

Creating a Career Pathways in Health Information Professions

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Who Are We

- **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.



Definition of a Career Pathway

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)

<http://www.bls.gov/oco/ocos103.htm>

- Bureau of Labor Statistics National HIP Employment Needs 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



The image is a composite graphic. The top portion shows a close-up of a silver stethoscope resting on a light-colored surface, possibly a desk or table. Below this, a black horizontal band contains the text 'Health Information Professions (HIM and HI)' in white. The bottom portion of the image shows a medical chart with several colorful tabs (green, blue, orange, red) labeled with numbers and letters like '5', '3', '7', '4', '6', and 'M'. A pair of glasses is also visible on the chart. The overall theme is healthcare and information management.

Health Information Professions (HIM and HI)



Health Information Professions

Care for patients by caring for medical data.

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

Finance

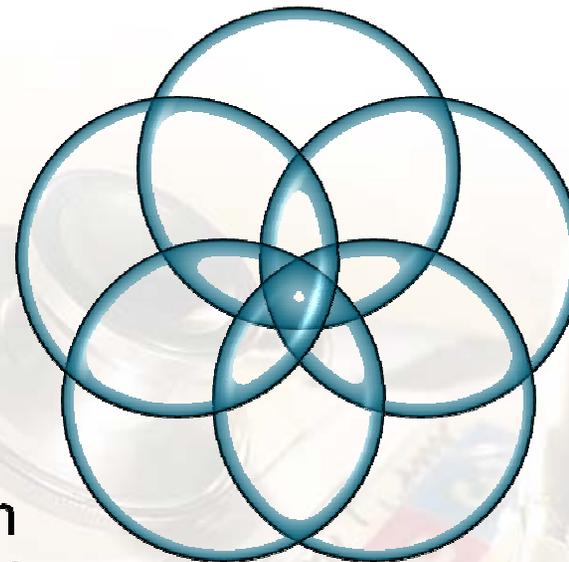
Eligible to sit for RHIA

Medicine

Management

Information Technology

EHR





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

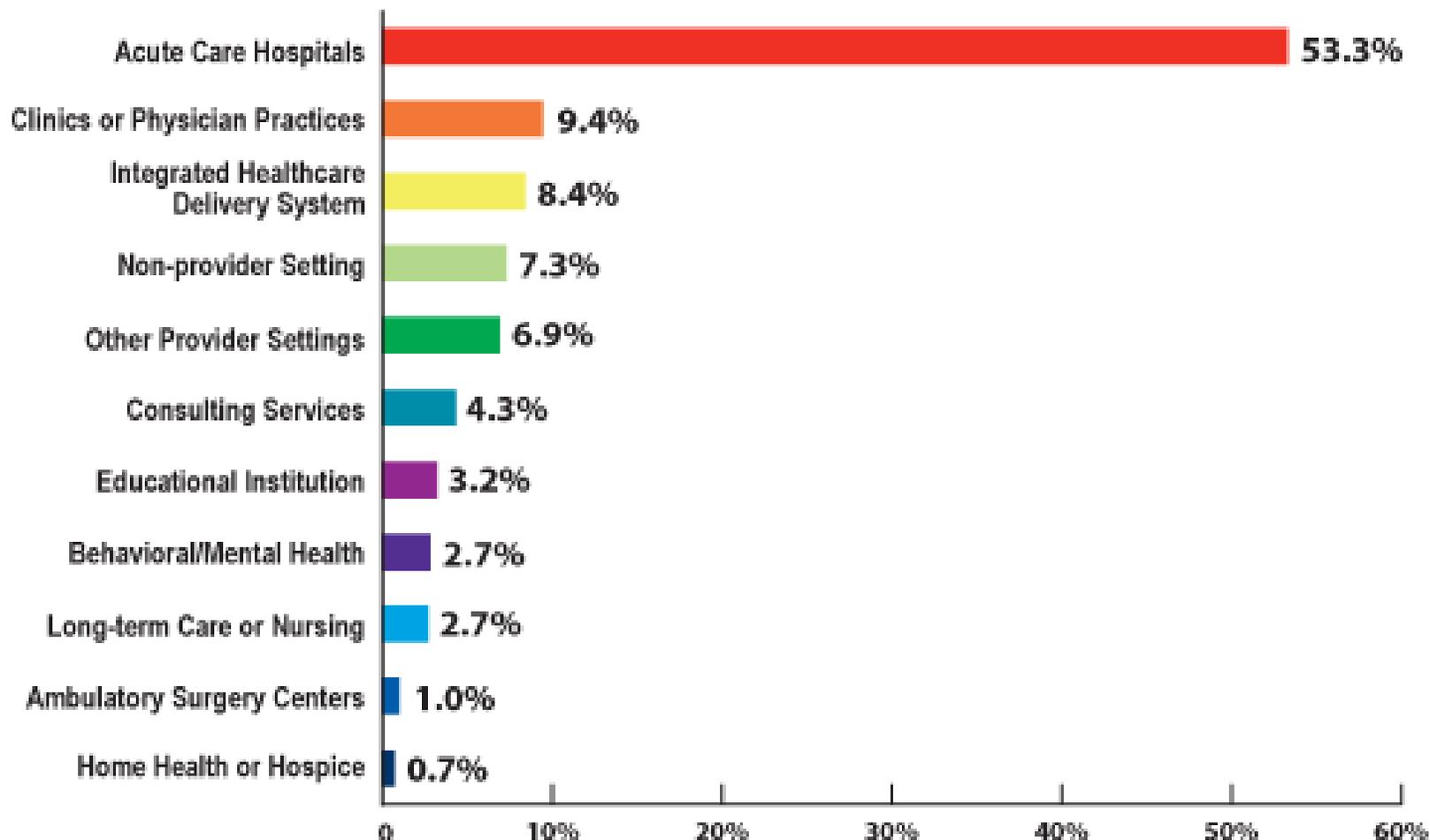
The image is a collage of medical-related items. At the top, a stethoscope is shown in a shallow depth of field. Below it, a pair of glasses is resting on a calendar with colorful tabs labeled with numbers and letters. The text 'Health Information Manager Salary and Job Market' is overlaid on the right side of the collage.

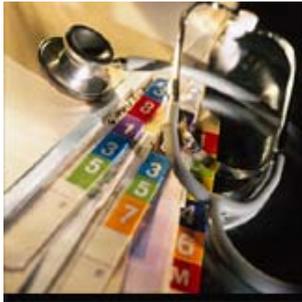
Health Information Manager Salary and Job Market



Primary Work Settings

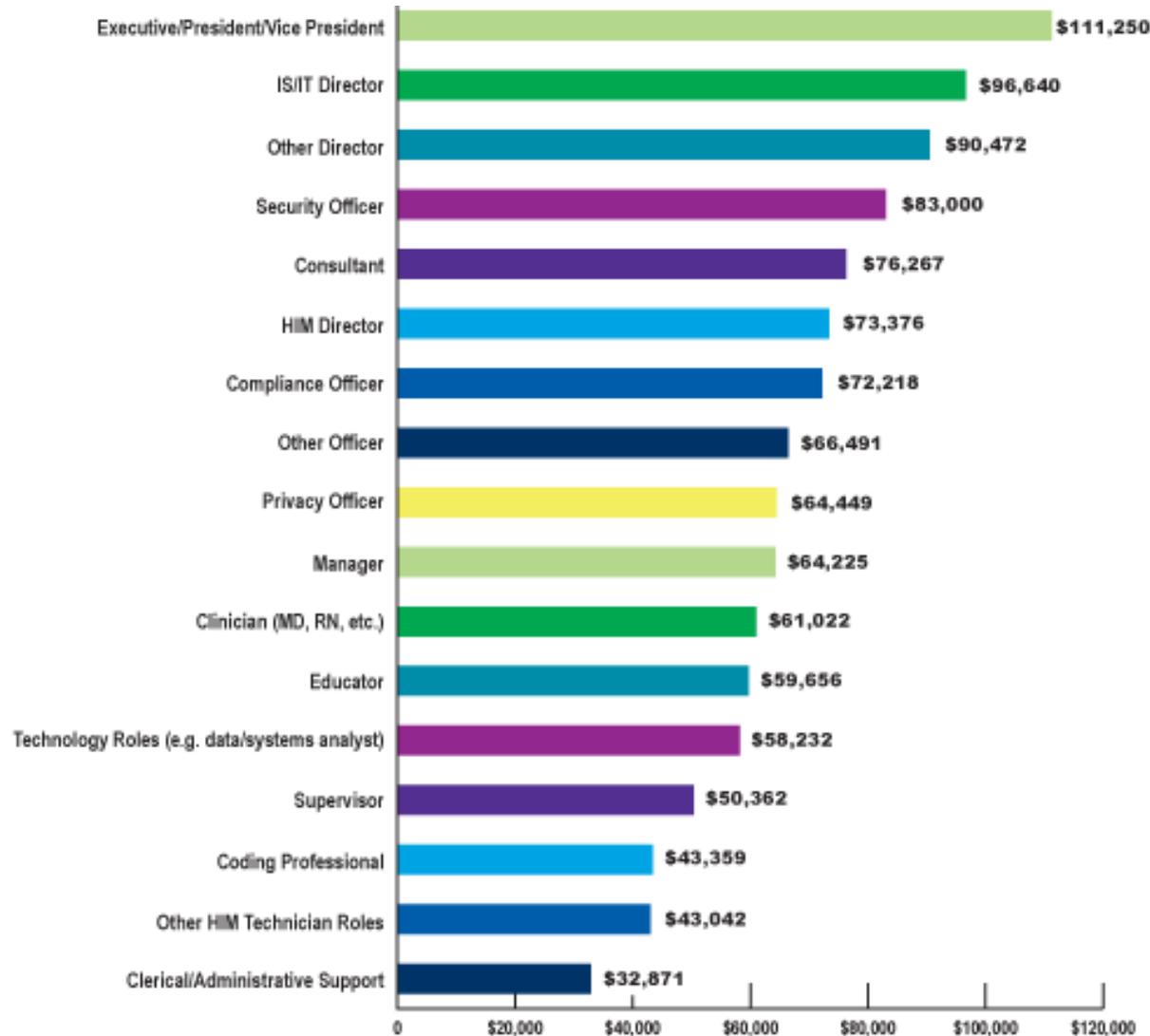
<http://www.ahima.org/membership/salarystudy08.aspx>





Average Salary by Work Setting

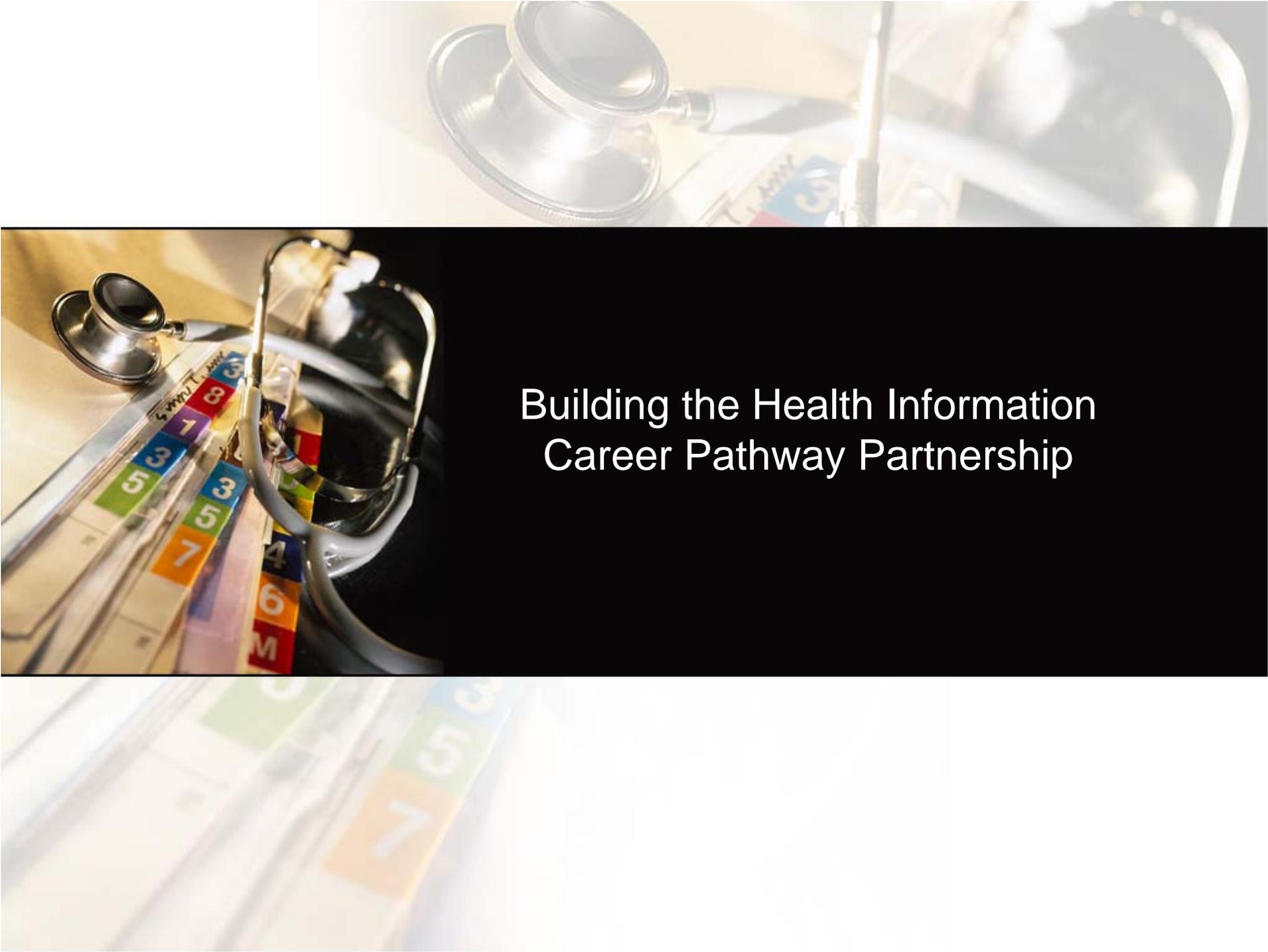
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Tiers of Training, Education, Salary, and Skill sets

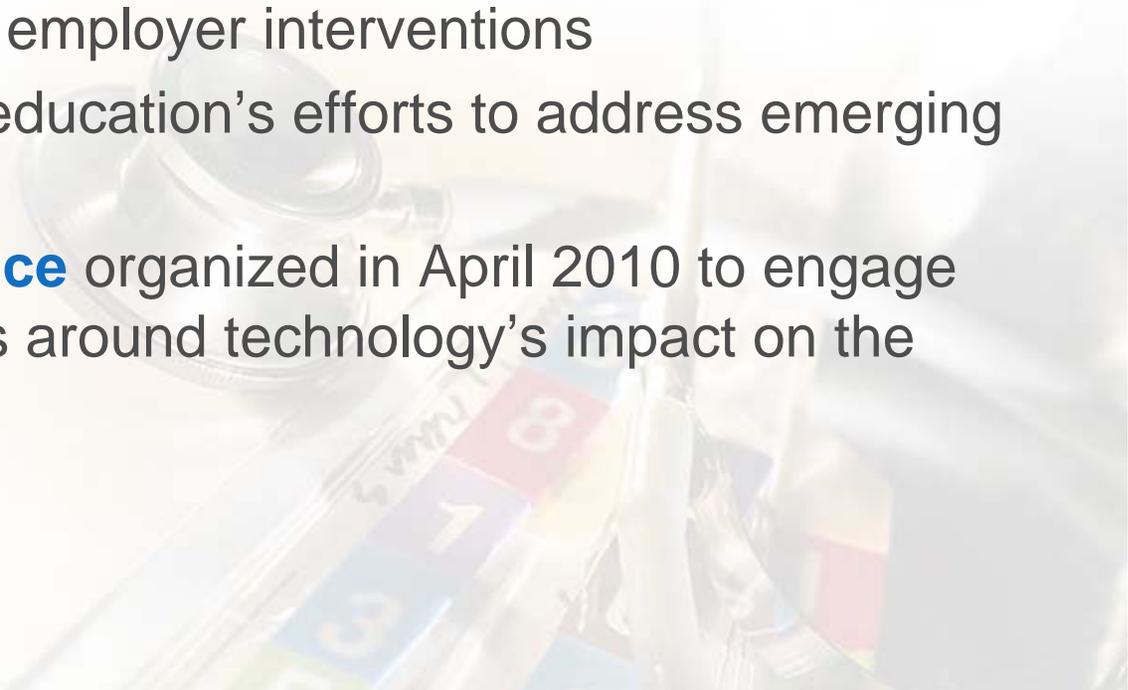
Credential	CCA - Certified Coding Associate	CCS/ CCS-P - Certified Coding Specialist Certified Coding Specialist -Physician based	RHIT - Registered Health Information Technician	RHIA -Registered Health Information Administrator
Education/ Training	<= 1 year	3 yearstraining (on the job)	AS in HIT	BS in HIM
AvgSalary	\$36,900	\$56,700	\$52,800	\$68,200
Skills/ Functions Required	<ul style="list-style-type: none"> Review record, diagnoses and procedure codes for OPD ICD and CPT coding knowledge 	<ul style="list-style-type: none"> Review record, diagnoses and procedure codes ICD and CPT coding expertise Knowledge:medical terminology, disease processes, and pharmacology 	<ul style="list-style-type: none"> Ensure complete, accuracy, and proper entry of information into EHRs Use computer applications to assemble and analyze patient data Mayspecialize (i.e. coding,registries) 	<ul style="list-style-type: none"> Manage patient health information Administer HIS modules Collect & analyze data, incl.classification systems. Training: medical, administrative, ethical, legal reqs and standards. Knowledge: health care delivery,privacy, HR and fiscal management

The image is a composite graphic. The top portion shows a close-up of a silver stethoscope resting on a light-colored surface, possibly a desk or table. Below this, a black horizontal band contains the text 'Building the Health Information Career Pathway Partnership' in white, sans-serif font. The bottom portion of the image shows a medical chart with several colorful tabs (green, blue, orange, red) labeled with numbers and letters like '5', '3', '7', '4', '6', and 'M'. A pair of glasses is also visible, resting on the chart. The overall theme is healthcare and information management.

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



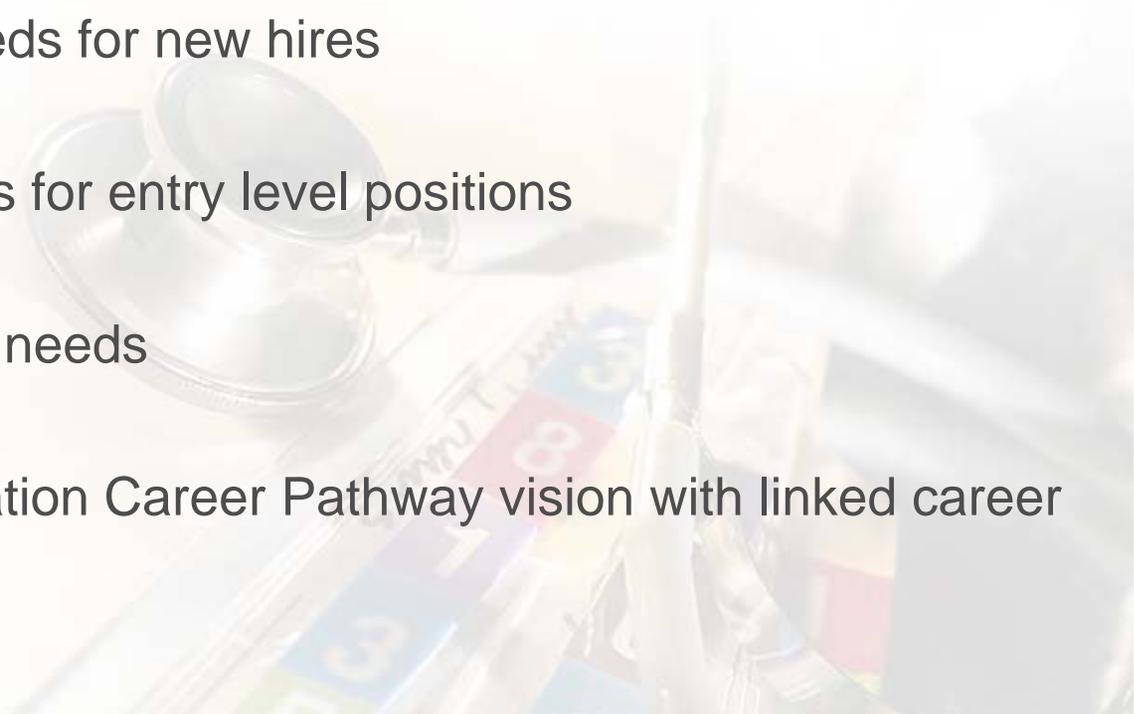
Employer Engagement

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

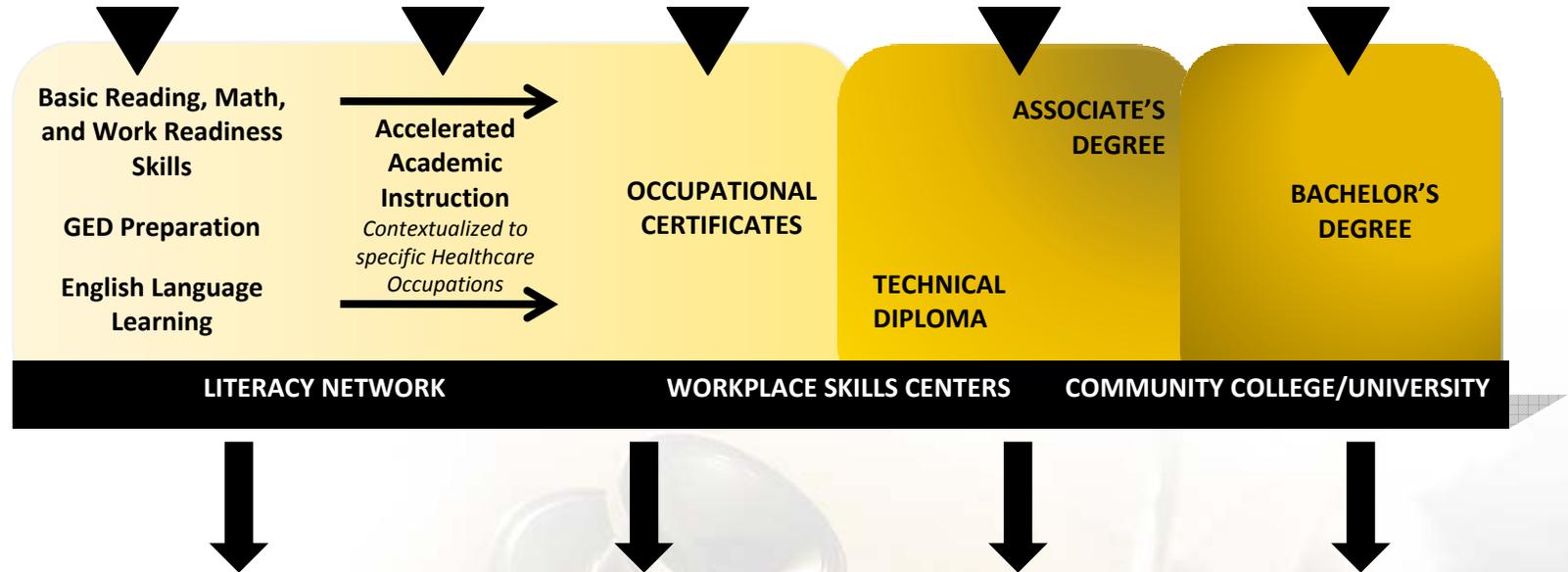
- Establishing job opportunities for new hires and advancement opportunities for incumbent workers
- Linking remedial and first level Health Information training to credentials, educational steps aligned with career ladder, credit bearing courses, and degree attainment
- Importance of linking academic 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



Career Pathways	Semi-Skilled Position	First Level Certification	Mid-Level Certification	Professional Certification
Health Information (Pathway Example)	Unit Clerk	Medical Billing Clerk	Medical Coder	Health Information Manager

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)

The image is a collage of medical-related items. At the top, a stethoscope is shown in a shallow depth of field. Below it, a calendar strip is visible with colorful tabs labeled with numbers and letters like '1', '3', '7', '8', 'M'. A pair of glasses is also present, resting on the calendar. The central text is overlaid on a black rectangular background.

Health Information Professions Career Lattice

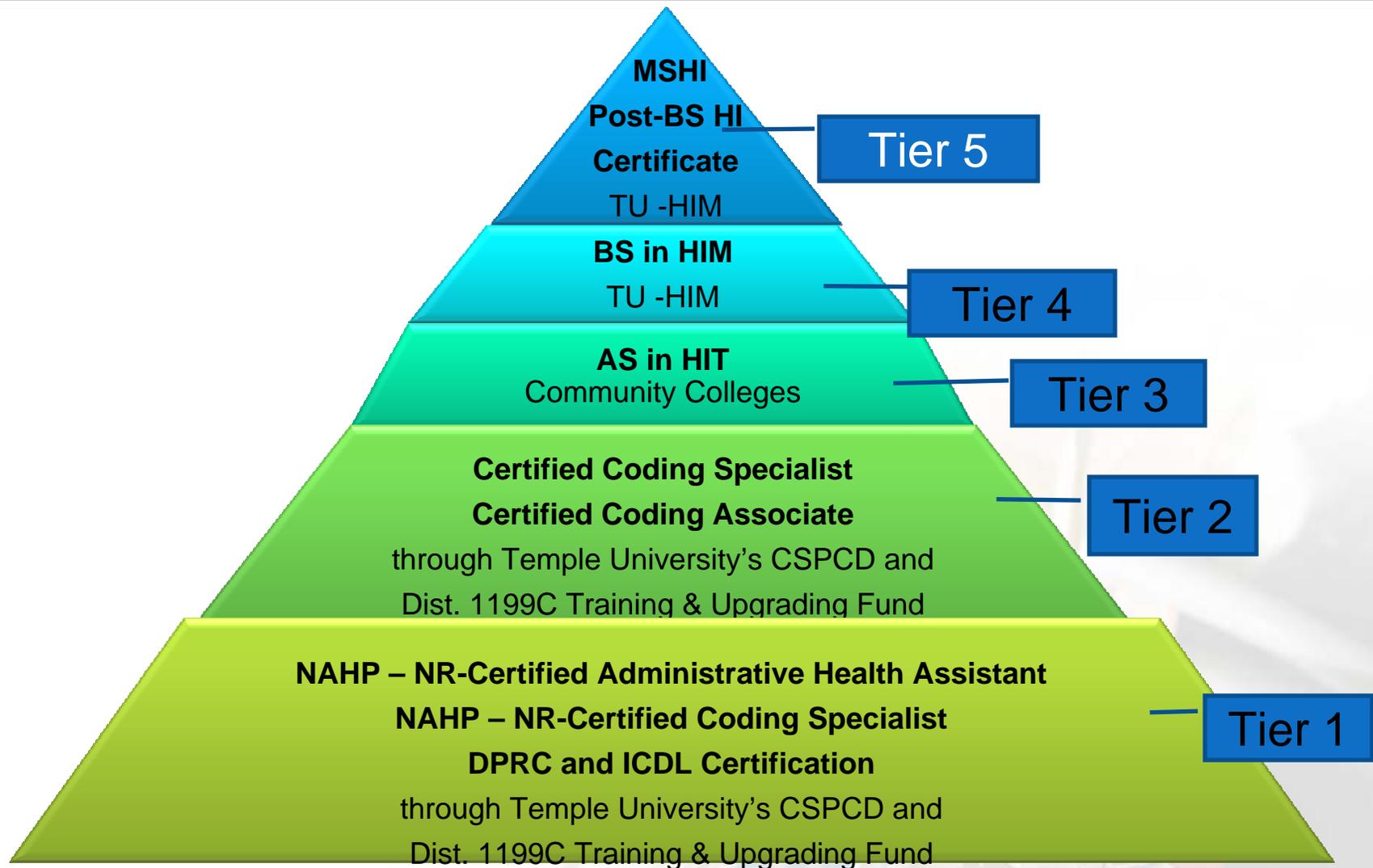


Temple's Health Information Professions Career Pathways Initiative

- 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 Training Format Content

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

Program	Description	Provider
International Computer Driver's License Training (ICDL)	<ul style="list-style-type: none">• Foremost recognized computer certification• 7 modules	T&U
Digital Patient Record Certification	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Leads to CAHA	CSPCD
NAHP – Certified	<ul style="list-style-type: none">• 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

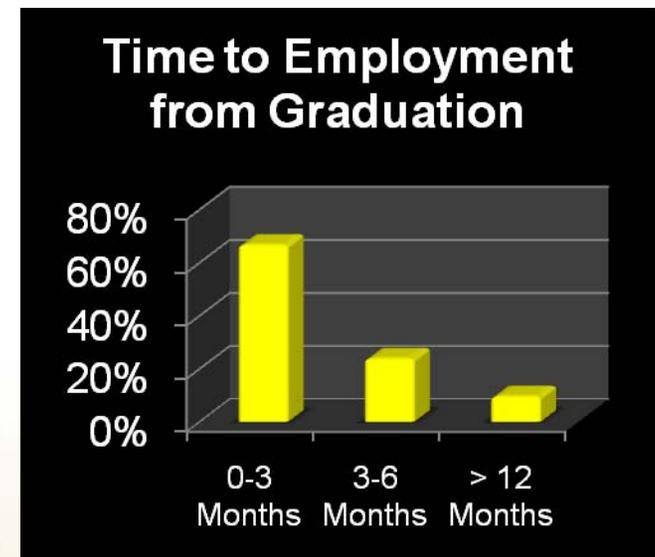
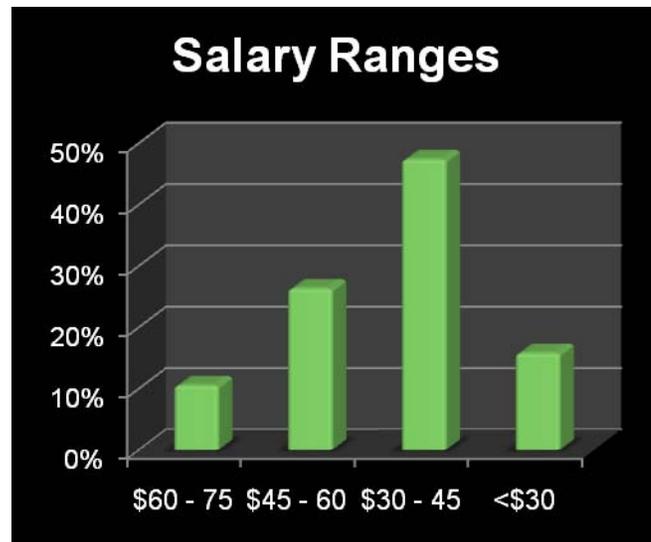
Legal and Ethical Aspects of EHR



Salary and Employment Data

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
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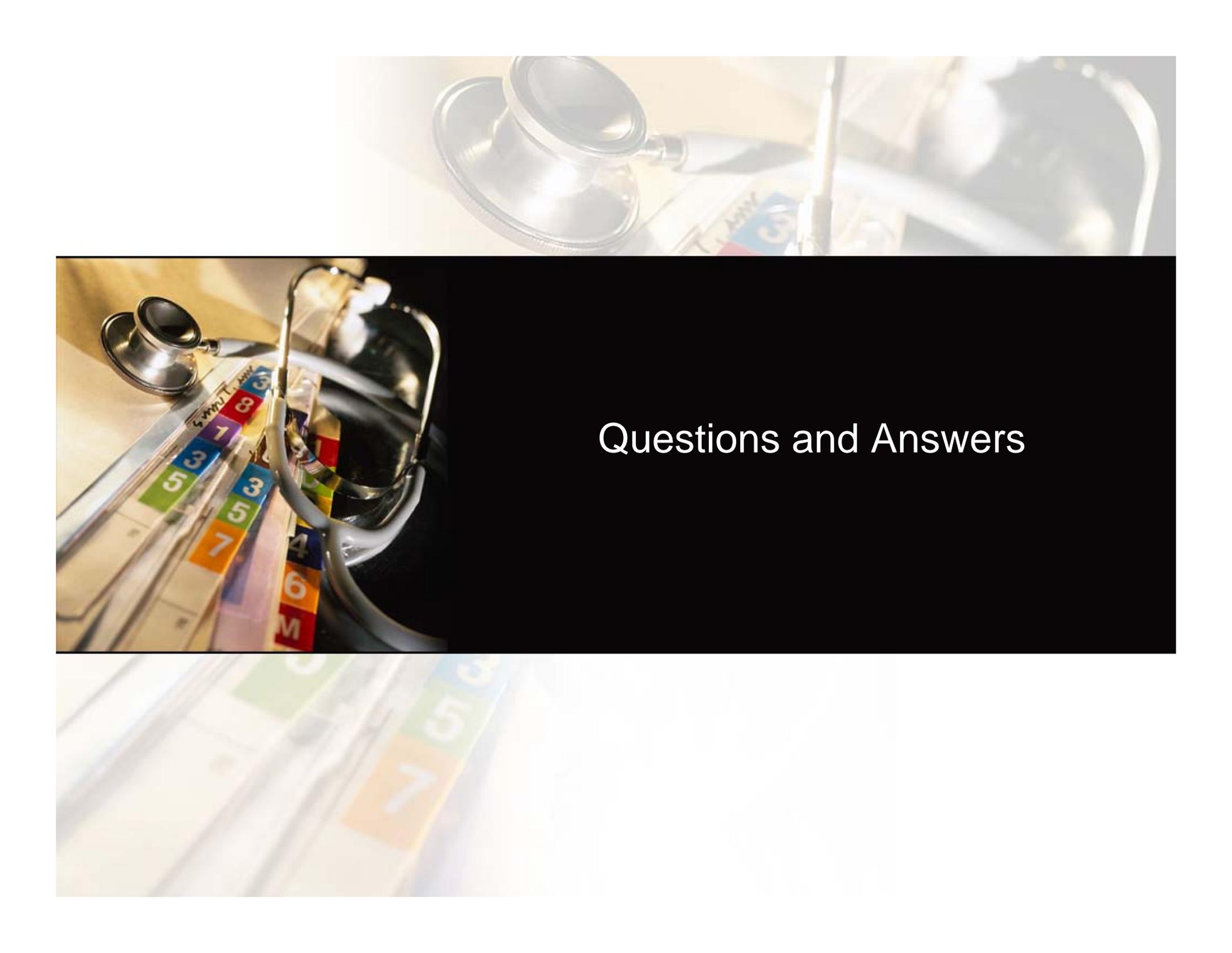


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Questions and Answers