GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

HEALTH INFORMATION TECHNOLOGY PROGRAM

STUDENT HANDBOOK

2025- 2026

WELCOME!

Welcome to the Great Falls College Montana State University's Health Information Technology (HIT) program

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Your course work and clinical experience in health care facilities will become your immediate preparation for your professional career. In the courses you are now about to undertake, you will be concentrating your skills and efforts on the health care field by learning to maintain, organize and produce health care information. This information is of extreme importance to the various health care professionals, the patient, and the management of the health care facility.

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This handbook has been prepared to better acquaint you with the HIT program and various program requirements. A good deal of work and dedication will be accomplished through your enrollment in this program. This program has been designed to assist you in dealing with the challenges you will face in your professional career.

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Best of luck to each of you in your endeavors as a Health Information Technology student and in your future career as a Registered Health Information Technician.

STATEMENT OF PHILOSOPHY:

Learning is a treasure that will follow its owner everywhere. -- *Chinese Proverb*

Our focus is on the development of critical thinking skills, personal growth, and awareness of global issues essential for lifelong learning in the field of Health Information Technology. Learning occurs both in and out of the classroom, with students and faculty who are challenged to question, analyze, problem solve.

PROGRAM ACCREDITATION:

The Health Information Technology Program (HIT) is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) in cooperation with the American Health Information Management Association (AHIMA).

DESCRIPTION OF PROFESSION:

The health information technician possesses the technical knowledge and skills necessary to maintain components of health record systems consistent with the requirements of the health care delivery system. In all types of health care facilities and in various locations within a facility, the health information technician analyzes health records according to standards; abstracts and codes diseases and procedures; maintains and utilizes a variety of health record indices and registers; and compiles administrative and health statistics and prepares reports for reimbursement, facility planning, marketing, quality assessment and research.

OUTCOMES AND GOALS:

The primary goal of the HIT Program at Great Falls College Montana State University is to establish and maintain an educational program that is accredited and of the highest quality.

HIT Program Outcomes

- Use computer applications and software in maintaining health information in health records.
- Research and rely on knowledge in medical terminology, anatomy and physiology, pharmacology, and disease processes.
- Identify and apply accurate diagnostic and procedural codes for reimbursement.
- Exhibit professional communication skills in oral, written, and electronic formats.
- Maintain confidentiality of health information, while developing a commitment to adhering to the standards of professional integrity, honesty and fairness.
- Interact professionally in the healthcare environment with healthcare providers, patients/clients and the public, while understanding diversity among cultures and societies.
- Analyze qualitative and quantitative information, including graphic, numerical and verbal data.
- Apply knowledge of health information technology to solve problems, while utilizing critical thinking skills.

It is Great Falls College Montana State University's intent to graduate students who have developed the professional and personal attitude and skills necessary to begin their careers as Registered Health Information Technicians and successfully pass the national examination for RHIT.

To achieve this goal, an appropriate curriculum has been developed for the HIT Program, which enables the student to demonstrate the Domains, Tasks, and Subtasks for health information technicians (see Appendix).

ADMISSION TO THE HEALTH INFORMATION TECHNOLOGY PROGRAM:

Admission to the HIT Program follows the accepted practices of Great Falls College Montana State University as stated in the Great Falls College Montana State University catalog.

The following requirements must be met before declaring HIT as a major:

- Official college transcripts including transfer credits and waivers must be on file in the Great Falls College Montana State University Records office.
- High school diploma or GED score is required.
- Appropriate placement scores for Math and Writing must be on file in the Great Falls College Montana State University Records office prior to acceptance into the HIT program.

Great Falls College Montana State University maintains a policy of non-discrimination on the basis of minority status, sex, handicap or other impermissible grounds in the provision of all related services provided to members of the public by facilities under control of the College.

The College commits itself to a continuing program to assure that unlawful discrimination does not occur in the services it renders to the public and that those sectors of the public most affected by this policy be kept informed of its content.

HEALTH INSURANCE REQUIREMENT:

All students enrolled for 4 or more credits are required to have health insurance. For students without adequate coverage, Great Falls College Montana State University offers a program developed especially for Montana University System students.

CURRICULUM:

An associate of applied science degree with a major in HIT is granted by the College after completion of the course requirements in the two-year program.

The HIT program is completed online through the use of D2L. It is strongly recommended that students have a good grasp of how to use a computer and the ability to access the Internet.

A minimum grade of "C-" or higher must be earned in coursework.

In order to enroll for the Professional Practice classes the student must have successfully completed all required coursework for the Professional Practice Experience with an overall average grade point average of at least 2.0.

GRADING SCALE:

The official grading scale for the all HIT courses is:

A--------------- 92 - 100%

B--------------- 84 - 91%

C--------------- 76 - 83%

D--------------- 68 - 75%

F--------------- 67% and below

ATTENDANCE:

Students are expected to attend all class sessions for which they are registered, except in the case of illness or emergency. Instructors have the responsibility of recording and submitting written records of absences from the discussion or chat boards. These records are frequently requested by employers and by agencies that provide financial support.

COMMUNICATION SKILLS:

Effective oral and writing skills are important to the Health Information Technician. Grades will be based on mechanics as well as content. Grammar, spelling, organization and punctuation will be evaluated on all documents. One point will be automatically deducted for each error up to a total of 5 points.

TEXTBOOKS AND COURSE MATERIALS:

Course syllabi will list the textbooks required for each course required for the HIT Program. Exams, quizzes, assignments, etc., will be given to evaluate student learning. Health information is a professional field; therefore, **consideration should be given to retaining these textbooks and course materials** for use in other classes, for review for the national examination, and for practice in the professional field.

GRADE POINT AVERAGE REQUIREMENT (TWO-YEAR DEGREE):

An overall 2.0 grade point average must be maintained in all course work leading to an associate degree in applied science as a Health Information Technician.

ACADEMIC INTEGRITY/PLAGARISM:

Academic integrity is expected of all students. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating or stealing since it means that a student claims credit for ideas or work that are not actually his/hers and is thereby trying to get a grade that is not actually earned. The following definitions are examples of academic dishonesty:

1. Cheating on examinations by:

   a. Taking advantage of prior information not authorized by the instructor regarding questions to be asked on the exam.
   b. Copying from someone else's paper, disk or other data.
   c. Helping or allowing someone else to copy work.
   d. Copying material from the Internet and presenting it as one's own work.
   e. Not following correct procedures.
   f. Other forms of misrepresentation (i.e., lying, etc.).

2. Plagiarizing from work of others can be done through the Internet or other electronic documents. When dealing with written sources, a clear distinction should be made between quotation and paraphrases. Buying a paper and handing it in as one's own work is plagiarism.

3. Cheating on lab reports, practice sets and class assignments by:

a. Falsifying data.
b. Submitting data not based on the student's own work.

4. Misusing Great Falls College Montana State University's software and hardware; students may not copy any Great Falls College Montana State University software. Also, students may not delete, alter, add or copy Great Falls College Montana State University files and/or data from the microcomputers.

Academic dishonesty will result in a "0" for the work involved and may result in dismissal from the HIT Program.

CONFIDENTIALITY:

All information gained in the HIT Program relating to patients, physicians, or private hospital business is considered confidential information. Disclosure of any confidential information is cause for immediate dismissal from the program and College. Acceptance into the HIT program is contingent upon signing a Confidentiality statement. See Appendix A for Confidentiality statement.

PROFESSIONAL CONDUCT:

HIT students at Great Falls College Montana State University, are expected to adhere to the College's Student Code of Conduct **(Student Conduct & Grievance Policy)** and to follow the American Health Information Management Association's Code of Ethics and Coding Ethics (see Appendix B in this document) in addition to acting in a professional manner at all times. Students will respect the confidentiality of any information they might acquire while a student in any health care facility. If a student should participate in any unethical, unprofessional or disruptive behavior, the student will be removed from the internship site and may be dismissed from the program and/or the College.

PROFESSIONAL PRACTICE EXPERIENCE

The student will be required to complete a course project OR complete a clinical experience in the following manner:

It will be the student's responsibility to for finding their own clinical site. Each student will obtain the official Professional Practice Experience (PPE) Manual during the Spring semester that precedes the student's eligibility for AHMS 275 HIT Professional Practice Experience coursework. The student will need to read, sign and return the "contract" page of this manual during Week 1 of their registration into AHMS 275 HIT Professional Practice Experience.

In addition, the following information pertains:

1. The HIT Program Director retains the responsibility for securing required legal agreements, and assessing appropriateness of facility for individual student needs. Violation of this rule could result in dismissal from the HIT program.

2. Some sites specify that a student must interview in person prior to acceptance. Other sites will require background checks, drug screens, updated immunization records as well as other documentation. Please be aware these types of requirements can result in additional costs to you as the student. These requirements are not covered by the College.

3. Any site has the option of declining a student due to staffing problems, program changes, construction, etc.

4. All placement decisions are at the discretion of the clinical site.

 5. The student **may or may not be paid** for any part of the professional experience hours. For example, if a student works at a healthcare facility you may complete the clinical hours after work hours. Students may be employed in the clinical facility outside regular class hours provided the work is limited to the minimum number of hours required and does not interfere with regular academic responsibilities or regular job duties. The work must be noncompulsory, paid, and subject to employee regulations.

SUPERVISION OF PROFESSIONAL EXPERIENCES:

Professional practice supervisors will evaluate the performance of students based on specific objectives and competencies outlined by the various "projects" and "learning experiences" required by the clinical site at the time of the PPE. Students will be notified of all the documents required legal and required necessary in order for the student to begin clinicals. This process will be completed during the semester prior to the start of actual course required in the program.

Students participating in professional practice are there to gain experience and competency in the variety of tasks required of the Health Information Technician. Students are not to be substituted for paid staff in this learning situation. Once a student has demonstrated proficiency, the student may be permitted to perform procedures under close supervision.

HEALTH REQUIREMENTS:

Evidence of acceptable health status prior to the beginning of the professional experience is required for all students. This may or may not require additional costs to you as a student depending upon what health status reports are required by the site facility.

NATIONAL EXAMINATION (RHIT):

Only students who have graduated from an **accredited** Health Information Technology program may sit for the Registered Health Information Technician certification examination. The national examination for Health Information Technicians is administered by a professional examination service for the American Health Information Management Association (AHIMA). This exam is offered electronically throughout the year. Successful completion of this examination permits the individual to use the initials "RHIT" or "Registered Health Information Technician."

Completion of all graduation requirements will enable the student to submit an application for the national examination.

AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION ACTIVITIES:

Health Information Technology students are required to maintain a student membership in the American Health Information Management Association (AHIMA). Membership carries an automatic subscription to the Journal of the AHIMA.

APPENDIX A

CONFIDENTIALITY & RECEIPT OF HANDBOOK STATEMENTS

Copies of these have been taken from the handbook and are combined together as one document for the purposes of completion and submission to the course Instructor and Program Director for safe-keeping.

Please do NOT complete them here for submission to the Instructor! Forms for completion and submission will be found in the Course shell.

GREAT FALLS COLLEGE MSU
HEALTH INFORMATION TECHNOLOGY PROGRAM
RECEIPT OF STUDENT HANDBOOK

I have received the HIT/HICS Program Student Handbook.

I understand that I am responsible for the information that is contained within this Handbook.

I agree to abide by the policies and procedures as stated in this Handbook.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in the Health Information Management profession.

Student Name————————————————————————

Date————————————————————

I, the undersigned, agree to abide by the Code of Ethics established by my Professional Organization (American Health Information Management Association) at all times.

I will be professional in performing any Health Information related skills. I understand that confidentiality of any medical information obtained by any experience provided through my training and education as a Health Information professional is privileged. A breach of confidentiality will result in dismissal from the program. Similarly, any break of conduct with respect to the Honor Code, as it is described in the Great Falls College Montana State University catalog will also result in expulsion from the program, without opportunity for re-entry.

Student Name———————————————————————————

Date————————————————————————

Handbook questions

Using the Health Information Technology program handbook, answer the following questions. These questions have also been combined in a separate document for you to complete along with the receipt of the handbook and the confidentiality statements.

Please do NOT complete these questions here for submission to the Instructor! A specific document to complete and submit the questions to the instructor is found in the Course shell.

1. What are the requirements that must be met before declaring Health Information Technology as a major?
2. What is the lowest possible grade you can earn in each HIT course?
3. Define "Academic Integrity?
4. What is a Professional Practice Experience?
5. When can you take the National Examination? If you pass, what are the credentials?
6. What is the purpose of the AHIMA Code of Ethics?
7. If you disclose any confidential information what is the result?

APPENDIX B

Code of Ethics 2019 Ethical Principles

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants.

A health information management professional shall:

1. *Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.*
2. *Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.*
3. *Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.*
4. *Refuse to participate in or conceal unethical practices or procedures and report such practices.*
5. *Use technology, data, and information resources in the way they are intended to be used.*
6. *Advocate for appropriate used of information resources across the healthcare ecosystem.*
7. *Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.*
8. *Represent the profession to the public in a positive manner.*
9. *Advance health information management knowledge and practice through continuing education, research, publications, and presentations.*
10. *Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.*
11. *State truthfully and accurately one's credentials, professional education, and experiences.*
12. *Facilitate interdisciplinary collaboration in situations supporting health information practice.*
13. *Respect the inherent dignity and worth of every person.*

AHIMA Code of Ethics: Revised & adopted by AHIMA House of Delegates. (2019, April 29). AHIMA Code of Ethics: AHIMA HIM Body of Knowledge. Retrieved from **https://bok.ahima.org/doc?oid=105098#.XmaJVkp7kdU**

Must use copy/paste for the above link to find the document. You cannot use Ctrl + Click as it will result in an error "No Document Found".

Unit 1: Applied Sciences	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
1.1 Written and Oral Communications (does)	1.1.1 Use proper grammar and spelling in written communications. (does) 1.1.2 Ensure thorough and logical explanations founded on evidence-based information. (does) 1.1.3 Include proper scholarly or professional literature citations in written reports. (does) 1.1.4 Select or develop graphical representations and images to enhance communication and demonstrate appropriate understanding. (does)
1.2 Technology Competence (does)	1.2.1 Use digital technology, networks, and communication tools to find, evaluate, and communicate information. (does) 1.2.2 Use software packages that allow for the analysis and presentation of the data. (does)
1.3 Anatomy and Physiology (knows)	1.3.1 Identify musculoskeletal and physiological body systems and functions. (knows) 1.3.2 Integrate knowledge of body systems and functions

HIM ASSOCIATE DEGREE ENTRY-LEVEL COMPETENCIES (2026)

HIM ASSOCIATE DEGREE ENTRY-LEVEL COMPETENCIES	**Required Miller's Assessment Pyramid**

	in decision-making. (shows)
1.4 Medical Terminology (does)	1.4.1 Integrate prefixes, suffixes, word roots, and combining forms of medical terms. (knows) 1.4.2 Interpret proper phrases and terms of diseases, pathological conditions, and systems of the body. (knows) 1.4.3 Use medical terminology and abbreviations within the correct context. (does)
1.5 Pathophysiology and Pharmacology (knows)	1.5.1 Recognize the physical and functional changes that occur with disease, injury and throughout the human life cycle. (knows) 1.5.2 Describe diagnostic and therapeutic tests and procedures in disease processes and interventions. (knows) 1.5.3 Identify generic and brand name pharmaceuticals and the indications for commonly prescribed drugs and agents. (knows) 1.5.4 Identify contraindications and side effects associated with drug therapies. (knows)
1.6 Healthcare Services Delivery (knows)	1.6.1 Identify types of healthcare organizations and systems. (knows) 1.6.2 Differentiate the scope of health professionals and healthcare services in various settings. (knows)
1.7 Fundamental Statistical Concepts (shows)	1.7.1 Demonstrate understanding of statistical terminology. (knows) 1.7.2 Calculate descriptive statistics and solve fundamental statistical problems. (shows)
1.8 Determinants of Health (knows)	1.8.1 Recognize how the determinants of health impact individual, community and population disease and health. (knows) 1.8.2 Identify the social determinants of health in clinical documentation. (knows)

Unit 2: Professionalism	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
2.1 Patient and Professional Advocacy Efforts (shows)	2.1.1 Support patients in navigating the health care system,

	including reimbursement and access to services. (shows)
	2.1.2 Advocate for health information services and resources that benefit patients, the organization, and the population. (shows)
	2.1.3 Educate others on the scope of practice and role of health information management professions. (does)
	2.1.4 Mentor others to support competence in the profession. (shows)
2.2 Self-reflection (does)	2.2.1 Self-reflect on experiences and personal opinions learn from others and identify growth areas. (does)
	2.2.2 Recognize when services are beyond personal competence and consult or refer services to others. (does)
	2.2.3 Consider the relationship between the health information management role and the responsibilities of other team members. (knows)
	2.2.4 Engage in continuing education and professional development. (does)
2.3 Ethical Behaviors (knows)	2.3.1 Recognize ethical issues and identify potential actions that support a positive outcome. (knows)
	2.3.2 Identify and manage potential and actual conflicts of interest. (knows)
	2.3.3 Evaluate and apply ethical frameworks to provide professional guidance. (knows)

Unit 3: Health Law and Policy	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
3.1 Health Information Legislation, Regulations, Licensure and Accreditation (shows)	3.1.1 Apply knowledge of the US legal system and the legislative processes. (knows)
	3.1.2 Identify legislation, regulations, regulatory standards, and judicial processes impacting health information management. (knows)
	3.1.3 Identify the alignment of policy to legislation and regulations. (shows)
	3.1.4 Recognize the impact of licensure and accreditation

		standards on health information management policies and procedures. (shows)
	3.1.5	Properly cite and reference legislation and regulations. (does)
3.2 Privacy, Security and Confidentiality (shows)	3.2.1	Obtain authorization for the collection, use and release of personal health information. (shows)
	3.2.2	Identify potential and actual privacy and security risks and define steps to mitigate vulnerabilities and the risk of unauthorized access. (shows)
	3.2.3	Follow legal requirements when releasing information to patients and authorized individuals and organizations. (shows)
	3.2.4	Use physical, technical, and administrative controls to ensure safeguards are in place to protect assets. (shows)
	3.2.5	Identify the vulnerabilities and the risk of unauthorized access. (knows)
	3.2.6	Identify potential and real cyber security risks and define steps to mitigate risks. (knows)
	3.2.7	Validate legal documents to protect patients and the organization. (shows)
	3.2.8	Participate in reviewing a health information compliance plan to assess the level of compliance within the health system. (shows)
3.3 Healthcare Fraud and Abuse (shows)	3.3.1	Differentiate between healthcare fraud and abuse as defined in legislation. (knows)
	3.3.2	Identify the reporting requirements associated with healthcare fraud and abuse. (knows)
	3.3.3	Analyze data and reports to identify trends and patterns of fraud or abuse. (shows)
	3.3.4	Monitor clinical documentation integrity metrics and compare results to identify data trends. (shows)
3.4 State and Federal Reporting (shows)	3.4.1	Identify required elements for reporting vital statistics and notifiable diseases, abuse, and deaths. (knows)
	3.4.2	Apply exceptions to the privacy legislation to release information for required reporting purposes. (shows)
	3.4.3	Conduct data queries to identify physician and practitioner compliance with regulatory,

	credentialing, and licensure requirements. (shows)

Unit 4: Data Management	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
4.1 Health Record Life Cycle (does)	4.1.1 Identify the content of the health record and documentation for various types and sizes of health organizations, including virtual environments. (knows) 4.1.2 Apply understanding of the health record life cycle. (shows) 4.1.3 Accurately enter, export, and sort health records data. (does) 4.1.4 Analyze workflow within an electronic health record. (does) 4.1.5 Identify components and interactions of software applications in the electronic health record. (does) 4.1.6 Implement, maintain and sunset an information system or application. (knows)
4.2 Data Configuration (does)	4.2.1 Follow interoperability standards to ensure data sharing across systems. (knows) 4.2.2 Work with data dictionaries, templates, flow sheets, and forms align with requirements and parameters. (does) 4.2.3 Use data collection templates, flows sheets and forms, and identify purposes for collecting data and the required data elements. (does)
4.3 Advanced Digital Applications (shows)	4.3.1 Examine the trends, applications, benefits, and risks of AI and machine learning. (knows) 4.3.2 Identify various artificial intelligence applications and other advanced technologies used in healthcare operations. (knows) 4.3.3 Examine data generated from advanced digital applications to review the security, authenticity or reliability of the data generated. (shows)

Unit 5: Informatics & Data Analytics

Competence Assessment Statements Students upon graduation will demonstrate competence in:	Performance Indicators	
5.1 Data Collection and Databases (does)	5.1.1	Determine appropriate data collection methods considering end-user perspectives and needs. (knows)
	5.1.2	Access data in databases using analytic software. (does)
	5.1.3	Apply knowledge of database structures to search for, compile and modify data sets. (does)
5.2 Data Interpretation (does)	5.2.1	Identify data type and appropriate statistical application for the analysis. (knows)
	5.2.2	Use spreadsheets and Excel to perform a variety of data analyses. (does)
	5.2.3	Accurately interpret, calculate, summarize, and visualize data using statistical software. (does)
5.3 Data Visualization (does)	5.3.1	Choose the type of visualization based on the audience and data set. (does)
	5.3.2	Ensure correct data presentation to support accurate conclusions. (does)
	5.3.3	Use various data analytic tools to create a visual display of data. (does)

Unit 6: Clinical Coding		
Competence Assessment Statements Students upon graduation will demonstrate competence in:	Performance Indicators	
6.1 Classification Systems, Nomenclature and Terminology (does)	6.1.1	Navigate various classification systems. (does)
	6.1.2	Apply coding rules and guidelines. (does)
	6.1.3	Apply classification systems, methodologies, and approaches to assess data to identify patterns, trends, or differences. (does)
6.2 Payer Transmittals, Coding and Payment Procedures and Documentation (shows)	6.2.1	Identify and report required changes to the revenue cycle based on payor requirements. (Knows)
	6.2.2	Apply diagnostic and procedural coding knowledge to support reimbursement methodologies and payment systems. (shows)

	6.2.3	Locate and navigate the CMS transmittal and other payor portals. (know)
6.3 Coding Validation (does)	6.3.1	Validate accurate code selections using coding technological resources (e.g., encoder and computer-assisted coding) (shows)
	6.3.2	Conduct audits to detect any performance issues and flaws in the applications. (does)
	6.3.3	Recommend corrective actions to mitigate discrepancies and prevent future coding errors. (does)
	6.3.4	Identify and correct problems with billing, coding and documentation to improve accepted claims. (shows)

Unit 7: Financial and Revenue Cycle Management	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
7.1 Revenue Cycle Management (shows)	7.1.1 Apply reimbursement methodologies and payment systems for the continuum of care. (shows) 7.1.2 Apply regulatory requirements for patient billing data collection, claim generation, and adjudication for reimbursement and compliance. (shows) 7.1.3 Define revenue life-cycle management from the initial patient contact through billing, payment adjudication, and cash posting. (knows) 7.1.4 Evaluate code assignment for accurate reimbursement from payer sources. (shows) 7.1.5 Explain the remittance advice and payment process for revenue cycle management. (knows)
7.2 Patient Encounters and Payers Responsibilities (knows)	7.2.1 Facilitate prior authorization and insurance eligibility activities. (knows) 7.2.2 Document patient encounters and data collection, including charge capture, coding, and charge entry. (knows) 7.2.3 Follow an established pricing estimate protocol to generate a transparent and compliant patient estimate of proposed services. (knows)

| | 7.2.4 | Identify underpayments by payors or failure to capture revenue. (knows) |
| | 7.2.5 | Process denials and appeals for claims. (knows) |

Unit 8: Quality, Risk Management and Safety		
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**	
8.1 Quality Assessment and Improvement (shows)	8.1.1	Audit the quality of patient records and report on issues and trends. (shows)
	8.1.2	Recognize the role of health information management in tracking and reporting on performance indicators. (shows)
	8.1.3	Collect data at the level of detail needed to monitor and analyze performance. (shows)
	8.1.4	Review quality reports to identify trends and areas of improvement for continuous quality improvement. (shows)
8.2 Compliance Audits and Risk Management (does)	8.2.1	Conduct an audit of health record data requirements and report on findings to promote workforce compliance with legal, regulatory, or accreditation requirements. (does)
	8.2.2	Compile and generate an audit report aligned to accreditation standards and communicate results. (does)
	8.2.3	Test new features and functions of new applications or templates to confirm data accuracy and use. (shows)
	8.2.4	Monitor data to identify risks, adverse events, or safety issues. (shows)

Unit 9: Operational Management		
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**	
9.1 Virtual Business Administration (does)	9.1.1	Interact with people virtually in their communities and other regions, states or nations. (does)

	9.1.2	Take steps to ensure authorized access to the session and the privacy and confidentiality of communication. (shows)
	9.1.3	Apply advanced communication skills to support transparent and engaging interactions. (does)
	9.1.4	Apply time management skills and productivity principles to ensure a conducive virtual environment. (does)
9.2 Financial Management (shows)	9.2.1	Identify the broad financial imperatives facing the health systems and the basics of good financial stewardship. (knows)
	9.2.2	Review a cost-effectiveness and cost-benefit analysis of budget priorities. (shows)

Unit 10: Leadership	
Competence Assessment Statements **Students upon graduation will demonstrate competence in:**	**Performance Indicators**
10.1 Leadership Principles (does)	10.1.1 Practice shared decision-making with internal and external partners. (does) 10.1.2 Practice ethical and transparent communications. (does) 10.1.3 Provide coaching and mentoring to foster the professional development of others. (does) 10.1.4 Applies evidence-based information and research to inform decisions and justify actions. (does)
10.2 Interprofessional Collaboration Activities and Initiatives (does)	10.2.1 Identify professionals with legal authority to access electronic health records and their professional obligations to document patient care services. (knows) 10.2.2 Develop training materials for various individuals, groups, and populations in collaboration with interprofessional team members. (does) 10.2.3 Recognize the various roles and scope of the inter-professional team. (knows)
10.3 Critical Thinking (does)	10.3.1 Apply conflict resolution practices during difficult situations or conversations. (shows) 10.3.2 Analyze problems, promote solutions, and

	encourage decision-making. (does)
	10.3.3 Apply evidence-based information and research to practice. (does)