

HIM Reimagined

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CHiA

— AHIMA Affiliate

California Health
Information Association

History

- 1918 the hospitalization standardization movement was inaugurated by the American College of Surgeons
 - Established minimum quality standards for hospitals
 - Identified the need for a complete and accurate reporting of care and treatment provided during hospitalization

Hospital Standardization Program

- To comply with standards, medical record processes were implemented
- Hospitals recognized that medical records must be maintained and filed in an orderly manner with cross-indexes of disease, operations and physicians
- A position of “medical record clerk” was established

ARLNA formed

- 1928 – 35 members of the Club of Record Clerks met at the Hospital Standardization Conference and formed the “Association of Record Librarians of North America” (ARLNA)
- ARLNA is the predecessor of the American Health Information Management Association (AHIMA) *Note: several name changes and credential name changes in between*

Health Information Management

- HIM professionals work in a variety of different settings and job titles.
- They often serve in bridge roles connecting clinical, operational and administrative functions
- They work on classification of disease and treatments to ensure standardization for billing, financial and legal uses in health care.

Certifications

HIM Certifications

- RHIA (Traditionally 4 year program)
- RHIT (Traditionally 2 year program)

Coding Certifications

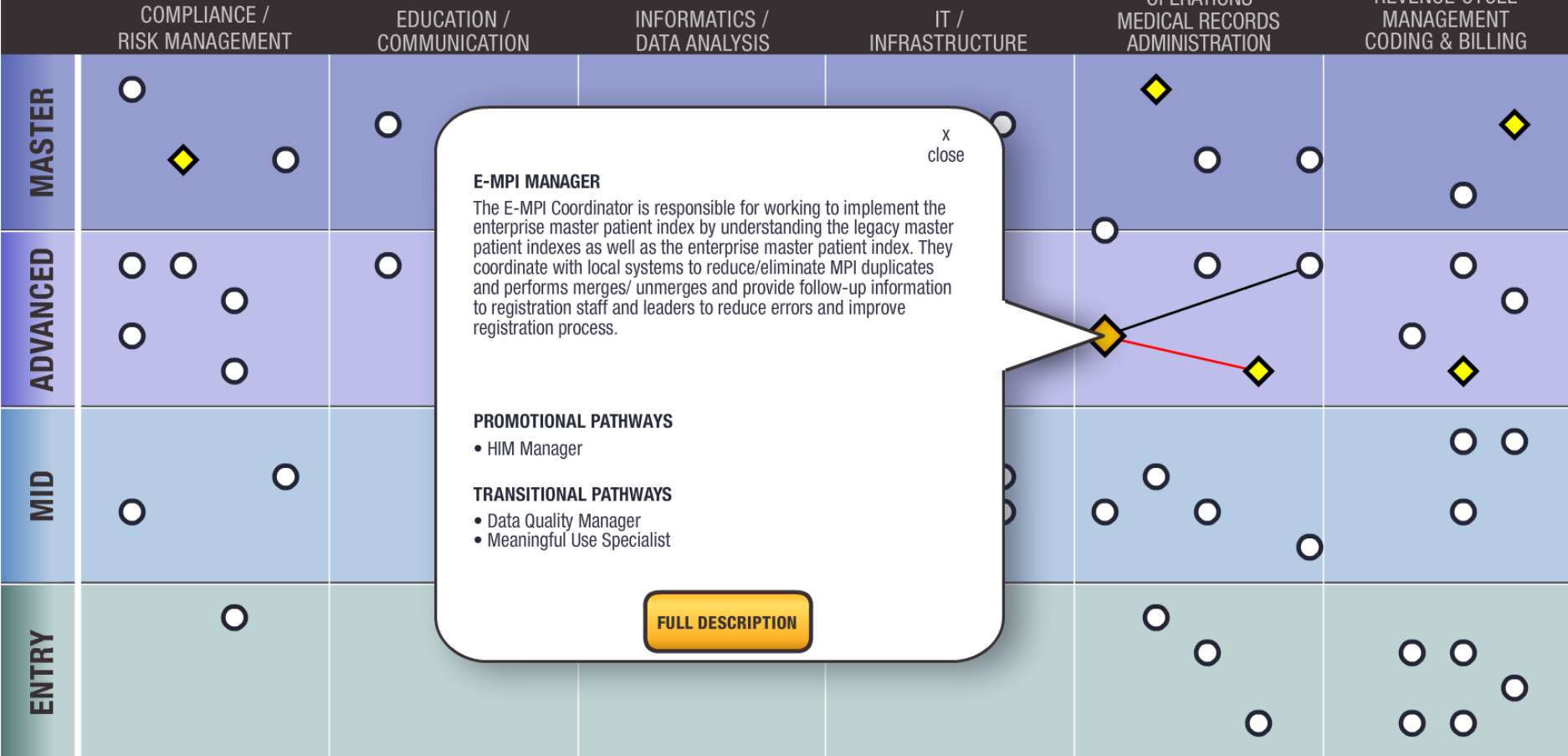
- CCA – Coding Associate
- CCS – Coding Specialist
- CCS-P – Coding Specialist-Physician Based

Certifications

Specialty Certifications

- CHDA – Health Data Analyst
- CHPS – Healthcare Privacy & Security
- CDIP – Documentation Improvement Practitioner
- CPHI – Professional in Health Informatics (new)
- CHTS Exams (currently based on six roles)
 - Healthcare Technology Specialist: Clinician/Practitioner Consultant, Implementation Manager, Implementation Support Specialist, Practice Workflow, Technical Support, Trainer

HEALTH INFORMATION CAREERS - CAREER MAPPING



Industry Careers: Current ○ Emerging ◆

Promotional Path — Transitional Path —

FEATURED CAREER PATHS

VIEW FAQ

HIM in Transition

- Our knowledge of filing systems has given way to our knowledge of computer interfaces.
- Our knowledge of forms design has given way to our knowledge of file structure.
- Our knowledge of ICD-9 has given way to our knowledge of ICD-10.



HIM Reimagined

Transformation starts with you.

AHIMA

HIM Reimagined

- Framework launched by AHIMA to ensure the Health Information Management Field remains strong and vibrant by identifying current and future roles for HIM professionals
- Process that builds on profession's strong foundation of skills and knowledge to ensure continued relevance in today's rapidly changing environment
- Endeavor to implement research to identify and create career pathways and academic curricula to meet future workforce needs

HIM Reimagined

- Strategy to make sure HIM is ready for the future positioned to meet the growing needs of the dynamic health care industry
 - Information Governance
 - Data Analytics
 - Informatics
 - Big Data
 - Privacy and Security

How it works

Focus on 4 main areas:

- Education
- Research
- Specialization across all levels of HIM
- Credentials

Education

- Education and commitment to lifelong learning by increasing scholarship opportunities, HIM faculty, and increasing number of graduate level programs in HIM and Informatics
 - AHIMA's goal is for 20% of its total membership to hold graduate degrees within the next ten years

Research

- Advancing Health Informatics and HIM requires a significant body of knowledge and research
 - AHIMA looking to provide competitive research grants and dissertation scholarships on HIM related topics to encourage research and build a strong body of knowledge to support growth

Specialization

- Increase specialization across all levels of the HIM academic spectrum through curriculum revisions that will align HIM professional's skills with future workforce needs
- Areas such as: Data Analytics, Informatics, and Information Governance

HIMR Credentials

- Specialized HIM knowledge that addresses workforce requirements promotes employability and positions HIM professionals to thrive in the workplace
- RHIA (Standard for HIM generalist practice)

HIMR Credentials

- RHIA (Standard for HIM generalist practice) – Baccalaureate level
- Transition RHIT credential to include specialty designations:
 - RHIT + Specialty (based on associate level education)
 - Multi-year and Multi-phased
 - Careful market analysis will help identify the specialties that best meet industry needs

Health Workforce Initiative

- Promote Advancement of California's Health Care Workforce – Introduce to Programs
- Identify Health care needs & cultivate solutions
- CHIA Academic Committee – Active participation
- Community College Engagement

HWI – program of the Workforce and economic Development division of the California Community College District

Community College Response

- Identification of specialty-specific trends in the HIM profession
- Develop new certificate programs, expanded curricula and focused Professional Practice Experiences
- Foster partnerships with industry leaders, key facilities and vendor sponsors to expand student skills and create a competitive advantage for graduates

Industry Needs

- Survey of healthcare facilities to identify professional needs in health information technology
- Collaborate with Health information leadership to develop materials and workbooks for alternative careers
- Select students with complimentary skillsets
- Conduct initial, interim and closure meetings with PPE site mentors to monitor outcomes and plan for future PPEs
- Develop new workbooks as industry needs are identified

Professional Practice Experience

- Professional Practice Experience (PPE) provides hands-on training for the student
- Development of specialty PPEs prepares a student for a higher level HIM environment
- Allows the PPE site mentor more flexibility in the training and assignment of tasks

Collaboration: PPE Sites

- Collaboration among colleges to enable students from different geographic areas to find sites
- Discussion among colleges on best practices for PPEs

Building the Relationship

- Objective – Hands-on experience
- Consider student and site needs
- Develop an objectives workbook in collaboration with site mentor
- Revise objectives to consider the EHR
- Student research as introduction

The “Special Project”

- Reduced staff = decreased student opportunities
- Balance Affiliate benefits and student expectations
- Set the “Special Project” stage
- Pre-PPE site visits

Module X: Independent Project/Special Assignment (optional)

#	Description	Date Completed	Initials of Mentor
1.	Description of Project/Special Assignment		
2.	Purpose of Project/Special Assignment		
3.	Deliverables		
4.	Student Assessment of Experience (attach additional pages as needed)		

Professional Practice Experience Module Summary

NAME OF FACILITY: _____

STUDENT NAME: _____

FALL _____ SPRING _____ SUMMER _____ YEAR _____

Module	Date Completed	Comments

Complete and return to HIT program director at the end of the clinical practice.

Sites Seek Your Students

Making the PPE a Win for All

Reimagine

- Changing face of the HIM profession
- Develop non-Traditional PPE to better prepare students
- Catalogue types of roles
- Research availability & seek new sites, new mentors
- Consider any State/Federal initiatives

Reimagine/Redesign

- Redesign tradition PPE workbooks for dual-options – Manual and EHR
- Draft other options as sites are identified
- Research sites, discuss with mentors
- Discuss what access will be available to student
- Start security process early

Module II: Health Information Systems

#	Objectives	Date Completed	Initials of Mentor
1	FILE MEDICAL RECORDS P/E/R: Student will be oriented to file systems & file with 100% accuracy		
2	CHART LOCATOR SYSTEM P: Student will be oriented to facility chart locator systems & successfully find the location of records. E: Student will be oriented to MPI search and successfully locate 5 duplicate medical record pairs, identified by HIM staff, with 100% accuracy.		
3	RETRIEVE MEDICAL RECORDS P: Review retrieval of medical record policy. Student will utilize facility chart check out procedure. E: Student will review access process of patient records for purposes of documentation.		
4	AUDIT FOR MISFILED RECORDS (student activity) P: Student will check a minimum of 2 file sections. E: Student will review procedure for correcting documentation entered into the wrong patient chart.		
5	ORIENTATION TO MASTER PATIENT INDEX P/E/R: Student will be oriented to both manual and computerized MPI & utilize MPI to locate the medical records for 10 patients with 100% accuracy.		
6	ADMISSION PROCEDURE P/E: Student will be oriented to admission process & participate in health information		
7	FOLDER PREPARATION P: Folder preparation procedure will be reviewed. Student will create new medical record folders or update existing folders. E: Student will review procedures for the verification of new/established patients and process for merging duplicate records.		
8	DISCHARGE PROCEDURE P: Student will be oriented to discharge procedure, locating records for all patients discharged for a given day and complete discharge procedure. E: Student will review procedure for the discharge of a patient, completion of records and movement of record into the coding work queues..		
9	LOOSE FILING P: Student will file a minimum of 25 pieces of loose filing: validating medical record number, encounter date, locating chart, and filing form in correct location. E: Student will flow chart the process for moving outside hard-copy documents into the EHR.		

10	ASSEMBLY OF MEDICAL RECORDS P: Student to use facility chart order to assemble with 100% accuracy. E: Student will review and summarize how chart order is represented in the electronic format.		
11	TYPED REPORT PROCESSING P/E: The student will review policy and procedure for transcribed documents. Student will tour the transcription area (if applicable) or discuss process for transcription of reports.		
12	DICTIONATION EQUIPMENT ORIENTATION P/E: Student will observe a demonstration of transcription/voice recognition equipment and tracking of dictated reports.		
13	TRACKING TRANSCRIBED DOCUMENTS P: Student will participate in the tracking of transcribed documents, and review of systems for validating that dictated reports have been transcribed. E: Student will observe and draft procedure for tracking electronic files		
14	DISTRIBUTION OF TRANSCRIBED DOCUMENTS P: Student will distribute transcribed reports using established procedures with 100% accuracy.		
15	FILING OF TRANSCRIBED REPORTS P: Student will locate and file transcribed reports in the correct location in the medical record for 10 encounters with 100% E: Student will be oriented to Dragon or other voice recognition software, track reports and clear deficiencies.		
16	OPTIONAL: Transcription of Reports		

CCSF Successful Ventures

- Research Revenue Cycle
- Cancer Registrar
- HIM Auditing & Monitoring
- Information Governance – Data Integrity
- Clinical Coding & Classification

Module I: Facility and Health Information Department Orientation

	<i>Objective</i>	Date Completed	Initials of Mentor
1	TOUR Tour facility with identification of major departments or participate in facility wide orientation		
2	INTRODUCTION TO STAFF Introduction to Health Information department staff, their credentials, and overview of their functions and daily routine.		
3	LOCATION OF POLICIES AND PROCEDURES Orientation to location of department policy and procedure manual.		
4	COMPUTERIZED SYSTEMS Orientation to computerized systems. Student should understand how each system relates to department functions and hospital wide systems.		
5	SCHEDULE DEVELOPMENT The student and clinical site supervisor will develop a schedule for the completion of the objectives of the Acute Care Workbook		
6	ACCESS As appropriate the student may be assigned access codes for the computer system		
7	ACCESS Secure facility ID badge if appropriate		

Module II: Research Revenue Cycle Background

	<i>Objective (familiarize the student with the business of grants, awards and management of research funding)</i>	Date Completed	Initials of Mentor
1	MEDICARE Research Clinical Trial Policies on the CMS web site Read: https://www.cms.gov/Medicare/Coverage/ClinicalTrialPolicies/downloads/finalnationalcoverage.pdf Review other P.A.T.H. policies for Clinical Research Billing		
2	SUMMARY Summarize the CMS regulations and critique one P.A.T.H. Research Billing Compliance policy		
3	ROUTINE CARE What is Routine Care and why did CMS issue this policy? Review the following: https://www.medicare.gov/coverage/clinical-research-studies.html https://www.nih.gov/health-information/nih-clinical-research-trials-you/basics		
4	REVENUE CYCLE FOR ROUTINE CARE How is routine care billed? https://www.creighton.edu/fileadmin/user/BillingCompliance/QOO1Modifiers.red.pdf		
5	SPECIFIC CARRIER POLICY Review the Coverage Determinations for at least three non-government carriers and create a table of coverage and billing instructions. Example: http://www.aetna.com/cpb/medical/data/400_499/0466.html https://www.wellmark.com/Provider/MedpoliciesAndAuthorizations/MedicalPolicies/policies/Clinical_Trial_Rtn_Pt_Care.aspx		
6	ACCESS Do special interest web site sites provide education on routine care? Provide at least three examples. Example: http://www.cancer.net/navigating-cancer-care/how-cancer-treated/clinical-trials/health-insurance-coverage-clinical-trials		
7	LIFE CYCLE Describe in detail the life cycle of a Clinical Trial from IRB approval to final report. Describe the involvement of all parties including Principal Investigator (PI), Nurse Coordinator, Patient (consents) and any government agency involvement (e.g. FDA)		
8	DELIVERABLE Paper with references and footnotes in either APA or ALWD basic legal reference		

In Progress / Planned

- Two-semester Privacy & Security
- Compliance/Risk
- Ambulatory Clinics
- Outreach to prospective sites
- Working with California Healthcare Workforce Initiative to identify other healthcare options

Preparation

- Develop student pre-PPE activities
- Create objectives by site
- Discuss projects & needs with mentor
- Draft workbook and collaborate
- Encourage student presentation to class
- Coach student in site objectives

References

- **Sayles, N. B., EdD, RHIA, CCS, CHP, CPHIMS, FAHIMA. (2013). *Health Information Management Technology: An Applied Approach* (Fourth ed.). Chicago, IL: American Health Information Management Association.**
- **AHIMA HIM Reimagined Whitepaper**
<http://www.ahima.org/about/him-reimagined/himr?tabid=whitepaper>

