Creating a Career Pathways in Health Information Professions

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• **District 1199C Training and Upgrading Fund (T&U):** Labor Management partnership developing Career Pathways in Nursing, Behavioral Health, Allied Health and now Health Information

• **Temple University’s Health Information Management (HIM) Department:** offers CAHIM certified Bachelor’s Degree in HIM, MS in Health Informatics (HI), and post-BS certificates in HI

• **Temple University’s Center for Social Policy and Community Development (CSPCD):** provides workforce development programs to TANF Recipients and other low-income individuals. Lead entity for federally-funded HPOG Grantee of U.S. DHHS
Purpose of Presentation

• Understand how the Electronic Health Records impact:
  – health information field
  – health information workforce
  – skill sets and education needed at various steps of career ladder
• Identify opportunities for bringing together sustainable industry partnership of educational partners, employers, and labor to address the talent needs of employers through creation of a workforce pipeline that moves low income adults into careers with family sustaining strategies.
• Identify innovative program elements that support needs of low income adults in accessing and succeeding in intensive, accelerated programming.
Career pathway: series of connected education and training programs and student support services that enable individuals to secure a job or advance in a demand industry or occupation. Career Pathways focus on easing and facilitating student transition from:

• High school to community college
• Pre-college to credit postsecondary
• Community college to university or employment
Definition of a Career Pathway

- **Stage 1.** Target industries and job titles that will support individual advancement and regional growth objectives, and conduct a gap analysis
- **Stage 2.** Form a partnership to develop a career pathways plan conduct a gap analysis
- **Stage 3.** Implement the plan
- **Stage 4.** Evaluate and continuously improve pathway programs and services
- **Stage 5.** Expand the pathways process to other key sectors, regions, and populations

From CAREER PATHWAYS ALIGNING PUBLIC RESOURCES TO SUPPORT INDIVIDUAL AND REGIONAL ECONOMIC ADVANCEMENT IN THE KNOWLEDGE ECONOMY, AUGUST 2006
Why Health Information?
Growth of Health Information Professions (HIP)

  Increased demand is on the rise at all levels of education and credentialing.
  - One of the 20 fastest growing occupations in the US
  - Employment increase of 20% -> much faster than other professions
  - Over 35,000 new jobs by 2018
- Contributing Factors to HIP Labor Shortage
  - Graying of America - Bureau of Labor Statistics
  - Change from ICD-9 to ICD-10 in 2013
- In Southeastern PA:
  - 29% of jobs in SE PA in healthcare or education
  - 12 of the top 20 employers in Philadelphia in healthcare
Federal Investments

- ARRA provided over $19 billion to improve quality and coordination of care between health care providers by:
  - accelerating adoption of electronic health record (EHR) technologies
  - facilitating nationwide health information exchanges (HIEs)
- HITECH (Health Information Technology for Economic and Clinical Health Act) provides Medicare and Medicaid incentive payments
  - Meaningful use: “enable significant and measurable improvements in population health through a transformed health care delivery system.”
    - Doctors eligible for $40,000 to $65,000 grants for HIT
    - Hospitals eligible for millions more in Medicaid and Medicare payments.
What’s the need for EHRs?

• RAND analysis for EHR benefits:
  – **Efficiency savings** due to hospital and physician adoption of HIT in inpatient and outpatient setting estimated at **$77 billion/year**
  – **Increased safety** from the alerts and reminders generated by Computerized Physician Order Entry systems for medications.
    • reduce **200,000 adverse drug events**
    • savings of **$1 billion/year**
  – **Health benefits** from prevention by scanning patient records for risk factors and by recommending appropriate *preventive services*, such as vaccinations and screenings.

• **Who has them?**
  – 1.5% of U.S. hospitals have comprehensive EHRs (i.e., present in all clinical units)
  – Larger, urban, teaching hospitals
Examples of Health Information Technologies
Health Information Professions (HIM and HI)
Ensure patient’s health information is:
- Complete
- Accurate
- Protected
- Readily available for healthcare providers when needed
Health Information Management (HIM)

- Acquire, analyze, and protect digital and traditional medical information vital to provide quality patient care.

- Eligible to sit for RHIA
Health Informatics (HI)

- Focuses on information systems, informatics principles, and information technology across the continuum of healthcare delivery
  - management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology.
- 4 focus areas:
  - Medical/Bio Informatics – physician/research based
  - Nursing Informatics – clinical/research based
  - Public Health Informatics – public health/biosurveillance based
  - Applied Informatics – flow of electronic medical information including process, policy and technological solutions
Health Information Manager
Salary and Job Market
Average Salary by Work Setting

http://www.ahima.org/membership/salarystudy08.aspx

- Executive/President/Vice President: $111,250
- IS/IT Director: $96,640
- Other Director: $90,472
- Security Officer: $83,000
- Consultant: $76,267
- HIM Director: $73,376
- Compliance Officer: $72,218
- Other Officer: $66,491
- Privacy Officer: $64,449
- Manager: $64,225
- Clinician (MD, RN, etc.): $61,022
- Educator: $59,656
- Technology Roles (e.g. data/systems analyst): $58,232
- Supervisor: $50,362
- Coding Professional: $43,359
- Other HIM Technician Roles: $43,042
- Clerical/Administrative Support: $32,871
### Tiers of Training, Education, Salary, and Skill sets

<table>
<thead>
<tr>
<th>Credential</th>
<th>CCA - Certified Coding Associate</th>
<th>CCS/ CCS-P - Certified Coding Specialist Certified Coding Specialist -Physician based</th>
<th>RHIT - Registered Health Information Technician</th>
<th>RHIA - Registered Health Information Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education/Training</strong></td>
<td>&lt;= 1 year</td>
<td>3 yearstraining (on the job)</td>
<td>AS in HIT</td>
<td>BS in HIM</td>
</tr>
<tr>
<td><strong>AvgSalary</strong></td>
<td>$36,900</td>
<td>$56,700</td>
<td>$52,800</td>
<td>$68,200</td>
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<tr>
<td><strong>Skills/Functions Required</strong></td>
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<tr>
<td></td>
<td>• Review record, diagnoses and procedure codes for OPD</td>
<td>• Review record, diagnoses and procedure codes</td>
<td>• Ensure complete, accuracy, and proper entry of information into EHRs</td>
<td>• Manage patient health information</td>
</tr>
<tr>
<td></td>
<td>• ICD and CPT coding knowledge</td>
<td>• ICD and CPT coding expertise</td>
<td>• Use computer applications to assemble and analyze patient data</td>
<td>• Administer HIS modules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Knowledge:medical terminology, disease processes, and pharmacology</td>
<td>• Mayspecialize (i.e. coding,registries)</td>
<td>• Collect &amp; analyze data, incl.classification systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Training: medical, administrative, ethical, legal reqs and standards.</td>
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<td>• Knowledge: health care delivery,privacy, HR and fiscal management</td>
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Building the Health Information Career Pathway Partnership
Creating the Shared Vision

- **Health Information Symposium** sponsored by the Industry Partnership and Temple University organized in June 2010
  - Established labor market changes impacting health information
  - Provided understanding of new skill sets
  - Presented leading employer interventions
  - Presented higher education’s efforts to address emerging workforce needs
- **Clerical Conference** organized in April 2010 to engage incumbent workers around technology’s impact on the workplace
Shared Career Pathways Vision

- **Data Analysis**: labor market analysis of current and projected employment need at different levels of the pathway; skills and education needed for jobs; gaps in education and training
- **Road Map**: showing connections between education and training programs, credentials and jobs at different levels of pathway
- **Linkages**: creating linkages between contextualized remedial/bridge program, technical training, and higher education
- **Curricula**: implementing competency based curricula based on jobs that includes credential attainment and on the job learning
- **Leveraged funding**: from variety of sources
- **Evaluation and continuous improvement**
Building the Cross-Agency Partnership

**Education Partners**
- Temple’s HIM Department
- Community Colleges
- CSPCD
- District 1199C Training & Upgrading Fund

**Workforce Partners**
- Philadelphia Workforce Investment Board
- Philadelphia Workforce Development Corporation (PWDC)
- PA CareerLink

**Employer Stakeholders**
- PA Partnership for Direct Care Workers
- Delaware Valley Higher Education Industry Partnership
- Temporary Agencies, e.g. ATC, Bettinger
- Local Hospitals, Clinics, Physicians, Offices, etc
- Temple’s Community Hiring Initiative

**Human Services Partners**
- County Assistance Office
Industry Partnership Model

• Bring together employers and labor within a sector

• Goal: improving the competitiveness of employers producing similar products or services and sharing similar supply chains, critical human resource needs, infrastructure requirements, business services, and/or retention/recruitment challenges

• Linking employers with resources to address their sector based workforce needs for new hires and incumbent workers

• ROI through aggregation of training needs and designing programs for multiple employers
What We Learned About Employers’ Perspective on Workforce Need

- Benefit of cross training clinical, health information, and IT staff

- Lack of clarity related to emerging workforce need:
  - projected workforce needs for new hires
  - skill sets and credentials for entry level positions
  - incumbent staff training needs
  - value of Health Information Career Pathway vision with linked career advancement steps
What We Learned About Incumbent Workers’ Perspective

• Lack of information about changes impacting the healthcare workplace and their jobs

• Fear of the unknown and losing job security

• Desire to engage in a positive decision making process that would support transformation to a more technologically sophisticated workplace

• Recognition of skills gap and willingness to learn new skills

• Desire to advance
Lessons Learned and Challenges to Establishing Partnerships

- Importance of creating a shared vision based on labor market analysis, gap analysis, and agreed upon road map that links education/credentials and jobs along a career pathway

- Importance of employer engagement/leadership for the purpose of developing cost effective training, internships, and job opportunities

- Emerging occupation requires educational institution’s flexibility and creativity in developing industry supported training for new skills and competencies
Moving from Programs to Pathway

• Establishing job opportunities for new hires and advancement opportunities for incumbent workers

• Linking remedial and first level Health Information training to credentials, educational steps aligned with career ladder, credit bearing courses, and degree attainment

• Importance of linking academic competencies with on the job learning experiences – resulting in employment and employer satisfaction
Career Pathway Educational Model

Workers and job seekers can enter the system at any point based on educational skill needs.

- Basic Reading, Math, and Work Readiness Skills
- GED Preparation
- English Language Learning
- Accelerated Academic Instruction Contextualized to specific Healthcare Occupations
- Occupational Certificates
- Technical Diploma
- Associate’s Degree
- Bachelor’s Degree

Career Pathways

<table>
<thead>
<tr>
<th>Semi-Skilled Position</th>
<th>First Level Certification</th>
<th>Mid-Level Certification</th>
<th>Professional Certification</th>
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<tr>
<td>Health Information (Pathway Example)</td>
<td>Unit Clerk</td>
<td>Medical Billing Clerk</td>
<td>Medical Coder</td>
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Source: Adapted by District 1199C Training & Upgrading Fund using a model provided by the US Department of Education’s Office of Vocational and Adult Education (OVAE) and US Department of Labor (DOL)
Health Information Professions
Career Lattice
Temple’s Health Information Professions Career Pathways Initiative

- Funded by the US Department of Health and Human Services (HHS), Administration for Children and Families under the HPOG
  - $1.6 million for Year 1, renewable up to 5 years
- Administered by CSPCD in collaboration with Temple HIM, District 1199C Training and Upgrading Fund and PWDC
- Target Population: TANF Recipients and Other Low Income Individuals (defined at 250% of the federal poverty guidelines)
- Other Criteria for Eligibility:
  - 9th Grade Reading/Math
  - satisfactory criminal record check
  - motivation and interest in HIP
Health Information Professions Career Pathways Initiative for TANF Recipients and Other Low Income Individuals

Tier 1
- NAHP – NR-Certified Administrative Health Assistant
- NAHP – NR-Certified Coding Specialist
- DPRC and ICDL Certification
  through Temple University’s CSPCD and
  Dist. 1199C Training & Upgrading Fund

Tier 2
- NAHP – NR-Certified Coding Specialist
  Certified Coding Associate
  through Temple University’s CSPCD and
  Dist. 1199C Training & Upgrading Fund

Tier 3
- AS in HIT
  Community Colleges

Tier 4
- BS in HIM
  TU -HIM

Tier 5
- MSHI
- Post-BS HI Certificate
  TU -HIM

Certified Coding Specialist
Certified Coding Associate
18 weeks of training at 30 hours/week – chunked into three 6-week modules - leading to certification:

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<tr>
<th>Program</th>
<th>Description</th>
<th>Provider</th>
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</table>
| **International Computer Driver’s License Training (ICDL)** | • Foremost recognized computer certification  
• 7 modules | T&U |
| **Digital Patient Record Certification** | • Researched to find a certification appropriate for front line  
• Exam, textbook and online to teach to test  
• American Medical Informatics Association | T&U |
| **NAHP – Certified Administrative Health Assistant Training** | • Leads to CAHA | CSPCD |
| **NAHP – Certified** | • Leads to CCS | CSPCD |
Additional Services

- Contextualized Academic Enrichment to support pre-HIP and HIP students
- Contextualized Personal Effectiveness Instruction
Tier 2 Training

• Currently developing curriculum to meet AHIMA standards and accreditation- scheduled to start Fall 2011

• Lead to eligibility to sit for exam for certification as:
  – Certified Coding Associate (CCA)
  – Certified Coding Specialist (CCS)
  – Certified Coding Specialist - Physician-based (CCS-P)

• Program design:
  – 8 months full-time program through CSPCD
  – PT evening program for working populations through T&U
Tier 3 Certifications – Credentials

- Associate’s Degree in Health Information Technology
  - Offered through community colleges
  - Eligible to sit for RHIT exam
  - Articulation agreements between community colleges and the Bachelor’s in HIM at Temple University
Tier 4 - BS in Health Information Management (BSHIM)

- TU accredited by CAHIIM since 1969
  - 1 of 3 in PA
- 68 credits in HIM (123 overall)
- 2+2 design
  - 2 years general education
  - 2 years professional program

Education Focus

- Clinical medicine and healthcare delivery
- Coding and classification and reimbursement systems
- Database and Clinical information systems
- Quality and Human Resource Management
- Project Management and Systems Analysis
- Legal and Ethical Aspects of EHR
TU BSHIM  
2010 Salary & Employment Data: 

Average starting salary: $45,000  
Wide range of positions  

Department of Labor Statistics:  
Average Salary for Graduate degree in Health Informatics:  
$104,000 – $138,000
Tier 5 – Master’s of Science in Health Informatics (MSHI)

- 30 credit applied informatics
- Focused on:
  - working professions
  - design, development, and implementation of interoperable electronic health record system.
- Accreditation candidacy status
  - Only 6 accredited in US
- Multi discipline
  - Students
  - Faculty

Education Focus

- Health Informatics
- Database Development
- Management Information Systems
- Project Management
- Systems Analysis
- Legal and Ethical Aspects of EHR
- Leadership
- Information Standards
Student Support Services
HIP Career Pathways Demonstration Project – Service Components

- Two-Week Orientation
- Assessments
- Contextualized Academic and Remedial Support
- Personal Effectiveness Component
- Career Coaching and Case Management
- Career Placement Services (including internships and jobs)
- Supportive Services
- Incentives
- Rigorous evaluation system
Critical Success Skills – Communication and Customer Service

- Customer Service/Patient Centered Care
- Business Communication
- Stress Management
- Professionalism
- Time Management
- Team Building
- Critical Thinking/Problem Solving
- Organizational Skills
- Change Management/Changing Healthcare World
Critical Success Skills – Internship and Employment Strategies

- Individualized Career Plans
- One-on-one work with students
- Workshops on soft skills and job readiness (e.g. resume writing, interviewing skills, job search, etc.).
- Internship opportunities – virtual and real
- Hiring Fairs and Employer Spotlights
Challenges and Lessons Learned
**Summary of Lessons Learned**

**Training Design**

- **Longer orientation period (>5 days):** allows time to become acquainted with program, be assessed and screened for appropriateness.
- **Tiered approach:** Better to meet individualized students’ needs
- **Identification of right credentials and/or skill set** in a changing job market
- **Opportunities for professional development** of students as well as staff, as validated by formal evaluation processes and system
- **Linkages between non-credit and credit** bearing programs
- **Articulation agreements** between community college and universities
Summary of Lessons Learned

Service Component
• Conflict with and Meeting TANF Guidelines – Educational Limits, Time and Attendance
• Creating opportunities for those that do not meet eligibility criteria, e.g pilot Pre-HIP
Contact Information

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