

University of Arkansas at
Monticello
College of Technology -
McGehee

Health Information Technology
Program Assessment

2014 - 2015

UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY – MCGEHEE
HEALTH INFORMATION TECHNOLOGY
PROGRAM ASSESSMENT 2014 - 2015

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Students successfully completing the UAM - CTM Health Information Technology Program will be able to:

1. Demonstrate the knowledge and skills necessary to provide support in healthcare office environments.
2. Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists, and members of the medical team.

These outcomes and additional program information can be found at the following website: <http://www.uamont.edu/mcgehee/healthinformationtechnology.htm>. They are also listed on the Health Information Technology informational brochure, as well as distributed on all course syllabi. (See Appendix A for Health Information Technology brochure and Appendix B for syllabus).

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The Student Learning Outcomes of the UAM - CTM Health Information Technology Program are reflected in the mission of the University as it is our goal to equip students with vocational / technical skills (UAM Mission Statement #1) needed to become useful members of the healthcare team, through the sharing of knowledge across the healthcare continuum and the ability to communicate that knowledge (UAM Missions Statement # 3). This is accomplished through a curriculum based on real-world perspective that enable students to speak to other healthcare professionals using appropriate medical language (as taught in clinical courses, such as Technical Medical Terminology and Technical Medical Coding), as well as to patients about their medical records, insurance claims, and patient accounts (as taught in the business oriented courses Technical Medical Office Procedures and Technical Reimbursement).

UAM seeks to fulfill its mission by (#3) providing contemporary curricula which prepares students for careers in selected fields, for personal development, and for meeting societal needs. The Health Information Technology Program accomplishes this. As the healthcare industry evolves with the adoption of the Electronic Health Record, there is a growing need in the workforce for applicants that have the training provided by this program.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Health Information Technology students are assessed throughout the program by both written and hands-on exams. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within that unit. The course Technical Medical Office Procedures gives students the knowledge to submit medical insurance claims, reinforcing SLO #1. It is stressed to the students that while accuracy is very important, they must also be able to produce sufficient claim volume in order to be effective in the field. Students are given the opportunity through production pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines.

This same practice is used in both Tech Reimbursement Methodologies and Tech Medical Coding II. Appendix C indicates the comparison data between the pre-test scores and the post-test scores. Student scores improve, on average, 57% from pretest and post-test scores.

Throughout the UAM - CTM Health Information Technology Program, courses build upon one another and continually work to reinforce prior learning. For example, Technical Procedural Coding requires knowledge of Medical Terminology, another required course in the program. Not only are students orally reviewed over medical terms in conjunction with each chapter of Coding coursework, they are also assigned terms throughout Technical Procedural Coding to challenge them to use the knowledge they have attained regarding prefixes, roots, and suffixes. This is to reinforce their previous coursework and encourage proper usage of Medical Terminology throughout their studies, thus supporting SLO #2. This continuous use of knowledge that should be acquired in previous coursework is evidence of learning. (See Appendix D for documentation of vocabulary element utilized in Technical Procedural Coding).

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

The majority of the program has a technical element, combining elements of theory through lecture and production through hands-on assessment which allows for a balanced approach to student assessment. Students who do not perform well on written tests also have the opportunity to display their knowledge through practical assessments. This balanced approach helps students through both lecture and “hands on” lessons that supplement the learning objectives.

Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. (Appendix E) In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

The pretest data shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines. This same practice is used in both Tech Reimbursement Methodologies and Tech Medical Coding II. Appendix C indicates the comparison data between the pre-test scores and the post-test scores. Student scores improve, on average, 57% from pretest and post-test scores.

The layout of the program is consistently analyzed to ensure continuity and progression of learning. Prerequisite courses are set to develop a strong foundation of knowledge. The instructors are constantly assessing student knowledge through observation and testing to determine program progression. If prerequisite courses are determined to be necessary, the instructor requests a curriculum and standards change.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

As previously stated in Question 3, Health Information Technology students are assessed throughout the program by both written and hands-on exams. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within

that unit. The course Technical Medical Office Procedures gives students the knowledge to submit medical insurance claims, reinforcing SLO #1. It is stressed to the students that while accuracy is very important, they must also be able to produce sufficient claim volume in order to be effective in the field. Students are given the opportunity through production pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines.

This same practice is used in both Tech Reimbursement Methodologies and Tech Medical Coding II. Appendix C indicates the comparison data between the pre-test scores and the post-test scores. Student scores improve, on average, 57% from pretest and post-test scores.

Throughout the UAM - CTM Health Information Technology Program, courses build upon one another and continually work to reinforce prior learning. For example, Technical Procedural Coding requires knowledge of Medical Terminology, another required course in the program. Not only are students orally reviewed over medical terms in conjunction with each chapter of Coding coursework, they are also assigned terms throughout Technical Procedural Coding to challenge them to use the knowledge they have attained regarding prefixes, roots, and suffixes. This is to reinforce their previous coursework and encourage proper usage of Medical Terminology throughout their studies, thus supporting SLO #2. This continuous use of knowledge that should be acquired in previous coursework is evidence of learning. (See Appendix D for documentation of vocabulary element utilized in Technical Procedural Coding).

Student Course Evaluations also assist in improving student learning. Students express what is / is not working for them in the classroom setting, giving faculty some basis from which to improve teaching methods, course offerings, and course content. (See Appendix F)

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

Administration and faculty will work together to enable our graduating students to take a practice CCA (Certified Coder Associate) exam / CCA exam after their final semester. By giving an exam created outside our program by the credentialing agent for Health Information Technology, faculty will be better able to evaluate and correct any deficiencies in our program. This program will be in place by Summer 2016

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

The curriculum has been re-vamped to improve content through real-world applications and textbook adoption. The utilization of software programs, such as Encoder Pro, an actual tool of the industry, and sample health insurance claim submission software has given students an idea of the work that they would be doing from day-to-day, making the classroom experience similar to that they would experience in the workforce.

The curriculum has been aligned to reflect the standards of American Health Information Management Association (AHIMA). This program now prepares students to sit for the Certified Coding Associate and / or the Certified Coding Specialist exam(s). This alignment could pave the way for an accredited Associate's Degree program in Health Information Technology, accredited through CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education). The successful completion of this program would enable students to sit for the Registered Health Information Technologist (RHIT) exam. These certifications are very desirable in the healthcare industry and would increase the value of our completing students and the program. (See Appendix G for AHIMA's statement regarding the demand for HIM Professionals.).

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

The UAM CTM Health Information Technology (HIT) program utilizes Advisory Committee Meetings to make suggestions regarding the program's direction and content based on their knowledge of the field. This committee, made up of members of the workforce community, ensure that the UAM –CTM Health Information Program is able to stay current on the issues that affect the industry. These committee members also act as contacts when assisting students with job placement. (See Appendix H for Advisory Committee Meeting minutes).

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

- Annual recruitment activities are attended throughout the semester, such as high school recruitment fairs. (See Appendix I for listing of recruitment activities).
- Retention and graduation are accomplished through maintaining a varied schedule including multiple course offerings, day and evening classes, and online course options. (See Appendix J for a listing of courses offered for the Health Information Technology Technical Certificate requirements to illustrate the typical offerings of UAM – CTM)

- Study groups” are conducted to give guidance to students who may need additional instruction time on difficult material.
- Faculty provides student advising, as well as making referrals to the Office of Student Services and the Career Pathways program regarding financial aid issues.
- The UAM - CTM Health Information Technology Program utilizes the on-campus Retention Specialist to assist students with information on study skills, organization, time management, as well as their Early Alert reporting system. (See Appendix K for Early Alert reporting form).



To learn more about the UAM CTM
Health Information Technology
program contact a member of the staff:

Veronica Studards, Instructor
Studards@uamont.edu

Trudy Stringfellow, Instructor
Stringfellow@uamont.edu

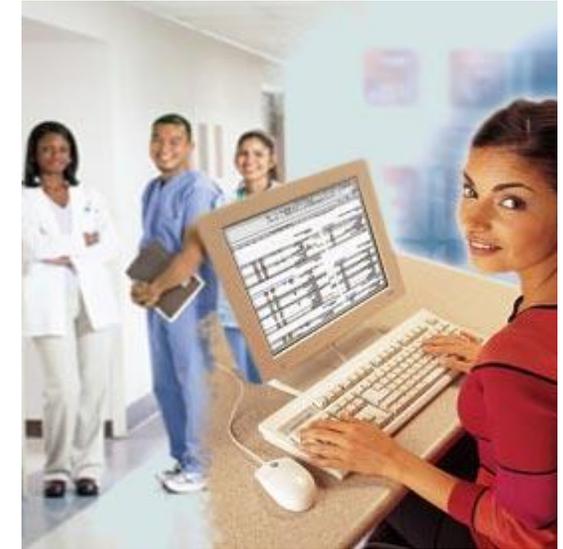
Kimberly Wallis, Instructor
Wallisk@uamont.edu

Heather Groleske, Instructor
Groleskeh@uamont.edu

Phone: 870-222-5360

Or visit our website at

<http://www.uamont.edu/McGehee/>



Financial Assistance

If you wish to pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105



UAM College of Technology-
McGehee does not discriminate
on the basis of race, color,
national origin, sex, age or
disability

University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

<http://www.uamont.edu/mcgehee/>

According to the U.S. Bureau of Labor Statistics, employment for medical records and health information technicians is expected to grow much faster than average for all occupations.

Because of new information privacy regulations, careers in healthcare technologies are among the 20 occupations projected to grow fastest through 2014.

Healthcare technology puts you in a growing industry where there's a strong career outlook for technologists like clinical coders, data analysts, patient information coordinators and health record technicians.

Positions in Health Information Technology include health clinics, doctors, offices, hospitals, insurance companies, hospitals, nursing homes, rehab and therapy centers and many others.



The UAM CTM Healthcare Office Skills Certificate of Proficiency provides successful students entry-level skills for employment as data entry operators, medical file clerks, secretaries, or receptionists in health care facilities.

The UAM CTM Healthcare Information Technology Technical certificate is designed to provide individuals with opportunities to learn basic knowledge and skills needed to become a medical assistant, medical office assistant, medical transcriptionist, medical insurance coder, or medical insurance technician with emphasis on the analysis of medical records.

NOTE: Medical coders must successfully complete the national certification examinations of the American Academy of Professional Coders or those of the American Health Information Management Association for proper certification.

Student Learning Outcomes

Students successfully completing the Health Information program will:

Demonstrate the knowledge and skills necessary to provide support in health care office environments.

Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists and members of the medical team.

				Semester I	
BUS	1203	Tech Keyboarding			3
BUS	2003	Tech Business English	3		
HIT	1133	Tech Medical Terminology			3
NUR	1514	PN Anatomy and Physiology	4		
HIT	1033	Tech Medical Coding I	3		
HIT	1022	Tech Law and Ethics in Healthcare	2		
Exit: Healthcare Office Skills Certificate of Proficiency					18
				Semester II	
BUS	1303	Tech Computer Applications For Business OR Higher Computer course			3
HIT	2053	Tech Reimbursement Methodologies			3
HIT	2043	Tech Medical Coding II	3		
HIT	1063	Tech Medical Office Procedures			3
BUS	2143	Tech Business Math			3
				Semester III	
Choose 6 hrs. from the following:					
BUS	2163	Tech Spreadsheet App.	3		
HIT	2023	Tech Advanced Medical Terminology	3		
HIT	2013	Tech Medical Transcription			3
HIT	2073	Tech Procedural Coding			3
HIT	2083	Tech Electronic Health Records			3
Exit: Technical Certificate of Health Information Technology					39

Note: Course Offerings may vary

Appendix B: Course Syllabus

UNIVERSITY OF ARKANSAS AT MONTICELLO COLLEGE OF TECHNOLOGY – MCGEHEE
Health Information Technology Department
Course Syllabus: HIT 2073 TECHNICAL PROCEDURAL CODING
Spring 2015 Semester: January 7, 2015 – May 5, 2015
Class Meets: TH 11:10 AM – 12:30 PM

Mission Statement:

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to **enhance** and **share** knowledge, to **preserve** and **promote** the intellectual content of society, and to educate people for critical thought. The University **provides** learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

Renee Jones, Instructor
870-222-5360 ext. 2134
(870) 265-1509 cell
jonesre@uamont.edu

Office Hours:	Monday, Wednesday	8:30 AM – 9:30 AM
	Tuesday, Thursday	8:30 AM – 11:00 AM 12:30 PM – 1:30 PM
Virtual Office Hours:	Monday, Wednesday	12:30 PM – 2:00 PM

Room 208
McGehee Campus

Materials Needed:

1. Code Book – CPT Professional Edition, 2013, American Medical Association, ISBN 9781603596848.
2. Textbook – *Basic Current Procedural Terminology and HCPCS Coding, 2013 Edition*, Smith, Gail I., AHIMA Press, 2013, ISBN 9781584264002.
3. ICD-10-PCS Tables and Index, Printed by UAM copy center.
4. ICD-10-PCS Flashcards
5. Click on “online bookstore” for textbook information: <http://www.uamont.edu/student.htm>
6. Scantrons

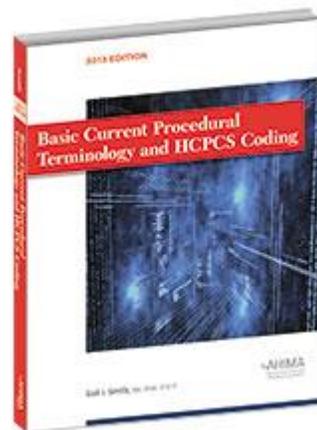
Course Number: HIT 2073
Credit Hours: 3
Corequisites / Prerequisite: HIT 1133

Course Description: Provides students with an introduction to CPT and HCPCS Coding systems. Emphasis placed on procedural codes utilized in physicians’ offices and other healthcare facilities.

HIT Program Student Goals and Learning Outcomes:

Students successfully completing the Health Information Technology program will:

- Demonstrate the knowledge and skills necessary to provide support in health care office environments.
- Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists, and members of the medical team.



Course Goals and Learning Outcomes:

Proficiency and retention of course material related to the learning outcomes vary from student to student depending on prior preparation, acquired study habits, native intelligence, motivation, effort, concentration, and other factors. You will participate in a variety of tasks that will enable you to do the following upon completion of this course.

- Demonstrate dependability, honesty, organization, and punctuality.
- Develop superior work ethics, and establish professional conduct and appearance.
- Understand the basic principles of ICD-9CM and HCPCS coding systems and their application.
- Use acquired coding knowledge to demonstrate advanced coding practices through completion of case studies.
- Understand these principles and how they affect a healthcare provider's revenue cycle.
- Understand the different types of diagnoses and procedures and correctly differentiate between them.
- Gain a better understanding of medical terminology and its correct usage in both the spoken and written word.

Technical Support Information:

- Issues with Blackboard:
Contact Office of Academic Computing; phone 870-460-1663.
Open Monday-Friday, 8 a.m.-4:30 p.m.
Help Desk at fendley@uamont.edu or phone 870-460-1663.
- The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>
- Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.
- The Student Handbook for Distance Education is available at the following link:
<http://www.uamont.edu/AcademicComputing/>

For minimum technology requirements, visit:

<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

Minimum Technology Requirements:

1. Access to a working computer with Internet capability.
2. Operating System: Windows 2000, XP, Vista or Macintosh OS X
3. Hardware: 256 MB of RAM, 1GB free hard disk space
4. Microsoft Office 2010 recommended
5. Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred).
Broadband connections are recommended for assessments.

Feedback Schedule:

Most often, a student can expect a response to email or text within 24 hours Monday through Thursday. E-mails and texts sent after 5:00 p.m. on Thursday will be answered as quickly as possible.

Method of Delivering Assignments:

Please submit work as a Word 2010 document through Blackboard. All submissions should be titled with the project title, chapter number, and your last name and first initial (e.g., CP_Ch1_JonesR). Be sure to have anti-virus software installed on your computer and update it regularly.

Emergency or Interruption in Computer Service Policy:

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted. If this happens, please call or text me.

Online Course Information:

The number of in-class meetings will vary, please check the schedule posted online in the course module entitled schedule.

Discussion:

There are no group projects or discussions required for this course.

Assessment: Your performance will be evaluated on selected chapter activities and projects, chapter exams and a final comprehensive exam. You are responsible to read each chapter and any additional required reading assignments, complete activities and participate in class discussions. Class assignments are to be completed prior to attending class.

Evaluation: Student grades are calculated according to the following scale:

60%	Unit Tests, Chapter Quizzes, Exercises, and Assignments
25%	Final Exam
15%	Work Ethic

Grades: Grading scale as follows:

90-100	.....	A
80-89	.....	B
70-79	.....	C
60-69	.....	D
59 or below	.....	F

Students with Disabilities:

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-1105.

Special policies:

- **Absences:** Attendance is required for successful completion of this course.
- **In-Class Assignments:** Periodically, we will do in-class assignments. These assignments will be completed and turned in during the class period and cannot be made up.
- **Tardiness:** Classroom door will be closed and locked at the official starting time for the class. If you are not present at that time, you will be counted absent for that class period. The clock in the room will be used for the official start time—not the clock in the student center area.
- **Student Conduct Statement:** Students at the UAM College of Technology – McGehee are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.
- **Cell Phones:** Cell phones are to be turned to vibrate when entering the classroom. During testing, cell phones must be turned **off** (vibrate is not adequate) and not visible to the student or instructor. A student using a phone / other personal electronic device during testing will receive a zero on that test.
- **Disruptive Behavior:** Any behavior which disrupts the regular or normal functions of the University community, including behavior that braches the peace or violates the rights of others. Disorderly conduct includes, but is not limited to, violent, noisy, or drunken behavior, and / or the use of abusive or obscene language on university controlled property or while representing the University, or attending a university function. Any verbal abuse, physical abuse or endangerment may result in expulsion from the University of Arkansas College of Technology McGehee.
- **Late Work / Make-up Tests:** Late homework assignments will not be accepted and there will be no makeup for any missed tests or assignments; exceptions may be approved on a case-by-case basis.
- **Bulletin Board:** There is a bulletin board located in the hall with the AOT / HIT instructors’ names on it. Announcements and other news may be posted in this location. Please check the bulletin board daily. In case of instructor absence, check this bulletin board for any announcements or assignments.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the student will receive a grade of "F" in the course.

THE FOLLOWING IS A TENTATIVE SCHEDULE WITH CHANGES MADE AT THE DISCRETION OF THE INSTRUCTOR. *A student folder is provided for each student and it must remain in the classroom at all times. It is the student's responsibility to name, save, and label each problem, assignment, project, etc. according to the name provided in the book. You will not receive credit for work completed if it is not labeled correctly and submitted to instructor by due date. If the instructor is absent, a notice of homework assigned will be e-mailed to the student as soon as possible and a copy of the assignment will be posted on the bulletin board located near Room 208.*

Week	Tentative Schedule
Week	Tentative Schedule
1	Welcome / Chapter 1
2	Chapter 2 / Chapter 3
Jan. 19	Martin Luther King Day – NO CLASS
3	Chapter 4
4	Chapter 4 / Test Chapter 4
5	Chapter 5 / Chapter 6
6	Test Chapters 5-6 / Chapter 7
7	Chapter 8
8	Chapter 9 / Review CPT
9	CPT Final Test / Begin ICD-10-PCS
10	Definitions
11	Sections
Mar. 22 - 28	Spring Break – NO CLASS
12	Body Systems / Test on Definitions
13	Root operation
14	Test on Operations / Body Part
16	Approach / Device / Qualifier
Apr. 29 – May 5	Final Exam Week

The above schedule may be changed from time to time at the discretion of the instructor.

Spring 2015 Calendar of Events

January 5 (Mon) - New student orientation.
January 7 (Wed) - First day of classes. Admission application deadline.
January 9 (Fri) - Last day to register or add classes.
January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.
February 27 (Fri) – Deadline to apply for August and December graduation.
March 18 (Wed) - Last day to drop a class or withdraw from the term. Grade(s) will be W.
March 23-27 (Mon-Fri) - Spring Break.
April 6 (Mon) – April 17 (Fri) - Preregistration for Summer and Fall 2015.
April 28 (Tues) - Last day of class
April 29 – May 5 (Wed-Tues) - Final exam period.
May 8 (Fri) – UAM Monticello’s Commencement.

Final Exam Schedule

Late afternoon and evening classes which meet once per week will have their final examination during their normal class time during the final exam week. Other finals are scheduled as follows:

Class meets..... Final Exam Time

Wednesday, April 29, 2015

MW 8:10 a.m.....10:30 - 12:30
MW 3:10 p.m. 1:30 - 3:30

Thursday, April 30, 2015

TH 8:10 a.m.... 8:00 - 10:00
TH 11:10 a.m 10:30 - 12:30
TH 1:40 p.m.....1:30 - 3:30

Friday, May 1, 2015

TH 9:40 a.m.....8:00 - 10:00
MW 9:40 a.m.....10:30 - 12:30
TH 3:10 p.m..... 1:30 - 3:30

Monday, May 4, 2015

All sections MATH 0183 and 1043.....8:00 – 10:00
MW 11:10 a.m. 10:30 - 12:30
MW 1:40 p.m. 1:30 - 3:30

Tuesday, May 5, 2015

All sections MATH 0143..... 8:00 – 10:00

***UAM College of Technology – McGehee
HEALTH INFORMATION TECHNOLOGY Program
Syllabus Agreement***

I, _____ do enter into an agreement with the Instructor of the course listed below.

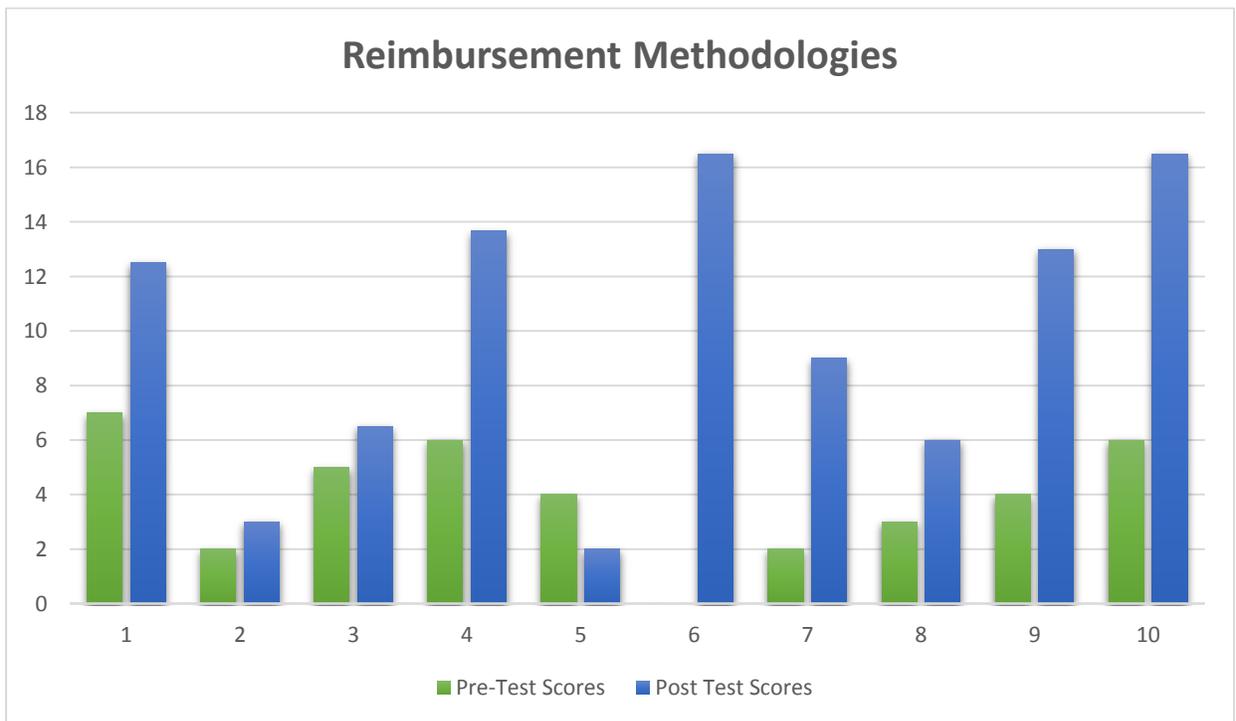
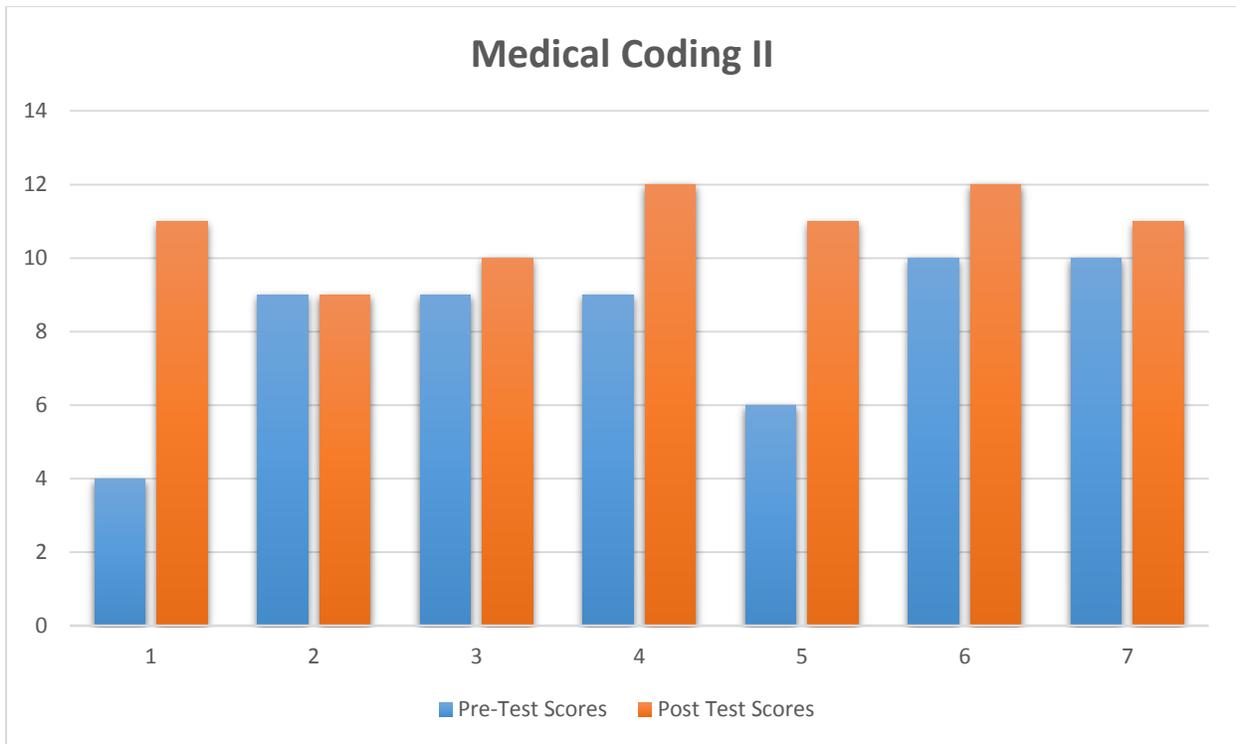
PLEASE PRINT YOUR NAME

- I have viewed a copy of the syllabus for the course:
_____.
- I have read and do understand the requirements of the course, specifically the grading and attendance policies.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that I am responsible for any information presented in orientations, syllabus, lectures, study guides, textbook(s), videos, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
- I understand that the final for this class will be held according to the schedule set forth by UAM.
- I understand that attendance is required in this class and I will receive a grade for my attendance, which will be considered as part of the work ethic grade.

Student's signature

Date

Appendix C: Technical Medical Coding II and Tech Reimbursement Methodologies Pre-Test / Post Test Comparison



Appendix D: Documentation of Vocabulary Element Utilized in Technical Procedural Coding

The screenshot shows a Blackboard interface for editing a glossary. The page title is "Glossary - TECH PROCEDU...". A green notification bar at the top says "Success: Glossary edited." The main content area is titled "Glossary" and contains a list of terms with their definitions:

- abdomen**: the area of the body that lies between the thorax and the pelvis
- abduction**: to move away from the body
- abortion**: the term used to indicate that a pregnancy was ended prior to the time that a fetus reached a viable age and could survive outside the uterus
- acellular dermal allograft**: a surgical transplantation of a chemically treated slice of cadaver tissue
- acellular dermal replacement**: replacing skin with a skin substitute that is composed of porous lattice fibers and a synthetic substance
- adduction**: to move toward the axis of the body
- adenoidectomy**: removal of the adenoids
- adenoids**: one of three sets of tonsils; also referred to as the nasopharyngeal tonsils

The screenshot shows a Blackboard assessment page titled "Preview Test: Surgery - Car...". It contains several questions:

- QUESTION 5** (2 points): A gastroctomy is the process of making a surgical incision into the stomach.
 - True
 - False
- QUESTION 6** (8 points): Match the procedure with the correct description.

<input checked="" type="checkbox"/> removal of the esophagus	a. glossectomy
<input checked="" type="checkbox"/> freeing of intestinal adhesions	b. cheiloplasty
<input checked="" type="checkbox"/> the process of making an incision into the intestines	c. esophagectomy
<input checked="" type="checkbox"/> the process of making an incision into the esophagus	d. tracheoplasty
<input checked="" type="checkbox"/> repair of the lip	e. enterolysis
<input checked="" type="checkbox"/> the surgical creation of an opening into the trachea through the neck	f. esophagotomy
<input checked="" type="checkbox"/> the surgical repair of the trachea	g. tracheostomy
<input checked="" type="checkbox"/> partial or complete removal of the tongue	h. enterotomy
- QUESTION 7** (2 points): ERCP is the abbreviation for _____.
- QUESTION 8** (2 points):

Appendix E: Analysis of Student Tests

Select Test: Surgery - Cardio & Digestive Systems Run

Available Analysis

Surgery - Cardio & Digestive Systems Edit Test

Analysis Last Run: May 1, 2015 1:41 PM. Run Item Analysis again to display the latest question data.

Test Summary						Discrimination		Difficulty	
40.0	58	0	10	33.81	02 hr 00 min	9 Good Questions	39 Easy Questions	1 Fair Questions	13 Medium Questions
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time	5 Poor Questions	6 Hard Questions	43 Cannot Calculate	

Filter Questions

Select Question Type: Select Discrimination: Select Difficulty: Go Reset Filter

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
An operative report reads as follows: Pre- and postoperative diagnosis: Congen...	Essay (RB)	Cannot Calculate	0.0%	1	0.0	0.0	0.0
Code 33508 is an add-on code. List the range that code 33508 must be used in ...	Essay (RB)	Cannot Calculate	100.0%	2	2.0	0.0	0.0
Don Hold is scheduled for a colonoscopy. Dr. Tims completes a flexible colono...	Essay (RB)	Cannot Calculate	100.0%	1	2.0	0.0	0.0
Dr. Long completed a repair of an atrial septal defect and a ventricular sept...	Essay (RB)	Cannot Calculate	100.0%	2	2.0	0.0	0.0
Dr. Smith performed a partial distal gastrectomy with gastroduodenostomy. Usi...	Essay (RB)	-0.5	66.67%	3	1.34	1.16	0.67

Page 1 of 3

Appendix F: Student Course Evaluations

Survey Report

Page 1 of 1

**Course Evaluations
2132 2013**

**University of Arkansas
at Monticello**

Course: 2350 1 - TECH ELECTRONIC HEALTH RECORDS

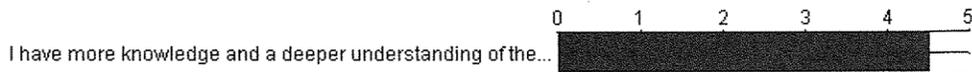
Department: MHIT

Responsible Faculty: Renee Jones

Responses / Expected: 6 / 8

Focus: Overall Results

Category/Section: Course Based Questions/General



[E] Strongly Disagree=01 | [D] Disagree=02 | [C] Neither Agree Nor Disagree=03 | [B] Agree=04 | [A] Strongly Agree=05

KEY Questions	Statistics				Frequency					Response	
	Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.5	4.5	4,5	.50	-	-	-	3	3	6	8

Question: What did you like and dislike most about this course?

Response Rate: 50.00% (3 of 6)

- 1 I love the class, but wish it was more hands on!
- 2 I enjoy this class and the computer activities..
- 3 She is very knowledgeable in EHR and she help us in our homework.

Appendix G: AHIMA statement regarding the demand for HIM Professionals.



Dynamic Career Opportunities

Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, health information provides the patient data needed to successfully navigate the changes. As a result, health information professionals can expect to be in high demand as the health sector continues to expand. Demand is on the rise at all levels of education and credentialing. There are approximately 12,000 to 50,000 new jobs anticipated by 2017, and the Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the US.

On top of strong job prospects, competitive salaries also await graduates. More than half of new health information graduates with bachelor's degrees start with salaries in the \$30,000 to \$50,000 range. By five years out, one can earn upwards of \$50,000 to \$75,000 annually. Most new health information graduates with associate's degrees jump right in and earn \$20,000 to \$30,000 annually. These figures are just averages—many professionals report higher salaries.

Industries with an increased demand for health information professionals include academic institutions, consulting agencies, government agencies, and healthcare software companies. As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. According to the US Department of Labor, HIT will grow to encompass new support positions, including mobile support adoption positions, public health informatics, implementation support specialists, and information management redesign specialists.

HIM programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, HIM graduates can choose from a variety of work settings across an array of healthcare environments

Appendix H: Advisory Committee Meeting Minutes

ADVISORY MINUTES AOT/HIT MEETING November 3, 2014

The Administrative Office Technology / Health Information Technology departments held their annual fall advisory committee meeting on Monday, November 3, 2014 in Room 208 on the UAM CTC McGehee campus. The meeting began at 7:15 p.m. Committee Members present included Gail Bell of the Lake Village Clinic and Karen White from the City of McGehee. Faculty members present included Kim Wallis, Renee Jones, Tonya Loe, and Rachel Nicholson.

After an introduction of both new members of faculty and new committee members, the minutes of the Spring 2014 Advisory Meeting were given out and approved by Renee Jones with a second by Tonya Loe.

Kim Wallis reported on the new computers for room 208; while Tonya Loe reported on the new projector for room 206. Tanya also mentioned the new floating Smart Board that the department will be getting soon with some Carl Perkins grant money. We are going to be used as a test pilot situation for the college if the floating situation works.

After handing out and discussing some finer points of the AOT program by Tonya Loe; Karen White stated the City of McGehee uses Center Point for computerized accounting. Karen also said she was taught computerized accounting here years ago and has found it very helpful.

Tonya Loe gave the committee members a rundown of a new student organization, PBL-FBLA, which was started this semester and currently has 5 students as members and one professional member. She asked for guest speakers to bridge gap between student and industry. The members of PBL-FBLA have been busy this semester by participating in two parades and already having one fund raiser. They plan to attend the state spring meeting. A dance is in the process of being approved to be held next semester. It was mentioned that the members are keeping coke tabs – (1 lb. = \$10 to Ronald McDonald house). Kim Wallis stated the college is happy to have the new organization started and should be a way for our students to help build relationships between the student / businesses community. She stated that our students were asking for an out of classroom organization that would provide a sense of community. Tonya concluded by asking for professional memberships with a cost of \$25.00; she gave the committee members the website address and told them to call her so they could get our number so we would get credit if they decided to join.

Renee Jones gave a brief summary of the recruiting activities the faculty participated in over the past year which included several festivals around the Southeast area of the state and a presentation that was given by Kim Wallis and Renee Jones in the spring concerning finding, getting, and keeping a job. We also mentioned opening new avenues of recruiting by visiting Adult Education and Workforce Readiness Centers in our local areas.

Kim Wallis gave a report on the retention rates of the classes held throughout the fall semester with a breakdown between AOT / HIT program classes and General Education. She gave kudos to Rebecca

Newton for, not only having several online classes that are retaining students at 100%, but also creating a program to mentor our students in BlackBoard; BlackBoard is our online classroom delivery system.

Rachel Nicholson mentioned mock interviews being held in her Tech Communications class and asked for volunteers to help with the interviewing process. Both Kim Wallis and Renee Jones volunteered to be on the panel.

After an informative discussion, the faculty members asked the committee members for any ideas on how to make our programs better. Gail Bell mentioned her job as a scribe for the Lake Village Clinic as a replacement for the Medical Transcription class that we currently offer.

At 8:11 p.m. Tanya Loe made a motion to adjourn the meeting and Gail Bell seconded.

Appendix I : Recruitment Activities

Name of Faculty or Staff Member: <u>Renee Jones</u>			
Name of Individual or Organizational Contact: <u>McGehee Owl Fest</u>			
Date: <u>10/18/2014</u>	Location: <u>McGehee Main Street</u>	Requested By:	Total Time of Contact: <u>3 hours</u>
Purpose of Contact (Indicate any options that apply)			
Retention	<u>Recruiting</u>	Program / Course Offering	Other
Description of Contact: <u>Helped with the 5K that is sponsored by UAM CTC McGehee. Answered any questions about UAM and the programs offered.</u>			
Changes Occurring Because of Contact:			

Name of Faculty or Staff Member:		Renee Jones	
Name of Individual or Organizational Contact: Star City GED Center			
Date: 10/14/2014	Location: Star City	Requested By:	Total Time of Contact: 2 hours
Purpose of Contact (Indicate any options that apply)			
Retention	Recruiting	Program / Course Offering	Other
Description of Contact: Gave out information concerning our programs of study and give them some information concerning financial aid (along with our student services representative).			
Changes Occurring Because of Contact:			

Name of Faculty or Staff Member:		Renee Jones	
Name of Individual or Organizational Contact: Pink Tomato Festival			
Date: 6/14/2014	Location: Warren, AR	Requested By:	Total Time of Contact: 2 hours
Purpose of Contact (Indicate any options that apply)			
Retention	<input checked="" type="radio"/> Recruiting	Program / Course Offering	Other
Description of Contact: Spoke with festival attendees about the HIT program and scheduled times for those with interest to meet one-on-one with me about the program. Also gave out brochures to those interested in UAM-CTC as a whole.			
Changes Occurring Because of Contact:			

April 2, 2014

**Anna Diaz
126 Gill Loop
Dumas, AR 71639**

Dear Anna:

You recently indicated interest in the Health Information Technology Program being offered on the UAM-College of Technology campus in McGehee. UAM COT-McGehee's administration, staff and faculty would be delighted for you to come and visit our campus.

Enclosed is a recent brochure on the Health Information Technology Program and a Program of Study illustrating the possibility of acquiring a Certificate of Proficiency after the first 18 credit hours.

We also offer an Associate of Applied Science Degree in General Technology on the McGehee campus. Come by and visit with me at your earliest convenience to discuss the possibilities that we offer on the McGehee campus.

If you would like additional information, please feel free to contact me at jonesre@uamont.edu or at 870-222-5360 ext. 2116.

Sincerely,

**Renée Jones
Instructor, Health Information Technology
UAM CTM**

**Enclosures Health Information Technology brochure
Health Information Technology Program of Study**

Appendix J: Schedule of Course Offerings

MCGEHEE 1852 HIT 1033 01 TECH MED CODING I M W 11:10 AM 12:30 PM MCG-208 Wallis, Kimberly K LEC 1

MCGEHEE 1884 HIT 1063 01 TECH MED OFF PROC T H 09:40 AM 11:00 AM MCG-208 Wallis, Kimberly K LEC 1

MCGEHEE 1076 HIT 1133 01 TECH MEDICAL TERM T H 11:10 AM 12:30 PM MCG-207 Newton, Rebecca S LEC 1

MCGEHEE 1397 HIT 2043 01 TECH MED CODING II M W 09:40 AM 11:00 AM MCG-205 Wallis, Kimberly K LEC 1

MCGEHEE 2503 HIT 2053 60 TECH REIMB METHODS H 05:10 PM 07:45 PM MCG-208 Wallis, Kimberly K LEC 1

MCGEHEE 1077 BUS 1203 01 TECH KEYBOARDING M W 09:40 AM 11:00 AM MCG-208 Groleske, Heather M LEC 1

MCGEHEE 1802 BUS 1203 60 TECH KEYBOARDING T 05:10 PM 07:45 PM MCG-208 Groleske, Heather M LEC 1

MCGEHEE 1856 BUS 1303 01 TECH COMPUTER APPS FOR BUS M 05:10 PM 07:45 PM MCG-206 Stringfellow, Trudy C LEC 1

MCGEHEE 1857 BUS 1303 02 TECH COMPUTER APPS FOR BUS T H 11:10 AM 12:30 PM MCG-206 Stringfellow, Trudy C LEC 1

MCGEHEE 2302 BUS 1303 05 TECH COMPUTER APPS FOR BUS MW 03:10 PM 04:30 PM MCG-206 Stringfellow, Trudy C LEC 1

MCGEHEE 1086 BUS 2003 02 TECH BUS ENGLISH M W 01:40 PM 03:00 PM MCG-205 Groleske, Heather M LEC 1

MCGEHEE 1089 BUS 2143 01 TECH BUSINESS MATH T H 03:10 PM 04:30 PM MCG-205 Groleske, Heather M LEC 1

MCGEHEE 1524 NUR 1514 60 PN ANAT & PHYSIOL M W 05:10 PM 08:00 PM MCG-1 Kincade, Ladeena S LEC 1

OFFCAMP MCG 1394 HIT 1022 92 TECH LAW/ETH HTHCA ONLINE Wallis, Kimberly K LEC 1

OFFCAMP MCG 1792 HIT 1133 90 TECH MEDICAL TERM ONLINE Newton, Rebecca S LEC 1

OFFCAMP MCG 1805 HIT 2013 92 TECH MEDICAL TRANS ONLINE Wallis, Kimberly K LEC 1



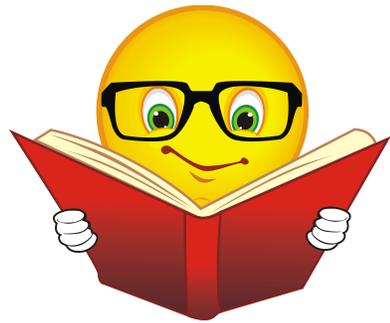
Early Alert Form

ATTN: TARA SNIDER COBURN



Please select one of the following codes for the Early Alert Code Number. If needed you may place more than one student per form.

1. No attendance the first two weeks of class
2. Unsatisfactory attendance
3. Unsatisfactory progress in course
4. Unsatisfactory grade on two consecutive exams
5. Unsatisfactory mid-term grade
6. Needs basic skills instruction
7. Needs study skills instruction
8. Needs tutoring/supplemental instruction



DATE	Student Name	Course Name	Code Number	Instructor Name