

<u>Facility specific F/U activities:</u>

- Run reports to determine who needs current
- F/U Print & send F/U letters
- Enter returned F/U letters into database
- Central Registry F/U
- Death Clearance letters

**Cancer Registry Management (CRM) textbook, ch. 16*
Commission on Cancer (CoC) Optimal Resources for Cancer Care (2020 Standards) Standard 6.5
Central Cancer Registries: Design, Management and Use (CCR), ch.19

Cancer Committee Activities*

-Review the Cancer Committee section in the Cancer Registry Management: Principles & Practices for Hospitals & Central Registries, 3rd edition (CRM) and discuss questions with CTR supervisor

-Review CoC Cancer Program Standards and discuss questions with CTR supervisor

-Assist with the preparation of a Cancer Committee meeting (coordination of agenda preparation, attendee meeting packet, preparation of minutes)

-Attend a Cancer committee Meeting

**Cancer Registry Management (CRM) textbook, ch 21*

Commission on Cancer (CoC) Optimal Resources for Cancer Care (2020 Standards Standard 2.3

Data Utilization and Reporting*

Utilization

-Assist with developing data presentations using tables and graphs

-Create a report utilizing the registry data

-Review state specific central registry website for statistics

-Create a report utilizing central registry and facility statistics

Reporting

Central Registry:

-Assist with monthly submission to central registry

-Select cases for reports to send to state registry

-Clean edits

-Compare facility submission report to central registry submission report <u>National Cancer Database (NCDB):</u>

-Review CoC Datalinks

-Submit/resubmit data

-Data submission history and edits

-Assist with annual submission to the NCDB

-Select cases for a report

-Clean edits

<u>Facility Specific reports:</u>

-Cancer Committee

-Management

**Cancer Registry Management (CRM) textbook, ch 22, 23, 24, 25, 27*

Commission on Cancer (CoC) Optimal Resources for Cancer Care (2020 Standards Standards 6.2, 6.3, 9.2

Quality Improvement*

-Review the Quality Management section in CRM and discuss questions with CTR supervisor

-Review CoC Cancer Program Standards that pertain to quality management studies and discuss questions with CTR supervisor

-Identify quality improvement study areas and outcomes in Cancer Committee minutes and assist in a quality improvement study, if possible (pull and organize data, assist with presentation)
-Review NCDB facility data [Hospital Comparison Benchmark reports, CP3R, etc.]
-Review committee involvement in recommendations, actions and follow-up (per standards)
-Review NCDB Completeness Reports

**Cancer Registry Management (CRM) textbook, ch 18, pg 200*

Commission on Cancer (CoC) Optimal Resources for Cancer Care (2020) Standards 7.1, 7.3

Required files:

*Suspense**

Assist with adding cases to suspense
Assist with running & reviewing a suspense list

*Disease Index***

Review Central Registry & CoC reportable ICD-10 code list
Review established facility list & process for implementation Review disease index to locate reportable cases

*P&P***[CoC Eligibility Requirement E5]*

Review Cancer Registry Policy & Procedures

Be knowledgeable of creating or updating a Policy & Procedures document

* *Cancer Registry Management (CRM) textbook, ch. 12, pg. 139*

*** Cancer Registry Management (CRM) textbook, ch. 11, pg. 124-126*

**** CCommission on Cancer (CoC) Optimal Resources for Cancer Care (2020 Standards) Standard 6.1*

Quality Control*

-Define quality
-Define five characteristics of data quality
-Review facility specific Cancer Registry Quality Control Plan
-Assist with casefinding audit
-Assist with abstract audit
-Run timeliness report
-Review CoC Datalinks [benchmarking, survival reports, CP3R]
-Review non-concordant cases on measures report

**Cancer Registry Management (CRM) textbook, ch. 18*

Commission on Cancer (CoC) Optimal Resources for Cancer Care 2020
Standards .6.1, 7.1, 6.4

Casefinding*

-Knowledge of casefinding process: legislative rules/types of reporting entities, sources of cases, the availability of electronic sources
-Reportable case vs. non-reportable case [reportable by agreement/facility specific]
-Hospital reporting requirements vs. central registry reporting requirements
-Hospital vs. non-hospital casefinding sources
-Casefinding audits, time frame requirements, death clearance

**Cancer Registry Management (CRM) textbook, ch. 11*

Cancer Conference*

-Assist Cancer Conference Coordinator
-Organize the abstracts of cases to be discussed (pull from database if necessary)
-Update suspense

***Cancer Registry Management (CRM) textbook, ch 21*

Commission on Cancer (CoC) Optimal Resources for Cancer Care 2020 Standard 2.5

Central Cancer Registry Operations*

-Central registry administration (staffing, budgeting)
-Types—population-based vs. non-population based
-Legal and ethical issues
-Operation/data sets and flow of data
-Privacy and security
-Quality control

**Cancer Registry Management (CRM) textbook, ch. 36*

Legal*

-Law regarding health issues: civil vs. criminal law, protection of confidentiality, cancer data [Health Insurance Portability and Accountability Act (HIPAA)]
-Role(s) of regulatory agencies such as (NCI, CDC, SEER, NPCR)/state laws/institutional requirements
-Cancer data protection/release of cancer registry data (e.g. data security and data transmission)
-Demonstrate knowledge and applicability of the NCRA Professional Practice Code of Ethics in relation to the facility specific policies.

**Cancer Registry Management (CRM) textbook, ch. 4 and ch. 6*

Electronic Health Record (EHR) Facility Specific*

Demonstrate ability to navigate the facility's Electronic Medical Record (EMR) software. Demonstrate ability to complete an abstract with all the information available in the EHR.

**Cancer Registry Management (CRM) textbook, ch. 9*