

HEALTH INFORMATION TECHNOLOGY and CODING PROGRAMS
ADVISORY COMMITTEE MEETING
Friday, October 19, 2018 9:00 am – 10:00 am
A-137
AGENDA

- I. Welcome and Introductions
 - a. New Adjunct Faculty
- II. Program Metrics
 - a. Enrollment
 - b. Graduates
 - c. Placement
 - d. Certification Exam Results 2017-2018
 - e. HIM SIM Lab Resources
- III. Curriculum Review
 - a. AS in HIT
 - b. College Credit Certificate in Medical Information Coding and Billing
- IV. AHIMA Domains and State Framework Changes
 - a. HIM-R Associate Degree Changes
 - i. New Curriculum
 - ii. New Credentials
 - b. State Curriculum Frameworks
 - i. Tracks
- V. Workforce Needs
- VI. Program Needs
 - a. Internship Placement
 - b. Tours
 - c. Speakers
 - d. Marketing
- VII. Goals
 - a. Curriculum
 - b. Faculty
 - c. Students/Graduates
 - d. Advisory Committee
- VIII. Other Business
- IX. Adjournment

Health Information Technology/MICB Advisory Committee Meeting
Friday, October 19, 2018 9:00a.m.

Name (Please Print)	Facility
Michelle Dalrymple	AAPC - Education Officer
Cynthia Buster	Riverchase Dermatology
Beth Jenney	Lee Health
Ryan Gosselin	Lee Health
Dana McElroy	Millennium Physician Group
RAE FREEMAN	HCCS



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Florida SouthWestern State College
Health Information Technology
Associate of Science Degree Program
Curriculum Sequence

Total Credits: 70
Terms to Complete - 7

		CR	SEM	GRADE	POINTS
Fall Year 1					
ENC1101	English Composition	3			
HSC1531	Medical Terminology	3			
HUM***	Humanities Elective (writing intensive)	3			
CGS1100	Computer Applications for Business	3			
MAC1105 OR STA2023	College Algebra Statistical Methods I	3			
					TOTAL CREDITS: 15
Spring Year 1					
SPC1017 OR SPC2608	Fundamentals of Speech Communication Introduction to Public Speaking	3			
BSC1084C OR BSC1093C AND BSC1094C	Anatomy & Physiology Anatomy & Physiology I Anatomy and Physiology II	4			
PSY2012	Introduction to Psychology	3			
HIM1430	Principles of Disease	2			
HIM1140	Essentials of Pharmacology	2			
					TOTAL CREDITS: 14
Summer Year 1					
TOTAL CREDITS: 0					
HIM Fall Year 2					
HIM1000	Introduction to Health Information Management	3			
HIM2724	Basic ICD-10 Coding	3			
HIM2210	Healthcare Information Systems	3			
HSA1253	Medical Office Administration	3			
HIM1802	Professional Practice Experience I	2			
					TOTAL CREDITS: 14
HIM Spring Year 2					
HIM2253	Basic CPT Coding	3			
HIM2012	Healthcare Law	3			
CGS2511	Advanced Spreadsheet Computing	3			
HIM2279	Healthcare Reimbursement	3			
HIM2813	Professional Practice Experience II	3			
					TOTAL CREDITS: 15
HIM Summer Year 2					
TOTAL CREDITS: 0					
HIM Fall Final Term					
HIM2729	Advanced Coding and Reimbursement	2			
HIM2510	Quality Management in Healthcare	2			
HIM2512	Management Foundations in Healthcare	3			
HIM2214	Health Data Management	3			
HIM2940	Professional Practice Experience III	2			
					TOTAL CREDITS: 12

Florida SouthWestern State College
Medical Coder/Biller
College Credit Certificate Program
Curriculum Sequence

Total Credits: 37
Terms to Complete – 3

The FSW College Credit Certificate Program in Medical Information Coding and Billing is 37 credits in length. Upon successful completion, all 37 college credits will articulate into the Associate of Science in Health Information Technology degree program if desired.

Note that the prerequisite coursework must be completed with grades of C or higher BEFORE the fall start of the Coding Core courses.

At the conclusion of the college certificate program, students will be prepared to take the Certified Coding Associate (CCA) or Certified Professional Coder (CPC) national certifications exams.

2018/2019 Estimated Costs

Tuition: \$4194.32
 Books and Fees: \$2562.13
 Total: \$6756.54

		CR	SEMESTER OFFERED	TIMES	CAMPUS
PREREQUISITE COURSEWORK					
CGS1100	Computer Applications for Business	3	ALL	DAY OR EVENING	ALL
HSC1531	Medical Terminology	3	ALL	DAY OR EVENING	ALL
BSC1084C OR BSC1084C/85C Sequence OR BSC1093C/94C Sequence	Anatomy & Physiology OR BSC1084 and BSC1085 Sequence OR BSC1093C and BSC1094C Sequence	4	ALL	DAY OR EVENING	VARIES DEPENDING UPON CLASS
HIM1430	Principles of Disease	2	SPRING	Evening Class	FORT MYERS
HIM1140	Essentials of Pharmacology	2	SPRING	Evening Class	FORT MYERS
					TOTAL CREDITS: 14
Term 2 Fall (Coding Core)					
HIM1000	Introduction to Health Information Management	3	FALL ONLY	Evening Class	FORT MYERS
HIM2724	Basic ICD-10 Coding	3	FALL ONLY	Evening Class	FORT MYERS
HIM2210	Healthcare Information Systems	3	FALL ONLY	Evening Class	FORT MYERS
HSA1253	Medical Office Administration	3	FALL ONLY	Evening Class	FORT MYERS
HIM1802	Professional Practice Experience I	2	FALL ONLY	Day Class ONLY 9 am to 4 pm FRIDAYS	FORT MYERS HIM SIM LAB
					TOTAL CREDITS: 14
Term 3 Spring (Coding Core)					
HIM2253	Basic CPT Coding	3	SPRING ONLY	Evening Class	FORT MYERS
HIM2279	Healthcare Reimbursement	3	SPRING ONLY	Evening Class	FORT MYERS
HIM2813	Professional Practice Experience II	3	SPRING ONLY	Day Class ONLY 9 am to 4 pm FRIDAYS	FORT MYERS HIM SIM LAB
					TOTAL CREDITS: 9



Draft 2018 Health Information Management Associate Degree Curriculum Competencies

Additional Notes
Pink shading indicates a 2018 HIM Competency where the skill and knowledge requirement is applicable across the associate, baccalaureate, and graduate academic levels. However, the AHIMA-revised Bloom's Taxonomy level at which the skill or knowledge is taught is typically higher at the baccalaureate and graduate academic levels.
DM: Competency for Associate Degree Data Management Specialty Track.
RM: Competency for Associate Degree Revenue Management Specialty Track.
Associate Degree: Schools may elect to teach one or both specialty tracks. Each student would enroll in the DM and/or RM specialty track. The DM and/or RM competencies are to be completed in addition to the other curricular competencies at the Associate level.
Curriculum Guidance is provided in a separate document.

Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Identify types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	3
I.2. Apply policies, regulations, and standards for the management of information.	3
I.3. Identify policies and strategies to achieve data integrity.	3
I.4. Evaluate health record content for compliance across the healthcare continuum.	5
I.5. DM Evaluate data dictionaries and data sets for compliance with governance standards.	5

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Apply privacy strategies.	3
II.2. Apply security strategies.	3
II.3. Identify compliance considerations throughout the health information life cycle.	3

Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1. Utilize technologies for trend analysis, end user support, decision making, and strategic planning.	3
III.2. Calculate basic descriptive, institutional, and healthcare statistics.	3
III.3. Create visual representations of data.	6
III.4. Identify common research methods.	3
III.5. DM Conduct queries using database management techniques.	6
III.6. DM Identify system specifications to determine interoperability and optimal efficiencies.	3

Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2
IV.2. Recognize assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	2
IV.3. Describe components of revenue cycle management and clinical documentation improvement.	2
IV.4. RM Evaluate compliance with regulatory requirements and reimbursement methodologies.	5
IV.5. RM Evaluate revenue cycle processes.	5
IV.6. RM Determine diagnosis and procedure codes according to official guidelines.	5

Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Articulate legal terms and processes that impact healthcare.	3
V.2. Demonstrate compliance with laws, regulations, and standards.	3
V.3. Identify key components of risk management.	3
V.4. Analyze how healthcare policy-making directly and indirectly impacts regional and national healthcare delivery systems.	4

Domain VI. Organizational Management & Leadership	
Competency	Bloom's Level
VI.1. Demonstrate fundamental leadership skills.	3
VI.2. Identify the impact of change on processes, people, and systems.	3
VI.3. Identify human resource strategies for organizational best practices.	3
VI.4. Utilize data-driven performance improvement techniques for decision making.	3
VI.5. Utilize financial management tools and processes to meet strategic goals.	3
VI.6. Facilitate behaviors that embrace cultural understanding and diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Conduct consumer engagement activities.	6
VI.9. Identify principles of management.	3
VI.10. Evaluate training materials.	5

Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)
Pathophysiology and Pharmacology
Anatomy and Physiology
Medical Terminology
Computer Concepts and Applications
Math Statistics

AHIMA-revised Bloom’s Taxonomy for 2018 HIM Curriculum Competencies

Note: In this modified Bloom’s Taxonomy table, a verb is listed at only one Taxonomy Level. In other Bloom’s Taxonomy tables, a verb such as “analyze” may be listed at two different levels. However, in the AHIMA competency documents, a verb represents the level at which it is shown on this modified Bloom’s table.

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present



HIM Reimagined

Transformation starts with you.

AHIMA's HIM Reimagined (HIMR) initiative aims to ensure that current and future professionals are prepared for the future of HIM in the rapidly changing environment that is a result from changes in healthcare, technology, and education. The HIMR initiative was led by a core HIMR team whose work spanned nine-months – from June 2016 to March 2017. With significant input from many stakeholders including: members of the AHIMA Board; members of the CAHIIM; The Commission on Certification for Health Informatics and Information Management (CCHIIM) and AHIMA Foundation Boards; members of the House of Delegates; CSA leaders; external reviewers from HIMSS, HFMA, CHIME and others; and, following multiple public comment periods, the HIMR team developed four recommendations:

1. Increase the number of AHIMA members who hold relevant graduate degrees (e.g. HIM, Health Informatics, MBA, MD, M.Ed, PhD, etc.) to 20 percent of total membership within 10 years.
2. In collaboration with other health and health-related organizations, in the public and private sectors, build a mechanism to ensure availability of research that supports health informatics and information management.
3. Increase the opportunities for specialization across all levels of the HIM academic spectrum through curricula revision, while retaining a broad foundation in health information management and analytics.
4. Boost the RHIA credential to be recognized as the standard for HIM generalist practice and the RHIT (+Specialty) as the technical level of practice.

Visit the [HIM Reimagined](#) website to learn more.

In recognition of **recommendation #4** the RHIT to RHIA proviso opportunity became available in July of 2017. CCHIIM amended the eligibility criteria to sit for the [RHIA Certification Exam](#) for individuals who hold the RHIT. Individuals who have the RHIT will be eligible for the RHIA exam through December 31, 2021, if they have received a baccalaureate degree or higher from a regionally accredited institution or nationally recognized accreditor (official sealed transcripts must be sent to AHIMA for verification); and received their RHIT credential on or before August 31, 2018; and have complied with the Standards for Maintenance of the RHIT credential. These time-limited criteria are a provision of the HIM Reimagined Initiative, which aims to prepare HIM professionals for the jobs of the future.

To date 177 individuals have passed the RHIA exam under the proviso and 111 are awaiting testing dates.

In response to HIMR **recommendation #3**, the Council for Excellence in Education (CEE) Curriculum Workgroup developed the draft for 2018 HIM Curricula Competencies and related resources. The draft competencies aim to align HIM education with the skills and knowledge required to meet long-term future HIM workforce needs. The updated competencies will serve as the new foundation to prepare HIM professionals for current, evolving, and future roles in the healthcare workforce.

The development of the 2018 HIM Curricula Competencies draft involved thoughtful and purposeful intent to deliver a carefully crafted educational roadmap across all academic levels. Each academic level is composed of six common domains, representing the areas of mastery important for all HIM students and practitioners, regardless of academic degree.

Domain I. Data Structure, Content, and Information Governance

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security

Domain III. Informatics, Analytics, and Data Use

Domain IV. Revenue Cycle Management

Domain V. Health Law & Compliance

Domain VI. Organizational Management & Leadership

ahima.org/HIMR



HIM Reimagined

Transformation starts with you.

Each academic level features the following:

- Competencies
- Associated AHIMA-revised Bloom's Taxonomy Levels
- At the associate degree level, schools may elect to teach one or both of two specialty tracks; Data Management (DM) and Revenue Management (RM). Each student would enroll in the DM and/or RM specialty track. The DM and/or RM competencies are to be completed in addition to the other curricular competencies at the Associate Level
- Curriculum Guidance – separate documents that provide educators with suggested learning resources, examples, potential websites, and other ideas for educators' consideration

Additional resources developed by the CEE Curriculum Workgroup:

- Side-by-Side Progression document outlines the progression of the competencies and AHIMA-revised Bloom's Taxonomy Levels, across all three academic levels.
- Curriculum Crosswalk maps the competencies from the draft 2018 HIM Curricula Competencies to the 2014 HIM Curricular Competencies.
- The Supporting Body of Knowledge has been updated to include Math Statistics, along with Medical Terminology, Pathophysiology and Pharmacology, Anatomy and Physiology, and Computer Concepts and Applications. The addition of Math Statistics supports the need for students to have a stronger statistics foundation.

All HIM professionals have a vested interest in the draft competencies. Key aspects of the draft 2018 HIM Curricula Competencies include:

- **Progression:** Provides a foundation in which HIM skills and knowledge can be acquired in a learning progression across all academic levels.
- **Transferability:** Provides a more streamlined framework for academic credits to seamlessly transfer between academic programs.
- **Stackable:** Aligns certification processes and credentials with workforce, industry, and education needs.
- **Laddering:** Closely related to progression and transferability in education and industry. Both are critical components of HIMR, intended to deliver a thoughtful, purposeful educational roadmap across all academic levels and professional practice. Academic competencies outline progression and transferability through the academic environment. AHIMA's Career Map demonstrates promotion and transition pathways for HIM practitioners to plan their career progression. While there is no "one-size-fits-all" approach, AHIMA is well-prepared to support HIM professionals' career path planning, preparation, and development to position themselves for the professional practice roles of the future. Additional resources include JAHIMA articles, publications, meetings, webinars, and certifications; many resources are available to help existing HIM practitioners reach their career goals.



HIM Reimagined

Transformation starts with you.

Action item: To review and comment on the draft competencies, visit [Academic Curricula Competencies](#), review the background information posted under the “Draft 2018 HIM Competencies” tab, review the materials on the tabs for each academic level, and then submit your comments via the official survey links at the bottom of each page. Please encourage others to do so as well. **The public comment period closes September 14. Make sure your voice is heard!**

After further refinement following the public comment period, the final competencies are planned to be handed-off to CAHIIM in December 2018.

At the same time as the draft 2018, HIM curricula competencies are being vetted, CCHIIM is starting its work on aligning existing certifications with HIMR and other demands. However, until the competencies are finalized CCHIIM cannot make their final decisions on potential revisions to the existing certification titles and credentials. Watch for further updates on this timeline as they become available.

Health Information Technology/MICB
Advisory Committee Meeting
Florida SouthWestern State College
Building A Room 137 October 19, 2018

Attendees:

Michelle Dalrymple - AAPC-Education Officer
Cynthia Buster - Riverchase Dermatology
Beth Jenney - Lee Health
Ryan Gosselin – Lee Health
Dana McCalley – Millennium Physicians Group
Rae Freeman - HCCS
Minutes taken by: Martha Meyer

Deborah Howard called the meeting to order at 9:01 a.m.

Welcome and Introductions

Agenda and handouts were distributed.

Deborah Howard, Program Director, welcomed all, gave her background information and noted that Elizabeth Whitmer, faculty member, was in class and would not be in attendance. All attendees introduced themselves and gave some background information. Three of the attendees, Dana, Beth and Rae, have interns in their facilities.

Program Metrics

This is a snapshot of the HIT program primarily because the Coding Certificate is relatively new.

The graph shows the full time and part time enrollment from 2013-2017.

It is an evening program since many are working and are part time students.

The graph shows a bump up which is when the Coding Certificate was implemented.

Part time numbers attributed to the program are shown but after year one of “gen-ed classes” the students don’t trickle in to the HIM coursework.

HIT Grad numbers 8 to 10 graduates – have people who drop out of program--usually happens when they get to coding.

There is disconnect between what it takes to be a good coder and what industry and people say you can do quickly.

Healthcare Statistics course – in addition to regular statistical coursework also require them to build small database in access, abstract charts, do reporting, and some analysis. This is more rigorous than what they might think coming in.

HIT Program Graduates placement rates- report goes to accrediting body and shows the attrition rate.

HIT Program Graduates percent passing RHIT exam- does fairly well

Since we are accredited from AHIMA we get feedback on the RHIT exam and how the students do.

Only a few took the test but they all passed.

Since coding certificate is not accredited we do not get statistical information.

AHIMA gears them for the CCA but we recommend them to do CCS or CPC which is the new goal. We do not get feedback on who passes or takes it since it is not accredited.

HIM SIM Lab Resources – we have single screens but would like to get double screens.

Discussion of various software that is used currently. We have EHR, HIM modules, don't have CLIMDOC (not certified to teach CLIMDOC), AHIMA Vlab-managed by AHIMA have access to industry pieces of software with 3M coding, does not have access to computer assisted coding functionality, have find-a-code software (computer assisted coding) for students to learn and discern if correct. We have access to Tableau data analytics – exercises are being put in data management class to become more familiar with Tableau.

If have suggestions about what is needed from a software standpoint that students should have more access to, let us know we can get an educational version and work it into lessons. Want to be reflective about what you expect our grads to know and be able to do should you employ them.

Curriculum Review

Have two programs: AS in HIT which has 70 credits and MICB-the State of Florida calls it MICB-Medical Information Coding and Billing. The State of Florida stipulates the number of credit hours that we can have in the College Coding Certificate which is 37 credits. Coding Certificate are same classes as AS HIT but stops at Professional Practice Experience II course.

The coding certificate differs from ATD-Advanced Technical Diploma which is not a college level credit but recognized as a coding diploma by state curriculum frameworks. We do have articulation agreements with them so that we award 26 credits for someone who has graduated from the ATD program.

All 37 credits from coding certificate must track into the AS HIT Program per the State.

If make a change in one program it automatically changes the HIT program.

Open admissions for both programs. Classes are brick and mortar and blended not 100% on line.

Some classes are easy to migrate to online like medical terminology; coding classes are not as easy to move to on-line.

For just coding piece we are looking towards putting it online 100% but want to make sure the students will not miss out on something.

In spring will work with Instructional Delivery Team in order to offer an online track and brick and mortar track but have to have enrollment to support it.

Migrating to online will help include other areas around Charlotte and Collier counties.

Have two curriculum sequence documents that show content of curriculum for AS degree and for Medical Coder/Biller Certificate.

Specific courses that were talked about are:

Advanced Spreadsheet Computing which goes into using excel and making charts.

Healthcare reimbursement class is a billing class.

Health Data Management is a statistics class.

If proposal from AHIMA goes through they will be requiring Mathematics Statistics instead of College Algebra. There are students that struggle with Math so are concerned with new requirement of changing to Statistics class. Statistical Methods course is taught out of Mathematics Department and goes beyond ratios and percentages. It goes more toward research statistics, formulas and applications used in data analytics.

Discussion about tutoring--student academic success: Tutors are available to help students with math or writing. Referral can be mandatory or can be a suggestion. Tutors in academic center have taken specific course so they have first-hand knowledge of course requirements. Healthcare Statistics class tutor would be Deborah Howard, Professor.

Thoughts on new statistical requirement that may be changing HIT in AS degree level may be too high of an expectation for an associate degree level program. May become a deterrent so that would have a vibrant coding certificate program but may take away from the AS HIT program enrollment.

Discussion of adding more information about the REV cycle. Go over the steps of a claim, medical office administration and reimbursement functions. May not succeed in the field of coding so show diversity of where else the students might be able to go. If don't have the full depth of knowledge to be good coders, give them the full rev cycle from the patient walking in the door to when the claim is paid in full, so they know all that is entailed. They don't understand clearinghouse and adjudicating process are very tunnel visioned to the coding perspective. Look at healthcare reimbursement and picture where they fit into rev cycle. Make healthcare reimbursement and office administration to be more robust, build into these courses. More geared to inpatient level as the world is going to more outpatient and ambulatory. With changes AHIMA is proposing they are HIM reimaged looking to develop specialty credentials RHIT-RM (revenue management) or RHIT-DM (data management)

Don't have the numbers to have both at this time so will have to pick one to start -- RM is more employable in the opinion of attendees.

How to work edits in clearinghouse? What are denial codes and how can we fix it on charge review end and to allow the denial not to happen? How to appeal their claims? Fiscal year ends and quota problems/issues with coding.

Revenue Management – employability rate will stay high even if numbers of enrollment increases
What happens to the students that do not continue in the programs? We have not surveyed them directly but have determined that some have moved out of area or they get accepted into another program i.e. nursing, rad tech, etc.

TO DO: Survey the vanishers – important to follow up with students who have not continued within the program(s). Is it because they do not want to be coders but don't have anything to fall back on?

Accreditation says no experiential learning; cannot count towards internship hours.

CAHIIM does not allow you to sub in experience for internship hours.

Syops has access to records in their system that they can scrub them of all identifying information and keep only clinical documentation. It's how they train auditors and can make it available to us but it is very costly we are new adopter so are negotiating with them. Would provide real life experience and it will auto grade and will also score them so we are thinking of it so that internships can be online.

Practicode is another example but found some of the charts less than what was needed and when it was new there were some accuracy issues.

How to make graduates more employable and better prepared.

Employers also want to encourage employees to go back to school as they would become better coders but also could go into leadership.

Work from home is not realistic if not disciplined.

Discussion of working at home and timers that are used, i.e. system timers (EPIC tracks time)

Need a dedicated office, dedicated hours and need to have a babysitter.

Sign a code of ethics, unrealistic with no prior work history need 90 days to show are accountable.

Working at home is a privilege and can be revoked at any time.

Understand the healthcare organization and where they fit.

Transition to RM curriculum, with data analytics later possibly, have freedom to put classes into curriculum without being penalized.

AHIMA Domains and State Framework Changes

Discussion of handout Draft 2018 HIM Associate Degree Curriculum Competencies

Have six domains with some changes being made.

Revenue management becomes revenue cycle management

Shows competencies we must meet. If local community shows needs as a part of revenue mgmt. curriculum then can develop at their recommendation a class and put it in the curriculum. This is minimum or base we can add to it.

More textbooks will address more of the revenue cycle instead of just one piece of the cycle.

TO DO: Healthcare reimbursement class- Email them the syllabus to see what the textbook covers, the contents to see if it meets what they are talking about. Will teach in the Spring and will send out to the attendees.

Workforce Needs

Common statements heard from recent graduates: I passed but I can't get a job in coding. Go into billing, go into revenue cycle.

Need for interview skills, professional development.

Need to be engaged in interview- if not engaged in interview will not be engaged in job.

TED Talks- watch and give

Looking for highly qualified passionate people. Might overlook candidate if on resume does not show rev cycle knowledge.

If had billing credentials that would make them more attractive in the hiring process.

Make students do research on what kind of jobs you can get, what experience is needed, what credentials are needed. If you want to work from home what experience and credentials are needed.

What is provided if you work from home. Are there specified hours. Working from home does not happen right away.

Professional email etiquette. Use of general greetings, do not use textese.

Average age range of students is 32 years old.

Create a professional email address. Being detail oriented is a very important part of the job.

Workforce Development Board of SW Florida considers both coding certificate and AS degree levels as an in-demand field. If they meet the qualifications they will pay for the whole thing and it's not only need based. The lady that heads up this organization is more than willing to talk about the criterion.

About 50% of student graduates get jobs from their internships.

What are the continuing education needs in your environments? Workshop or students to help with certain projects, like scanning, etc. or workshop on a certain topic for your staff? What can we provide that are related to coding or risk adjustment? All of healthcare and coders are going towards risk adjustment and there will be a major deficit. Confusion on new and established patients. Evening workshop better than day? Would employees not go because not on the clock?

TO DO: Send survey out and poll about CE, training or workshop?

CEUs Seminars-- March is next time they are done. Seminars are on Saturdays. College may be able to be a site to hold the seminar. Legal says must have liability insurance and food may need to be purchased within the college's food service program.

Would setting up a special speaker be a better way?

Program Needs

Panel Talk-- Speak to the students in the classes and let them know about what they are getting into and what type of jobs are out there.

Find the vanishers and have an open house. Have panel to be able to answer questions.

Goals

Revenue management will be selected since now know that this choice is supported.

Other Business

What is involved in becoming a provider for internships? Affiliation agreement is needed. If become a practice who can do the experience level, can the team at the practice take classes at low or no-cost?

Can look into being able to give credits. State regulations are very regimented so don't have the ability to do creative things but can always propose it and look into what options could be done.

Adjournment

Meeting adjourned at 10:35a.m.

Old Minutes from last year's meeting:

Internships are in-house except for the final one. Two are at the front end: one is operational, second a coding internship, and the final one is in the Fall semester before graduating where the students go out to facilities.

New Coding Certificate Program

Refer to curriculum handout:

Instituted new coding certificate program which is a subset of Associate degree.

- State of Florida requires, if have a college credit certificate, that all credits have to roll forward into the HIT degree. Can take the 37 credits which is a coding piece then take CCA or CPC exam(s).
- All 37 credits will roll into AS degree if decide to go on or come back.
- First cohort is going through now.

- Medical Office Administration was put in the curriculum because of need to go into nontraditional roles. Need to know workflow in physicians' office which is a mini picture of the revenue cycle as well as hospitals. Focus is on getting more people to know billing.
- PPEII moved from 2 credits to 3 credits, part of the coding practicum, runs like a remote coding office.
- AHIMA VLab has mock patient charts based on real charts; students get hands-on real coding experience with instructor present for questions.

Eight or nine are graduating in December that are in PPEIII at facilities in the Associate Degree program. Coding Credential students go through PPEI and PPEII.

If only take classes for Coding certificate is a financial aid issue but are capable after completion to take CCA exam to get job.

There is a Workforce Grant for Coding Certificate and HIT if student is financially eligible.

Final is Mock CCA Exam so ready to take exam.

Students are being adequately trained for entry level coding.

AS Degree is 70 credits, Florida Department of Education mandates how many credits allowed to offer.

All 37 credits have to roll into the 70 credit AS degree program.

Discussion of Anatomy and Physiology class differences and explanation of what is acceptable.

In two year level added Advanced Spreadsheet course because of moving into Data Analytics and needing proficiency with spreadsheets.

In Health Data Management course students have to build database, create reports and forms.

Discussion of specific data and examples of projects required that prepare them for the workforce.

Would like to offer CM & PCS classes separate but is not feasible at this time.

With HIM Reimagined, in 2019 will most likely need new curriculum to go through, adopt and modify to stay relevant.

RHIT Certification Exam Pass Rates

100% pass rates of the people who took the test although some students did not take the test.

Placement rate is 83% includes people studying to go on.

Activities in the HIM SIM Lab

PPEI and PPEII

CAHIIM has asked to have table that we have to utilize that shows all the domains in curriculum to show competency with an example of two different exercises.

Handout on VLab applications:

Discussion of various software packages, tutorials and different versions that may be found in the various workplaces. Students should be aware that although they are training on most current software when they get into the workforce, places may have older versions.

- Use case studies text from AHIMA and AHIMA VLab suite software for entire curriculum. Patient cases, 3M coding and reimbursement system, electronic code books and number of references to get exposure to them to find information.
- drchrono is new Physician Office Electronic Health Record. Will put more of the exercises in the Medical Office Administration class.
- Chryox-Health Care Law class utilizes this software
- For encoders we use Integrity as Quadramed has been phased out.
- Will probably put in Edco document system in PPEI possibly next Fall.
- We have Tableau, use is visual will put together dashboards of data and will try to put in Health Data Management class.
- We have and use Vista EHR tutorials, Neehr Perfect which is built on the Vista backbone.

One of our domains requires an understanding on Computer Assisted Coding (CAC), Find-A-Code can be used for this requirement.

Explanation of the use of the EPIC acute EHR HIM modules which are in our labs for training environments. The training module is valuable for learning about the revenue cycle.

We have our own version of 3M coding reimbursement software in our lab and students have access to it.

Improvements have been made to VLab therefore is beneficial to the students.

CE Needs Assessment

Questionnaire distributed (handout) and discussion about “wish list” and continuing education needs that college could address.

On 11/14 HIM Reimagined Webinar at 1p.m. and impact. Deborah stated she will send out link which is open to all AHIMA members.

HIM Reimagined—Future Roles and Skill Sets

Discussion and comments on handout “HIM Reimagined”

The future of HIM and changes of RHIT and RHIA

- Coding will be changed not diminished in its role
- Career preparation focus with relevance and employability
- Changes to auditing from coding
- Be proactive to determine what roles can go into and to adequately prepare students for career not just a job.
- Will have to have “gatekeeper” and auditors and will need to make sure people are adequately trained for those roles.

- Build on coding skillset RHIT plus specialty and possibly retiring the RHIT credential.
- Health Data Analytics, coders (diminished number of people), privacy and security.

Discussion of RHIA with CCS or CHPS:

- Valued credentials in field are CCS, CHPS and RHIA
- Strength on the analyzation of data, communication and report writing.

Discussion of RHIA vs RHIT plus specialties.

- Looking at RHIA as being a generalist credential.
- RHIT plus specialty credentials, CCS, CDIP, CHDA, CHPS.
- RHIA level tracks build expertise and build on data.

AHIMA is trying to preserve the profession. They are creating educational tracks and a path forward.

Discussion of two year and baccalaureate level core requirements.

Gail Smith stated survey results showed RHIA with CCS are happiest and have the most opportunities.

Most valued credentials are CCS and CHPS.

Majority of membership of AHIMA is RHIT.

Analyzation of Coded Data, communication and critical thinking.

EPIC website and discussion of analyzing data and reduction of administrative overhead.

Strong IT core in addition to analyzing data.

Discussion of IT and Data governance/confidentiality.

Two year plus specialty will still stay at entry level and will have basic foundation.

If there is a need for additional skill can try to incorporate or have a speaker come in to class.

Discussion on HIPA differences in how it is taught, by class, module, test on site.

Meeting adjourned at 4:50 p.m. by Deborah Howard.