

The Great Hunt in Health Information Technology: Finding the Talent to Win the Race

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AHIMA – 71,000 Members; HIMSS – 51,000 Members; AAPC – 70,000 Members

Q1: How many SOC codes are there for the HIM/HIT profession?

a. 1 b. 5 c. 15 d. 20 e. 25

Q2: When was the last time the SOC code(s) for HIM/HIT was/were changed?

a. 1958 b. 1968 c. 1978 d. 1988 e. 1998

**“Without deviation from the
norm, progress is not
possible.”**

– Frank Zappa

Are You Building the Choluteca Bridge?



Market View of Health Information Management

The market views HIM/HIT positions as being entry level and working in:

- Departments/units
- Silos
- Small facilities

The market views HIM/HIT professionals as Associate-degreed individuals filling the following roles:

- Coders
- Transcriptionists
- Implementation Specialists

The New Market View

The new market will emphasize skills and education at the enterprise-level, not the position itself within a specific department.

<http://www.youtube.com/watch?v=fdxvwnjbRJc&feature=c4-overview&list=UU6qipV--uB593PJXeoKClaw>

The New Market View

- Coding Skills – *Associate Degree*
 - CDI, Revenue Cycle, Registry
- Data Governance Skills – *Bachelors and Masters*
 - “Big Data Analytics,” Data Integrity, Analytics, Fraud and Abuse, Privacy and Security, Compliance Officer, Risk Officer, Performance Improvement Specialist, Health Information Manager
- Leadership Skills – *Masters and Doctoral*
 - Enterprise-Level (Integration of Data, Knowledge, and Information Sets), Chief Knowledge Officer, Chief Learning Officer

“The [Georgetown University] study also finds that 65 percent of job vacancies will require some postsecondary education and training.

- 6 million jobs will require a graduate degree.
- 13 million jobs will require a baccalaureate degree.
- 7 million jobs will require an associate’s degree.
- *5 million jobs will require a postsecondary certificate.**
- 10 million jobs will require some college credit.
- 20 million jobs will not require education beyond high school.

Postsecondary education will be most in demand in healthcare, information technology, and government, where 80 percent of jobs will require more than a high school diploma ... Physically intensive skills, by contrast, have declined over time ... as computers have become ubiquitous.”

Source: Georgetown University Center on Education and the Workforce. **NEW STUDY FINDS THERE WILL BE 55 MILLION JOB OPENINGS BY 2020:** Study projects a short fall of 5 million workers with postsecondary education and training.



Table 7: 83% of job openings in healthcare occupations between 2010 and 2020 will require postsecondary education

(in '000 of jobs)	Less than High School	High School Graduate	Some College, No Degree	Associate's Degree	Bachelor's Degree	Master's Degree	Professional Degree	PhD	Total
Healthcare professional and technical	20	280	420	480	430	230	1,130	600	3,590
% by education	1%	8%	12%	13%	12%	6%	31%	17%	100%
Total jobs in the economy	6,370	12,910	9,810	6,500	13,390	4,430	960	420	54,770
% by education in the economy	12%	24%	18%	12%	24%	8%	2%	1%	100%

Source: Georgetown University Center on Education and the Workforce forecasts of educational demand through 2020 (see: <http://www.healthreformqps.org/wp-content/uploads/Healthcare.FullReport.071812.pdf>)

Healthcare jobs will grow faster than any other sector

To meet growing demand for care, the number of healthcare professionals will have to expand by almost 30 percent overall by 2020—the most dramatic growth of any sector of the U.S.

Source: Georgetown University Center on Education and the Workforce forecasts of educational demand through 2020

Healthcare jobs will require higher levels of education

In 2020 healthcare professional and technical jobs will have the highest concentration of postsecondary attainment among all U.S. jobs (92%).

Source: Georgetown University Center on Education and the Workforce forecasts of educational demand through 2020

Expected Role of CDI Within the Healthcare Organization

Clinical Documentation Improvement (CDI):

- 2/3 have Clinical Documentation Improvement programs
 - 41% of those without programs today expect to start in 2013
- 3rd largest employment field in HIM
 - 233% growth since 2007

Source: Torrey Barnhouse, BS and William "Bill" Rudman, PhD, RHIA. "The Growth in the Clinical Documentation Specialist Profession." *Educational Perspectives in Health Informatics and Information Management* (Summer 2013): 1-7.

Transforming HIM Workforce: Reality 2016

- Continued work on bringing Reality 2016 to life
 - R2016 Toolkit Taskforce
 - Collaborative effort between the CEE and HOD
- R2016 is the central focus of the CEE
- The four core tenets of R2016 are:
 1. Encourage HIM professionals to seek graduate degrees.
Expand academic programs to offer more graduate degrees
 2. Enhance opportunities for individuals with associate's degrees through specialty tracks
 3. Invest in faculty and member development in areas of research, data integrity, and data governance
 4. Increase the workforce with additional qualified professionals

Educational Profile of Healthcare Leaders

2011 (NCHL Report)

Bachelors Only	1%
MD Only	24%
Masters/PhD	73%
Unknown	2%

Garman, A. 2012, "Changes to the Educational Profiles of U.S. News Top Hospital CEOs: 2008 - 2011", *CAHME 2012 Corporate Member Meeting*, Manhasset, NY.

Associate Degree Specialization Certifications

Data show those with specializations earn more and have more opportunities

- Specialization areas could be implemented either as:
 - part of the Associate degree curriculum or
 - offered as post-Associate degree certificate programs

Associate and Post Associate Specialty Tracks

The Associate Education Coalition (AEC), and advisory body to the CEE developed the following optional and flexible specialty tracks for programs to consider for implementation

- Coding
- Clinical Documentation Improvement
- Registry
- Practice Management
- Data Analysis

Registered Apprenticeship Program

AHIMA will work in coordination with the Department of Labor, Employment and Training Administration to develop a Registered Apprenticeship Program.

Registered Apprenticeship Program

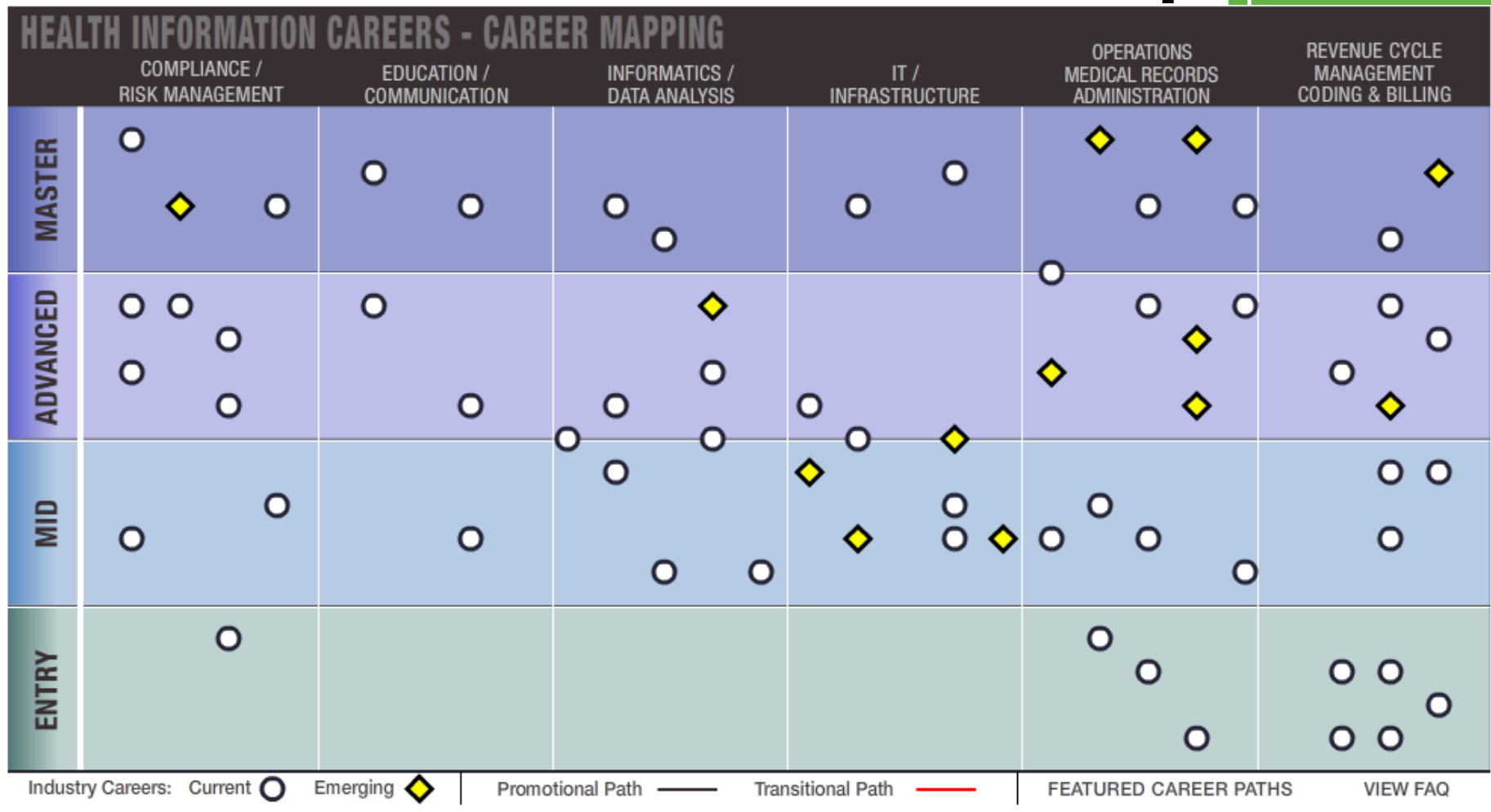
Apprenticeships are intended to be a bridge between education and employment.

- Major areas of focus for the Registered Apprenticeship Program:
 1. Coding
 2. Clinical Documentation Improvement
 3. Health Information Technician – Data Analyst
 4. Health Information Technician – Business Analyst
 5. Graduate Level Position - TBD

Department of Commerce Award

AHIMA will work in coordination with the Department of Commerce and the International Federation of Health Information Management Associations (IFHIMA) to develop an international curriculum and workforce modules in the areas of HIM/HIT.

Health Information Career Map



Available at: <http://hicareers.com/CareerMap/>



Questions?

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www.ahimafoundation.org