University of Arkansas at Monticello
College of Technology - McGehee

Health Information Technology
Program Assessment

2011 - 2012

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UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY – MCGEHEE
HEALTH INFORMATION TECHNOLOGY
PROGRAM ASSESSMENT 2011 - 2012

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 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.

Data from the UAM - CTM Health Information Technology Program is displayed on the University's Gainful Employment Report. The information from this report is listed below and is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning, as successful completion of the program increases the likelihood of obtaining employment in the healthcare industry.

For School Year	# of Students Enrolled	On-Time Graduation Rate	# of Students Completing On-Time	Job Placement Rate
2009-2010	8	100%	8	100%
2010-2011	18	83%	15	64%

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. Comparison of the scores from the pretest and the post-test indicates that students are scoring, on average, 12% better on the post-test than the pre-test. (See Appendix C for comparison of actual test data).

This same practice is used in both Tech Medical Coding I and Tech Medical Coding II. Appendix D indicates the comparison data between the pre-test scores and the post-test scores. Student scores improve, on average, 4% 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 Medical Coding I 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 Medical Coding I 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 B for documentation of vocabulary element utilized in Technical Medical Coding I).

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 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 though 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 (See Appendix Q). 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 use of pretests improves student learning, as these pinpoint areas in need of further instruction prior to the administration of the post-test. (See appendices C and D). Analysis of data from semesters prior to the institution of pre-/post-testing indicates that those semesters that included pre-/post-tests saw an increase of 7% on final grades. (See Appendix N).

In addition, "study groups" are utilized, usually twice a semester, to provide extra instruction to those students needing further assistance on a particular topic. A review of student data indicates that those students participating in these study groups scored, on average, 9% better than the overall class average. (See Appendix F for student sign-in sheets for these activities and Appendix O for a comparison of students that attended study groups and those that did not).

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

Annually, a survey is sent to healthcare providers to determine what the workforce considers the most valuable skills needed in the industry. In the year analyzed, 45 surveys were sent, with 26 returned for a response rate of 65%. These results are analyzed and used to better prepare

students to be contributing members of the healthcare team, thus supporting Student Learning Outcomes #1 and #2. These results are used to stress areas of importance according to workforce needs, and make the program more relevant to those needs. (See Appendix G for sample survey and Appendix H for data analysis). Employers indicated through our survey that their biggest areas of concern are Medical Terminology, Medical Coding, Medical Billing, and Electronic Health Records. As a result of these findings, additional courses have been created and are currently being offered in the Medical Terminology, Medical Coding, and Electronic Health Records. The area of Medical Billing has also been addressed through the selection of an appropriate text for the existing course Technical Medical Office Procedures, which instructs the student on both general and payer specific guidelines.

Student 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 I for information from student evaluations). Student evaluations indicated that in Coding I, certain chapters (Neoplasms and Hypertension) were very difficult because of the uses of tables in ICD-9-CM. For that reason, more emphasis has been put on the layout of these tables in ICD-9-CM to increase student understanding.

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.

Student Learning Outcomes will be reviewed and revised by both administration and faculty to make them more measurable. As written, the Student Learning Outcomes are vague and difficult to measure. By making these more specific, evidence of student learning will be more easily measured and more meaningful. This will be completed Fall 2012.

The faculty of UAM - CTM Health Information Technology Program will implement the use of Pre-Tests and Post-Tests at the beginning and end of every course. By evaluating student's level of knowledge at the start of each course and comparing this to an end-of-class evaluation, a true picture of knowledge gained can be provided. This process will begin Fall 2012.

Efforts will be made by faculty and administration to continue to align curriculum with AHIMA / CAHIIM standards in order to move forward with plans to incorporate an Associate's Degree in Health Information Technology. Addition of this program will allow students to sit for the RHIT exam, giving them an option for an in-demand credential in the healthcare industry. This project is on-going, but proposed curriculum will be completed by Fall 2012.

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.

Research has been conducted on aligning the curriculum to reflect the standards of American Health Information Management Association (AHIMA). By aligning with their standards, the University could seek accreditation through AHIMA for a nationally recognized coding certification program. This program would prepare students to sit for the Certified Coding Associate and / or the Certified Coding Specialist exam(s). This alignment could the 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 P 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 J for Advisory Committee Meeting minutes).

In addition, surveys are sent out to healthcare providers in our service areas to get their feedback on what specific areas of their organization need additional training. Healthcare providers are asked to rank course offerings in their order of importance to indicate in what areas we should be concentrating our training. (See Appendix G for sample survey form and Appendix H for results from the 2012 employer survey).

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 K 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 L 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 M 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
Stringfellot@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

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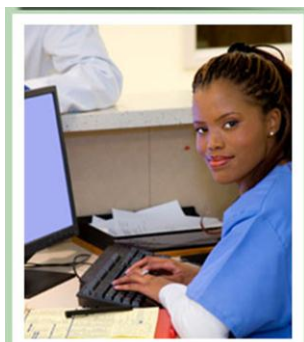
The UAM CTM Healthcare Office Skills Certificate of Proficiency provides successful students entry-level skills for employment as data entry operators, medical file clerks, secretaries, or receptionists in health care facilities.

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

HIT1033 Technical Medical Coding I
Kimberly Wallis, Instructor
(870)222-5360 ext 5215
(870)818-8991 cell
wallisk@uamont.edu

Spring Semester 2012
Class meets Monday and Wednesday: 11:10 am – 12:30 pm, Room 208 – McGehee Campus

Materials Needed
- Textbook–*Basic ICD-9CM Coding, 2011 Edition*, Schraffenberger, Lou Ann, AHIMA Press, 2011, ISBN 9781584262756.

- Code Book – *ICD-9CM for Hospitals, Volumes 1, 2, and 3*, Ingenix, 2011, ISBN 9781601513922.

- Several Scantrons for testing purposes

Course Number: **HIT1033**

Corequisites: **HIT 1133 Tech Medical Terminology or Administrative Approval**

Credit Hours: 3

Course Description: Tech Medical Coding I explores the basics of coding and coding manuals, the examination of specialty areas, such as cardiology, obstetrics / gynecology, radiology, pathology, and laboratory work. Principles will be applied with emphasis on coding symptoms, diseases, operations, and procedures.

HIT Program Student Goals and Learning Outcomes:

Students successfully completing the UAM - CTM 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 their application.
- 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.

There will be a vocabulary element to this course. Chapter terminology assignments will be given, and

Assessment: Your performance will be evaluated on selected chapter activities and projects, chapter exams and a final exam. You are responsible to read each chapter and any additional required reading assignments, complete homework 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:
- 75% Theory and application tests / assigned problems
- 25% Final Exam

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.

Office Hours:	Monday, Wednesday	8:30 am – 9:30 am
Room 208	Tuesday	8:30 am – 9:30 am
McGehee Campus		11:00 am – 12:30 pm
	Thursday	8:30 am – 9:30 am
		12:30 pm – 5:00 pm

Special policies:

- **Absences:** Attendance is required for successful completion of the course. For every hour of instruction missed, students will be penalized one point.

- **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 University of Arkansas at Monticello 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 **off** (vibrate is not adequate) when entering the classroom. If a student leaves the classroom for a phone call during class time, the student will not be allowed to return to the class for that period. Leaving the classroom is considered disorderly conduct and disruptive behavior and will not be tolerated. 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 during testing will receive a zero on that test.

- **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.

- **Late Work / Make-up Tests:** Late homework assignments will not be accepted. Make-up tests will be given at the end of the semester at the discretion of the instructor. The date of to make up an exam will be announced at a later date. It is the student's responsibility to make up any missed tests. If the student fails to make up the test in accordance to the instructor's schedule in the allotted time, he/she will receive a grade of "0" on the test.

It is the student's responsibility to name, save, and label each problem, assignment, project, etc. according to the assignment 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. Students are expected to read all chapters and prepare PRIOR to class. The following is a tentative schedule with changes made at the discretion of the instructor.

Week	Tentative Schedule
1	First Day of Class, Course Overview
2	Chapter 1
3	Chapter 2
4	Chapter 3 / Review for test
5	Test, Chapters 1 – 3 / Chapter 4
6	Chapter 4
7	Review for test / Test, Chapter 4
8	Chapter 5
9	Review for test / Test, Chapter 5
10	Chapter 6 / Chapter 7
11	SPRING BREAK!!!!
12	Chapter 8 / Review for test
13	Test, Chapter 6 – 8 / Chapter 9
14	Chapter 10 / Review for test
15	Test, Chapters 9 – 10 / Chapter 11
16	Chapter 12 / Chapter 13
17	Review for final
May 2 - 8	Final exam week

UNIVERSITY OF ARKANSAS AT MONTICELLO – SPRING 2012
CALENDAR OF EVENTS

January 4 (Tuesday): Admission deadline for new students, transfer students, and former UAM students. Only students completing the admission process by this date will be assured the opportunity to participate in registration on Tuesday, January 10. This is also the deadline for preregistered students to confirm/finalize their registration.

January 9 (Monday): Students who pay their tuition and fees by Tuesday, January 3, will be allowed to make schedule changes between 8:30 a.m. and 11:00 a.m. at the Monticello location and between 8:30 a.m. and 3:30 p.m. at the Crossett and McGehee locations.

January 9 (Monday): Orientation for new freshmen and transfer students:

Monticello campus - Students will receive details and scheduled orientation times by mail.

Crossett and McGehee campuses - Orientation will begin at 1 p.m. in the Student Services Center at the respective location.

January 9 (Monday): Registration for night-only students and graduate students from 5 to 7 p.m. at Monticello (Harris Hall), Crossett, and McGehee.

January 10 (Tuesday): Open registration from 8:30 a.m. until 3:30 p.m. at each campus location.

January 11 (Wednesday): First day of classes (regular and first 8-week fast-track classes).

January 11-18 (Wednesday through Wednesday): Late registration. A $25 late registration fee will be assessed.

January 11-18 (Wednesday through Wednesday): Students may make schedule changes.

January 16 (Monday): Martin Luther King Holiday. All offices and classes closed.

January 18 (Wednesday): Last day to register or add spring classes.

February 20 (Monday): Last day to drop with a W in first 8-week fast-track classes.

February 24 (Friday): Deadline to apply for August and December graduation.

February 29 (Wednesday): Last day to withdraw from first 8-week fast-track classes.

March 5 (Monday): Last day of first 8-week fast-track classes.

March 6 (Tuesday): First day of second 8-week fast-track classes.

March 19-23 (Monday-Friday): Spring Break for faculty and students. All offices closed on March 23.

April 2 (Monday): Preregistration for summer and fall begins.

April 4 (Wednesday): Last day to drop with W in regular classes; not applicable to fast-track classes.

April 13 (Friday): Preregistration for summer and fall ends.

April 19 (Thursday): Last day to drop with a W in second 8-week fast-track classes.

April 26 (Thursday): Last day to withdraw from class (regular and second 8-week fast-track classes). May 1 (Tuesday): Last day of classes.

May 2-8 (Wednesday-Tuesday): Final exams.

May 11 (Friday): Commencement.

UAM College of Technology McGehee
Spring 2012

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, May 2, 2012
All sections Math 0183 ……………...... 10:30 - 12:30
MW 8:10 a.m.. 1:30 - 3:30
MW 3:10 p.m. .... 4:00 - 6:00

Thursday, May 3, 2012
All sections Math 0143…………………... 8:00 - 10:00
TH 11:10 a.m …………........................10:30 - 12:30
TH 1:40 p.m .... 1:30 - 3:30

Friday, May 4, 2012
Friday 8:10….. 8:00 - 10:00
MW 9:40 a.m...10:30 - 12:30
TH 3:10 p.m. .... 1:30 - 3:30

Monday, May 7, 2012
TH 9:40 am… ....8:00 - 10:00
MW 11:10 am ………….………......10:30 - 12:30
MW 1:40 p.m …..1:30 - 3:30

Tuesday, May 8, 2012

TH 8:10 a.m… ....8:00 - 10:00

Course Name: Medical Coding I Course Number HIT 1033

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

    PLEASE PRINT YOUR NAME

- I have viewed (at http://www.uamont.edu/facultyweb/wallis) 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.

_____   _____
Student's signature   Date

Technical Medical Office Procedures: Production Practice Test vs. Production Test Student Score Comparison
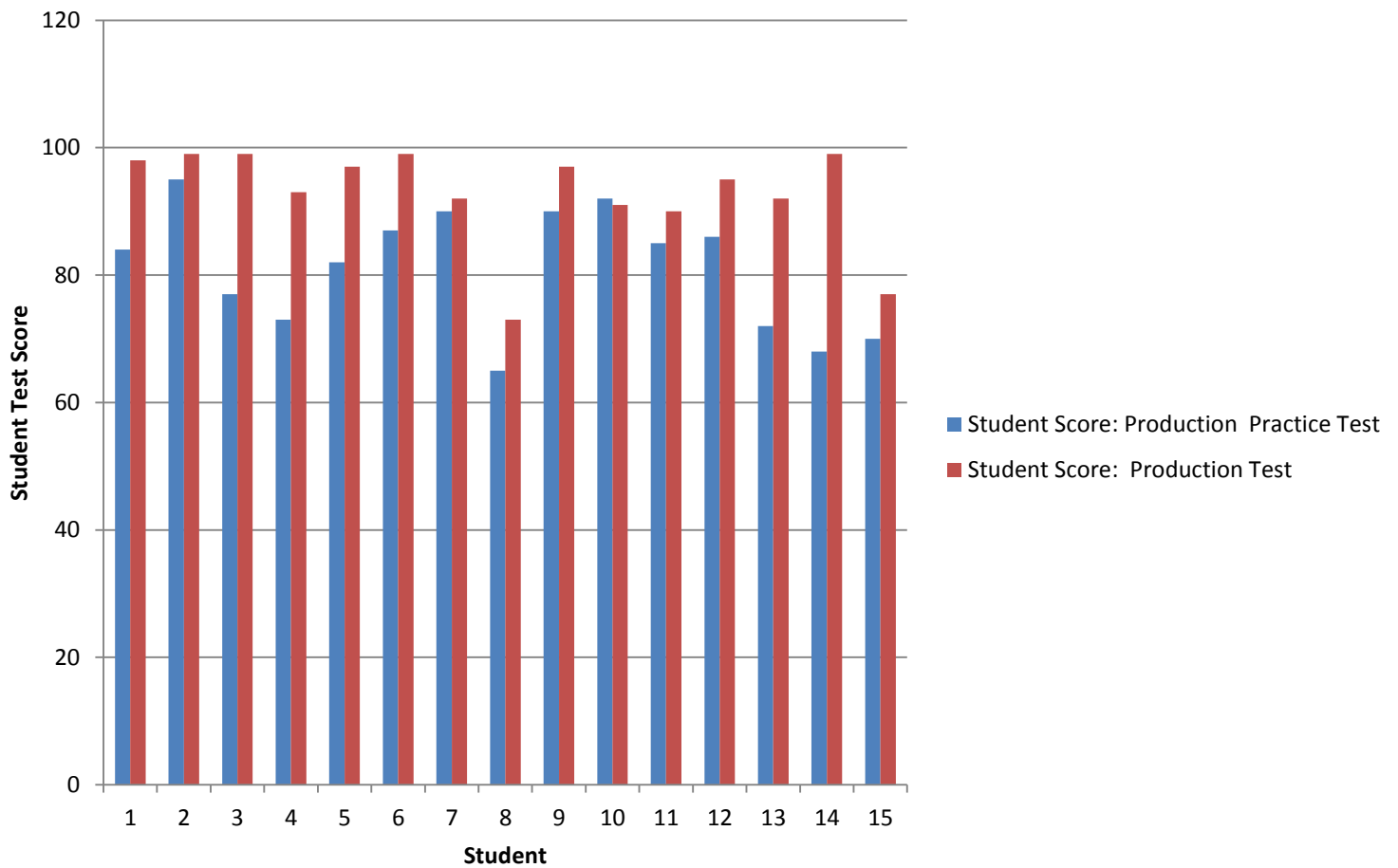
Legend:
- Student Score: Production Practice Test
- Student Score: Production Test

X-axis: Student (1–15)
Y-axis: Student Test Score (0–120)

Coding I: Practice Test vs. Actual Test - Chapter 4: Infectious and Parasitic Diseases

■ Practice Test Chapter 4: Coding I
■ Coding I Test: Chapter 4
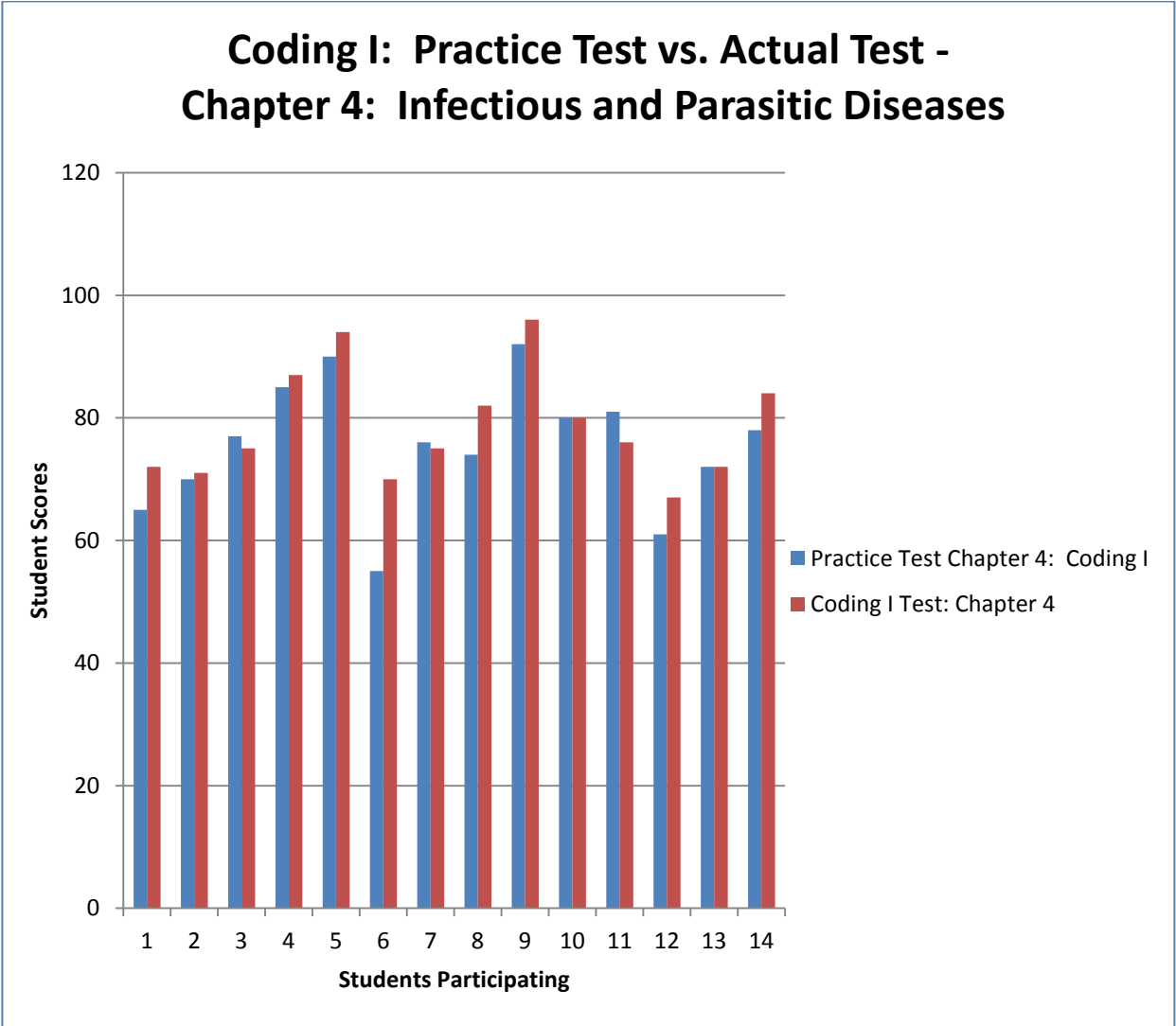
Student Scores (y-axis)
Students Participating (x-axis)

MS-DRG	MDC	TYPE	MS-DRG Title	Weight	Geometric mean LOS	Arithmetic mean LOS
001	PRE	SURG	HEART TRANSPLANT OR IMPLANT OF HEART ASSIST SYSTEM W MCC	24.8578	31.5	43.9
002	PRE	SURG	HEART TRANSPLANT OR IMPLANT OF HEART ASSIST SYSTEM W/O MCC	11.754	16.4	21.2
003	PRE	SURG	ECMO OR TRACH W MV 96+ HRS OR PDX EXC FACE, MOUTH & NECK W MAJ O.H.	18.2667	31.8	38.5
004	PRE	SURG	TRACH W MV 96+ HRS OR PDX EXC FACE, MOUT+ & NECK W/O MAJ O.R.	11.1041	22.9	29.2
005	PRE	SURG	LIVER TRANSPLANT W MCC OR INTESTINAL TRANSPLANT	10.1356	14.9	20.3
006	PRE	SURG	LIVER TRANSPLANT W/O MCC	4.7509	8.3	9.2
007	PRE	SURG	LUNG TRANSPLANT	9.4643	15.8	19.6
008	PRE	SURG	SIMULTANEOUS PANCREAS/KIDNEY TRANSPLANT	5.0615	10.4	12.3
009	PRE	SURG	BONE MARROW TRANSPLANT	6.5419	17.7	21.3
010	PRE	SURG	PANCREAS TRANSPLANT	4.2752	8.9	10.0
011	PRE	SURG	TRACHEOSTOMY FOR FACE,MOUTH & NECK DIAGNOSES W MCC	4.7341	12.7	16.3
012	PRE	SURG	TRACHEOSTOMY FOR FACE,MOUTH & NECK DIAGNOSES W CC	3.0306	9.8	10.5
013	PRE	SURG	TRACHEOSTOMY FOR FACE,MOUTH & NECK DIAGNOSES W/O CC/MCC	1.8643	5.7	6.9
020	01	SURG	INTRACRANIAL VASCULAR PROCEDURES W PDX HEMORRHAGE W MCC	8.4392	14.6	18.3
021	01	SURG	INTRACRANIAL VASCULAR PROCEDURES W PDX HEMORRHAGE W CC	6.2068	12.2	14.4
022	01	SURG	INTRACRANIAL VASCULAR PROCEDURES W PDX HEMORRHAGE W/O CC/MCC	4.8765	7.4	8.9
023	01	SURG	CRANIO W MAJOR DEV IMPL/ACUTE COMPLEX CNS PDX W MCC OR CHEMO IMPLANT	4.9401	8.6	12.1
024	01	SURG	CRANIO W MAJOR DEV IMPL/ACUTE COMPLEX CNS PDX W/O MCC	3.2566	5.7	8.0
025	01	SURG	CRANIOTOMY & ENDOVASCULAR INTRACRANIAL PROCEDURES W MCC	4.8298	9.4	12.1
026	01	SURG	CRANIOTOMY & ENDOVASCULAR INTRACRANIAL PROCEDURES W CC	2.9421	6.1	7.7
027	01	SURG	CRANIOTOMY & ENDOVASCULAR INTRACRANIAL PROCEDURES W/O CC/MCC	2.0902	3.1	4.1
028	01	SURG	SPINAL PROCEDURES W MCC	5.109	10.2	13.4
029	01	SURG	SPINAL PROCEDURES W CC OR SPINAL NEUROSTIMULATORS	2.7768	4.8	6.7
030	01	SURG	SPINAL PROCEDURES W/O CC/MCC	1.6019	2.7	3.5
031	01	SURG	VENTRICULAR SHUNT PROCEDURES W MCC	4.6341	9.0	13.2
032	01	SURG	VENTRICULAR SHUNT PROCEDURES W CC	1.9766	3.7	5.5
033	01	SURG	VENTRICULAR SHUNT PROCEDURES W/O CC/MCC	1.3331	2.2	2.8
034	01	SURG	CAROTID ARTERY STENT PROCEDURE W MCC	3.19	4.4	6.9
035	01	SURG	CAROTID ARTERY STENT PROCEDURE W CC	2.0165	2.0	2.9
036	01	SURG	CAROTID ARTERY STENT PROCEDURE W/O CC/MCC	1.5744	1.3	1.6
037	01	SURG	EXTRACRANIAL PROCEDURES W MCC	2.919	5.7	8.3
038	01	SURG	EXTRACRANIAL PROCEDURES W CC	1.4783	2.4	3.4
039	01	SURG	EXTRACRANIAL PROCEDURES W/O CC/MCC	1.0033	1.4	1.7
040	01	SURG	PERIPH/CRANIAL NERVE & OTHER NERV SYST PROC W MCC	3.9518	8.4	12.9
041	01	SURG	PERIPH/CRANIAL NERVE & OTHER NERV SYST PROC W CC OR PERIPH NEUROSTIM	2.1249	5.2	7.0
042	01	SURG	PERIPH/CRANIAL NERVE & OTHER NERV SYST PROC W/O CC/MCC	1.6448	2.4	3.3
052	01	MED	SPINAL DISORDERS & INJURIES W CC/MCC	1.4836	4.5	6.3
053	01	MED	SPINAL DISORDERS & INJURIES W/O CC/MCC	0.6387	3.1	4.0
054	01	MED	NERVOUS SYSTEM NEOPLASMS W MCC	1.5837	5.0	6.8
055	01	MED	NERVOUS SYSTEM NEOPLASMS W/O MCC	1.0613	3.6	4.9
056	01	MED	DEGENERATIVE NERVOUS SYSTEM DISORDERS W MCC	1.8952	5.7	7.7
057	01	MED	DEGENERATIVE NERVOUS SYSTEM DISORDERS W/O MCC	0.9928	3.9	5.0

THIS IS NOT A BILL

YOUR BENEFIT SNAPSHOT

BENEFIT YEAR 2011	BENEFIT AMOUNT	AMOUNT THIS YEAR TO DATE	REMAINING BALANCE
INDIVIDUAL IN-NETWORK DEDUCTIBLE	500.00	444.83	55.17
INDIVIDUAL OUT-OF-NETWORK DEDUCTIBLE	600.00	68.70	531.30
FAMILY IN-NETWORK DEDUCTIBLE	1,000.00	444.83	555.17
FAMILY OUT-OF-NETWORK DEDUCTIBLE	1,200.00	0.00	1,200.00
INDIVIDUAL IN-NETWORK OUT-OF-POCKET LIMIT	3,000.00	1,265.83	1,265.17
INDIVIDUAL OUT-OF-NETWORK OUT-OF-POCKET LIMIT	6,000.00	7.70	7,592.30
FAMILY IN-NETWORK OUT-OF-POCKET LIMIT	9,000.00	359.44	5,567.17
FAMILY OUT-OF-NETWORK OUT-OF-POCKET LIMIT	12,000.00	0.00	12,000.00
LIFETIME MAXIMUM	2,000,000.00	1,503.95	1,998,496.05

Maximum benefit provisions for your health benefit plan are performed under the Anthem UM Services, Inc. license.

CHECK NUMBER: _____

PATIENT:	
PATIENT ACCOUNT #:	
INSURED ID:	
PROVIDER #:	
CLAIM #:	
PROVIDER PARTICIPATION STATUS	IN NETWORK
CLAIM RECEIVE DATE:	04/15/2011
EOB DATE:	12/2011
AMOUNT PROVIDER MAY BILL YOU.	144.83
IF NOT ALREADY PAID	

MEDICAL NECESSITIES

WALLIS RAY — 732 N MONTEZUMA RD — MONTEZUMA AZ 71655

DATE OF SERVICE	CODES	TYPE OF SERVICE	CHARGE	ALLOWABLE AMOUNT	PROVIDER RESPONSIBILITY	PATIENT RESPONSIBILITY	DEDUCTIBLE	COPAY/ COINSURANCE	ADDITIONAL OTHER REASONS/BENEFIT	REASON CODES	AMOUNT ANTHEM PROVIDED
04/02/2011-04/02/2011	63685T	PROSTHETIC ITEMS/SERV	154.10	107.08	47.03	107.08	107.08	0.00	0.00		0.00
04/02/2011-04/07/2011	E0740NU	IMPLANTATION DEVICES	61.70	37.75	14.25	37.75	37.75	0.00	0.00		0.00
TOTALS			216.09	144.83	61.29	144.83	144.83	0.00	0.00		0.00

YOU HAVE SAVED   61.29   BY USING AN ANTHEM NETWORK PROVIDER.

YOU ARE RESPONSIBLE IF ANY CHARGE HAS BEEN DENIED DUE TO MEDICAL NECESSITY AND YOU AGREED, PRIOR TO THE SERVICE AND AFTER SEEING THE APPROPRIATE CODE, IN WRITING, TO BE RESPONSIBLE FOR IT.

IF YOUR CLAIM WAS FOR EMERGENCY CARE FROM A NON-NETWORK PROVIDER AND YOU RECEIVE A BILL FOR MORE THAN THE ALLOWED AMOUNT, CALL CUSTOMER SERVICE. YOUR CLAIM MAY BE APPROVED TO PAY MORE.

IF YOUR FAMILY DEDUCTIBLE/FAMILY OUT-OF-POCKET LIMIT HAS BEEN MET IN A PARTICULAR CATEGORY, YOU WILL NOT BE RESPONSIBLE FOR ANY INDIVIDUAL DEDUCTIBLE/INDIVIDUAL OUT-OF-POCKET LIMIT THAT REMAINS IN THE SAME CATEGORY SHOWN ABOVE.

REASON CODE	REASON CODE TEXT
5AA	THIS PART OF THE CHARGE EXCEEDS THE ALLOWED AMOUNT AND IS NOT COVERED.

ANSI CODES	EXPLANATION
45	CHARGE EXCEEDS FEE SCHEDULE/MAXIMUM ALLOWABLE OR CONTRACTED/LEGISLATED FEE ARRANGEMENT.

Patient's Name: _____   Medicare # (HICN): _____

ADVANCE BENEFICIARY NOTICE (ABN)

NOTE: You need to make a choice about receiving these health care items or services.

We expect that Medicare will not pay for the item(s) or service(s) that are described below. Medicare does not pay for all of your health care costs. Medicare only pays for covered items and services when Medicare rules are met. The fact that Medicare may not pay for a particular item or service does not mean that you should not receive it. There may be a good reason your doctor recommended it. Right now, in your case, **Medicare probably will not pay for –**

Items or Services:
Because:

The purpose of this form is to help you make an informed choice about whether or not you want to receive these items or services, knowing that you might have to pay for them yourself. Before you make a decision about your options, you should **read this entire notice carefully.**
* Ask us to explain, if you don't understand why Medicare probably won't pay.
* Ask us how much these items or services will cost you (Estimated Cost: $_____), in case you have to pay for them yourself or through other insurance.

PLEASE CHOOSE **ONE** OPTION. CHECK **ONE** BOX. **SIGN & DATE** YOUR CHOICE.

☐ **Option 1. YES.** I want to receive these Items or services.

I understand that Medicare will not decide whether to pay unless I receive these items or services. Please submit my claim to Medicare. I understand that you may bill me for items or services and that I may have to pay the bill while Medicare is making its decision. If Medicare does pay, you will refund to me any payments I made to you that are due to me. If Medicare denies payment, I agree to be personally and fully responsible for payment. That is, I will pay personally, either out of pocket or through any other insurance that I have. I understand I can appeal Medicare's decision.

☐ **Option 2. NO.** I have decided not to receive these items or services.
I will not receive these items or services. I understand that you will not be able to submit a claim to Medicare and that I will not be able to appeal your opinion that Medicare won't pay.

_____   _____
Date   Signature of patient or person acting on patient's behalf

NOTE: Your health information will be kept confidential. Any information that we collect about you on this form will be kept confidential in our offices. If a claim is submitted to Medicare, your health information on this form may be shared with Medicare. Your health information which Medicare sees will be kept confidential by Medicare.

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Appendix F: Coding I Study Group Sign-In Sheet

03/14/12   Sign In   Coding I

1. Jennifer Chaney
2. Jordan White
3. Blaine Ellis
4. Marquetta Britt
5. Candace Lee
6. Chasity Wigley
7. Dawn Klazer
8. Jerica Simpson
9. Damika Fuller

Appendix G: Sample Provider Outreach Survey

UAM College of Technology - McGehee
Department of Health Information Technology
Provider Outreach Survey

Provider Name: _____   Location: _____

Number of Beds: _____   Average Daily Census: ____

Provider Type: _____   Number of Employees: _____

Course Title	Rank
Keyboarding	
Business English	
Medical Terminology	
Medical Coding (ICD-9 CM)	
Medical Coding (HCPCS / CPT)	
Anatomy & Physiology	
Law and Ethics in Healthcare	
Computer Applications (Introduction to Word, Excel, and PowerPoint)	
Reimbursement Methodologies	
Business Mathematics	
Spreadsheet Applications (Excel)	
Medical Billing	
Electronic Health Record	
Medical Records Management	
Registration / Admission Procedures	
Patient Billing and Collections	
Tech Medical Transcription	

Ranking each with 1 – 17, please indicate what courses, in your opinion, should be considered a priority for optimal revenue cycle training. Please use the following scale for your answer:

1= High Priority

17= Low Priority
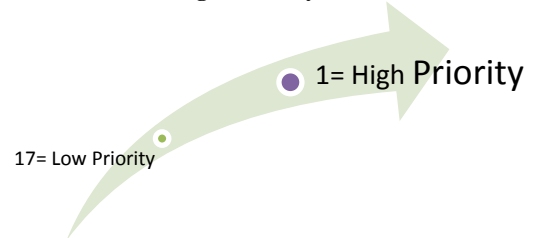
Does your facility currently utilize Electronic Health Record? If so, what software package do you utilize?

Are there any courses not listed above that you believe would be beneficial to those seeking employment in revenue cycle operations?

Would your facility allow interns on limited assignment as part of this curriculum?

Would you like to be contacted regarding not- for- credit course offerings in any area listed above? If yes, please list area of interest.
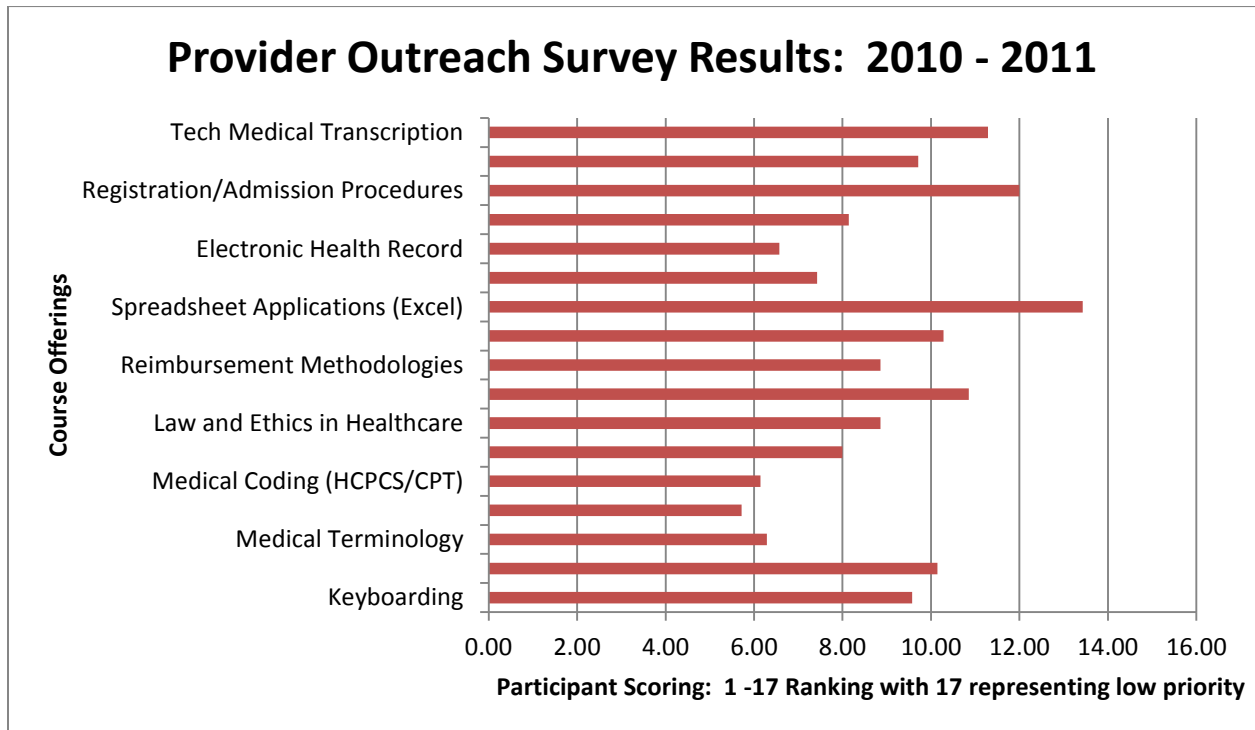
The following information is optional. Thanks so much for your participation!

Name _____   Title_____

E-Mail Address_____ Date _____

Appendix H: Provider Survey Data Analysis

Provider Outreach Survey Results: 2010 - 2011

Course Offerings (y-axis):
- Tech Medical Transcription
- Registration/Admission Procedures
- Electronic Health Record
- Spreadsheet Applications (Excel)
- Reimbursement Methodologies
- Law and Ethics in Healthcare
- Medical Coding (HCPCS/CPT)
- Medical Terminology
- Keyboarding

Participant Scoring: 1 -17 Ranking with 17 representing low priority

Student Evaluation of Teaching

Please give honest and thoughtful answers to the following questions. Use your scantron to record your answers. If a question does not apply to this course, leave it blank. Your individual responses will be anonymous. A summary of the responses from the class will be provided to the course instructor after all semester grades have been submitted. Student ratings can help the instructor improve teaching and the course. Your responses can also help the department make valid judgments about teaching effectiveness. The course instructor will not be present during the administration of this evaluation.

Student Self-Evaluation

1. This course is	A=Required,		B=Elective,		C=Audit
2. My current UAM grade point average (GPA)	A 3.6-4.0	B 3.1-3.5	C 2.6-3.0	D 2.0-2.5	E 0.5-1.9
3. I am presently a	Fr	So	Jr	Sr	Other
4. Number of times I was absent from this class	0	1	2	3	4+
5. Estimated weekly hours I spent studying for this course	0-2	3-5	6-8	9-11	12+
6. My final grade in this course will probably be	A	B	C	D	F

	Excellent	Very good	Good	Fair	Poor
7. My class participation was	A	B	C	D	E
8. My interest in taking this course before I enrolled was	A	B	C	D	E
9. My current interest in this course is	A	B	C	D	E
10. Amount I have learned	A	B	C	D	E

Instructor Evaluation

	Excellent	Very good	Good	Fair	Poor
11. Explains subject matter so that I understand	A	B	C	D	F
12. Speaks clearly	A	B	C	D	E
13. Demonstrates knowledge of subject	A	B	C	D	E
14. Uses appropriate teaching aids effectively	A	B	C	D	E
15. Promotes independent thought while offering proper guidance	A	B	C	D	E
16. Encourages effective communication skills	A	B	C	D	E
17. Is well prepared for class	A	B	C	D	E
18. Is available for help during posted office hours	A	B	C	D	E
19. Shows concern for students	A	B	C	D	E
20. Increases my desire to learn more about the subject	A	B	C	D	E
21. Comments on my work (tests/assignments) in ways that help me to learn	A	B	C	D	E
22. Shows interest in subject matter	A	B	C	D	E
23. Establishes relevance of subject matter	A	B	C	D	E
24. Overall effectiveness as a teacher	A	B	C	D	E

Course Evaluation

	Excellent	Very good	Good	Fair	Poor
25. Goals and objectives clearly stated and are being accomplished	A	B	C	D	E
26. Course content organized	A	B	C	D	E
27. Exams based on lectures and assigned materials	A	B	C	D	E
28. Exam questions clearly written	A	B	C	D	E
29. Grading procedures based on criteria in syllabus	A	B	C	D	E
30. Course experiences relevant to subject matter	A	B	C	D	E
31. Usefulness of textbook	A	B	C	D	E
32. Usefulness of outside assignments	A	B	C	D	E
33. Pace of presentation	A=too slow,		B=OK		C=too fast

	Excellent	Very good	Good	Fair	Poor
34. Overall rating of this course	A	B	C	D	E

35. Additional written comments: this is your opportunity to offer additional comments. Please use the attached page.

Revised by Academic Affairs 02-15-00

Comment Page on Reverse Side.

ADDITIONAL WRITTEN COMMENTS

This is your opportunity to offer additional comments. Please use this page.

_____

_____

_____

_____

_____

_____

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_____

_____

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_____

_____

_____

Appendix J: Advisory Committee Meeting Minutes

ADVISORY MINUTES
AOT/HIT MEETING
October 25, 2011

Veronica Studards opened the meeting at 7 p.m., thanked the members for attending, and La Tonya Mason handed out packets. The following members were present: David Holt, Charles Lloyd, Angela Case, Reathel Privett, and Waverland Vance. In addition to the Advisory Committee, attendees were: Bob Ware, Vice Chancellor; Sharon Cantrell, Assistant Vice Chancellor, Instructors Veronica Studards, Trudy Stringfellow, Kimberly Wallis, Heather Groleske, and La Tonya Mason, Business Department Office Assistant. Patty Nowlen and Vonda Russell were absent.

Old Business: In the minutes of the spring 2011 meeting, Veronica had requested from the members ideas for recruitment activities for potential students. Waverland suggested keeping a log of clients who come into her office that may need training. Union Bank suggested inviting high school students to the bank for food and recruitment activities. Charles Lloyd suggested Dorissa Kaufman to present UAMCTM to the McGehee Chamber in spring of 2012.

New Business: Heather discussed the purchase of a new data projector for room 205, and she explained the projector was purchased by Carl Perkins' funds. She stated that a projector is in every business classroom now.

Trudy discussed the new software and equipment purchases. She explained the need for equipment upgrade every three years, and how there will not be any changes until fall 2012. She also advised she is now using Windows 7 and Microsoft Office 10.

Veronica announced her retirement is scheduled for June 30, 2012. She will be retiring as a full-time instructor. Veronica explained the need for a health professional replacement versus a business instructor due to the number of students enrolling in the HIT program.

Veronica discussed **retention rate** for the current semester. Retention graphs were in the packets given to each member on each class offered in the AOT and HIT programs. She mentioned Heather has bigger classes and retains most of her students. The disbursement procedures for financial aid were discussed—possible alternative methods could possibly increase retention.

Kim discussed the viability report and how there's a goal of 3 graduates for a 3-year average for all programs which secures funding for the school. AOT had 8.3, and HIT has not been in place for the three-year average.

Kim discussed her two-track program at length. Kim stated she and Heather were advising students to enroll in double majors in HIT and AOT, and how she would like a two-year program in HIT with a technical certificate of 45 hours and eventually a track to coding

certification. Kim also suggested a modification of the general HIT program to give students a choice of either the General HIT Track or the Coding Track.

Reathel Privett made a motion to hire a health professional with business experience that could serve a dual role for the AOT/HIT programs. Waverland Vance made a second and the motion was approved unanimously.

David Holt made a motion, and Charles Lloyd made a second , for the two track HIT curriculums and the motion was approved unanimously.

The meeting adjourned at approximately 8:00 p.m.

ADVISORY MEETING
APRIL 24, 2012
AOT/HIT

The meeting began at approximately 5:30 p.m. The following members were present: Angela Case, Reathel Privett, Waverland Vance, Vonda Russell, David Holt and Charles Lloyd. The members who were absent were Beth Holt and Patty Nowlen.

Kim Wallis introduced the new instructor, Renee Jones. Renee will be teaching HIT and AOT classes beginning in fall 2012.

Veronica Studards informed the members Dorissa Kaufman would be presenting her PowerPoint presentation on UAM College of Technology McGehee on Thursday, April 26 to the McGehee Chamber of Commerce. Charles Lloyd had requested this be done during our fall meeting in October 2011.

Trudy then stated there would be new computers installed in Room 207 during the summer. These computers in Room 207 will bring all classrooms in the business department up to Microsoft Office 2010. At this time, Trudy stated there should be no software changes until fall 2013.

Retention was discussed at length. Trudy stated we were overall in the two programs approximately 80%. Some classes were way less and others a little higher. Charles Lloyd asked had the Federal aid disbursement process been changed. It was explained we are still disbursing funds approximately 4 weeks into the semester and there was a decline in students at that point. It was mentioned the summer sessions were somewhat short of financial aid and administration feels this will have an overall affect on the entire school as far as enrollment is concerned. Charles Lloyd stated he feels funds should be held for as long as possible to encourage students to remain in classes.

Retention is a major concern of the entire school. All programs are required at this time to have online courses offered as well as at least one night class offered during each semester. Trudy stated her Business Communication online class was difficult for the students, and her retention was average. Heather Groleske stated her Keyboarding Applications online course was difficult and is not going to be offered online in the fall. Kim Wallis stated her Medical Transcription online course works great and retention is above average.

Kim reported there were 18 completers in December for HIT and 2 completers in AOT for the summer 2012. Overall there were 11 technical certificates and 8 Certificates of Proficiency to be disbursed or will be disbursed.

David Holt asked how the curriculum changes for the HIT program were progressing. Kim reported they are not. Crossett refused to accept the proposals, but Kim stated she has not giving up on the idea. The members were then advised of the issues that recently occurred with the AOT curriculum and Crossett's proposals.

Appendix K: Recruitment Activities.

Name of Faculty or Staff Member:	Kimberly Wallis			
Name of Individual or Organizational Contact: College Goal Sunday				
Date: 2-20-2011	Location: UAM-CTM	Requested By:		Total Time of Contact: 1.5 hours
Purpose of Contact (Indicate any options that apply)				
Retention	Recruiting		Program/Course Input	Other

Description of Contact:

Spoke briefly with audience regarding HIT program and careers available in healthcare.

Changes Occurring Because of Contact:

Name of Faculty or Staff Member:	Kimberly Wallis

Name of Individual or Organizational Contact:
McGehee High School - East Lab

Date: 02-14-2011	Location: McGehee HS	Requested By:	Total Time of Contact: 45 min

Purpose of Contact (Indicate any options that apply)

Retention   (Recruiting)   Program/Course Input   Other

Description of Contact:

Spoke to East Lab students about the HIT program and careers available in healthcare.

Changes Occurring Because of Contact:

UAM College of Technology – McGehee
P. O. Box 747
McGehee, AR 71654
Phone (870) 222-5360
Fax (870) 222-4709
Toll 800-747-5360

UAM Technology College of McGehee

August 23, 2011

Ronesha Henry
723 Mark Drive
McGehee, AR 71654

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 wallisk@uamont.edu or at 870-222-5360 ext 5215.

Sincerely,

Kimberly Wallis
Instructor, Health Information Technology
UAM CTM

Enclosures   Health Information Technology brochure
                    Health Information Technology Program of Study

PROFESSIONAL OR STUDENT CONTACTS

Left message 6-7-11

Instructor: __Wallis, Kim__ Date: __June 7, 2011__

Contact with Student: Current [ ] Former [ ] Prospective [X]

Student's Name: __Natasha Rogers__

Phone: __870-224-2156__ Alternative Phone: _____

Address: _____

Professional Contact: _____

Title/Employer: _____

Subject/Comments: __Made an appointment for Thur June 9 to come make schedule.__

---

left message 6-7-11 called back 6-7-11

Instructor: __Wallis, Kim__ Date: __June 7, 2011__

Contact with Student: Current [ ] Former [ ] Prospective [X]

Student's Name: __Brantley, Vicki (?) Champlin__

Phone: __870-765-6336__ Alternative Phone: _____

Address: _____

Professional Contact: _____

Title/Employer: _____

Subject/Comments: __Coming in next week to speak w/CR and map out a schedule.__

H:\Forms\Student contact.doc

34

PROFESSIONAL OR STUDENT CONTACTS

Instructor: __Wallis, Kim__   Date: __April 19, 2011__

Contact with Student: Current [   ]   Former [   ]   Prospective [X]

Student's Name: __Tanzania Adams__

Phone: _____   Alternative Phone: _____

Address: __California__

Professional Contact: _____

Title/Employer: _____

Subject/Comments: __States she is moving from CA to AR within the next year. Seeking info about enrollment/ the HIT program. Also put her in contact w/Charles Rocconi.__

Instructor: __Wallis, Kim__   Date: __May 12, 2011__

Contact with Student: Current [   ]   Former [   ]   Prospective [X]

Student's Name: __Adams, Tanzania__

Phone: _____   Alternative Phone: _____

Address: __California__

Professional Contact: _____

Title/Employer: _____

Subject/Comments: __Student states she will begin school in Spring 2012. Put in contact with CR about asset test.__

H:\Forms\Student contact.doc

Name of Faculty or Staff Member: Kimberly Wallis			
Name of Individual or Organizational Contact: Various student contacts			
Date:	Location:	Requested By:	Total Time of Contact:

Purpose of Contact (Indicate any options that apply)

Retention   Recruiting   Program/Course Input   Other

Description of Contact:

please see attached phone/contact logs for student contacts throughout the semester.

Changes Occurring Because of Contact:

Of the seven individual students contacted, four subsequently enrolled.

Name of Faculty or Staff Member: Kimberly Wallis

Name of Individual or Organizational Contact: UAM-Parent appreciation Day

Date: 09-10-11	Location: UAM-Monticello	Requested By:	Total Time of Contact: 2.5 hours

Purpose of Contact (Indicate any options that apply)

Retention   (Recruiting)   Program/Course Input   Other

Description of Contact:

Set up table @ UAM-Spencer Gallery
to represent UAM-CTM. (with Heather Groleske)

Changes Occurring Because of Contact:

distributed info on all of McGehee's
programs to potential students

Name of Faculty or Staff Member Kimberly Wallis

Name of Individual or Organizational Contact:
Chicot Memorial Med Ctr. - Renee Jones

| Date: 5-10-11 | Location: CMMC | Requested By: | Total Time of Contact: 1.5 hours |

Purpose of Contact (Indicate any options that apply)

Retention   Recruiting   (Program/Course Input)   Other

Description of Contact:

Spoke with HR @ CMMC regarding the possibility of placing HIT/AOT students in their Organization for practicum.

Changes Occurring Because of Contact:

Taking suggestion to executive team.

Appendix L: 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-206Stringfellow,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

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

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

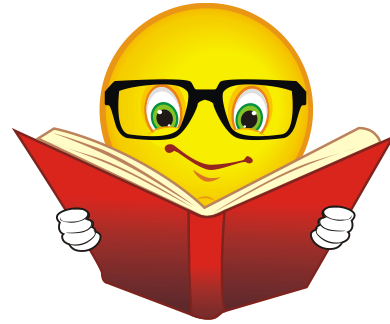OFFCAMPMCG 1805 HIT 2013 92 TECH MEDICAL TRANS ONLINE Wallis,Kimberly K LEC 1

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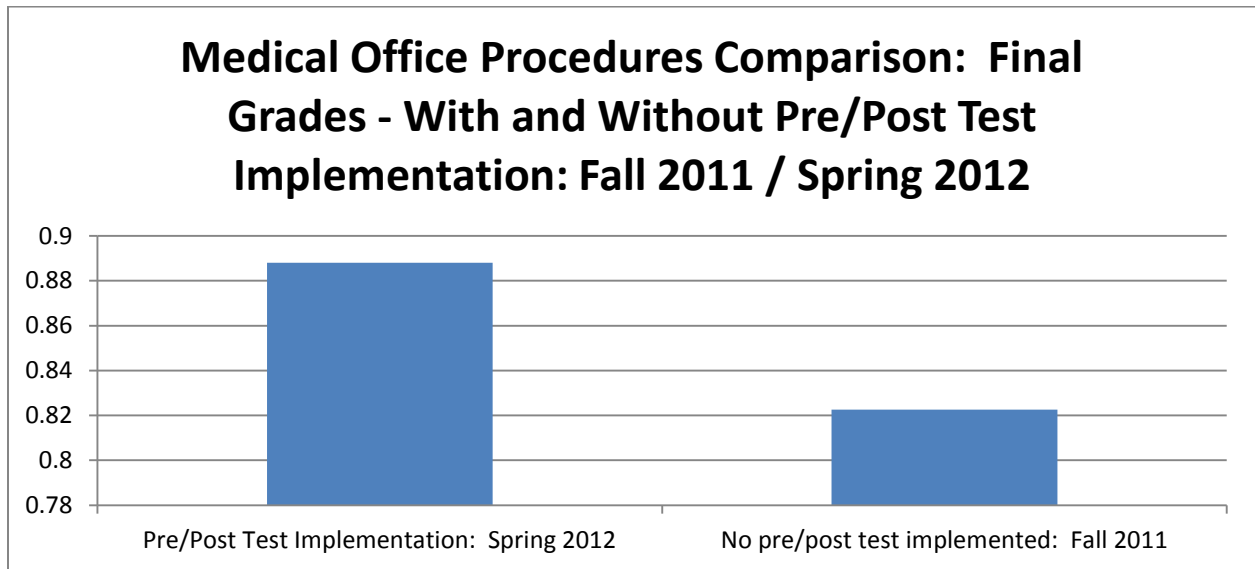
1. No attendance the first two weeks of class
2. Unsatisfactory attendance
3. Unsatisfactory progress in course
4. Unsatisfactory grade on two consecutive exams
5. Unsatisfactory mid-term grade
6. Needs basic skills instruction
7. Needs study skills instruction
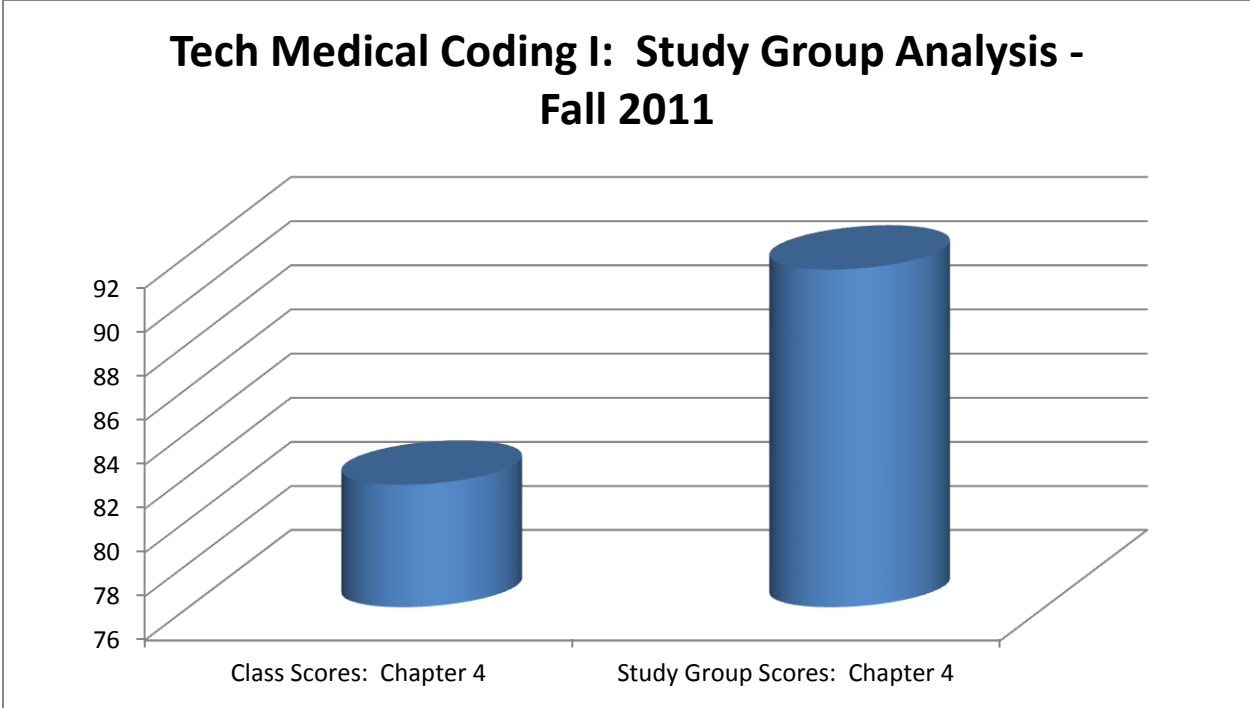8. Needs tutoring/supplemental instruction

DATE	Student Name	Course Name	Code Number	Instructor Name

Medical Office Procedures Comparison: Final Grades - With and Without Pre/Post Test Implementation: Fall 2011 / Spring 2012

Tech Medical Coding I: Study Group Analysis - Fall 2011

92	
90	
88	
86	
84	
82	
80	
78	
76	

Class Scores: Chapter 4   Study Group Scores: Chapter 4

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

Careers in HIM

Health information management (HIM) is a diverse yet evolving field that incorporates medicine, management, finance, information technology, and law into one dynamic career path. According to the Bureau of Labor Statistics, demand for HIM professionals will increase by 20 percent through 2018.

AHIMA wants you to realize your potential in this exciting field. Whether you are planning to start a new career in HIM or evolve in the profession, education and certification often play key roles.
(http://www.ahima.org/careersinhim/default.aspx)

CLASS MOP

TEST 3

DATE Spring 2012

ITEM ANALYSIS — QUESTIONS 1-25
Number of wrong responses

ITEM ANALYSIS — QUESTIONS 26-50
Number of wrong responses

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