

AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM (Revised 06/12/07)

Please complete all sections with an **emphasis** on items 7, 8, 9 and 10. The ATP is not to exceed 5 pages.

1. School/College and Department/Unit: Kapi'olani Community College, Health Sciences

2. Chair/Convener of Planning Committee:

3. Program Category: X New Modified Interdisciplinary

4a. Degree or Certificate Proposed: Associate of Science Degree in Health Information Technology, AS Degree (HIT)

This is a revised ATP for the proposed AS Degree (HIT) based on comments from the CCAO meeting on May 17, 2011.

Kapi'olani Community College's AS Degree in Health Information Technology will be available online and face-to-face in order that we meet the student needs across the UHCC system. The proposed AS Degree (HIT) is a pathway to the Registered Health Information Administrator (RHIA) – (BA). The AS Degree (HIT) could also lead to a partnership with UHWO for the Bachelor of Applied Science in Health Information Administration, as have Respiratory Therapy. Dialogue with UHWHO will be part of this planning process. The AS Degree (HIT) program was also included in the spring 2011 system C3T grant proposal. See APPENDIX Health Science and Nursing Department Chart of courses using health information within the current course/programs offerings.

The AS Degree and certificates proposed in this ATP are educational programs that will be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CMHIIM, www.cahiim.org).

4b. List similar degrees or certificates offered in UH System:

To determine Hawaii's specific needs for Health Informatics, Kapi'olani Community College undertook a preliminary sector assessment and also scanned educational institutions to determine what Medical Informatics programs currently exist. Initial findings confirmed the need for Health Informatics programs.

Only one, (Heald College) of the educational institutions that offers Health Informatics classes in Hawai'i meets national best practices criteria for a Health Information Technology (HIT) certificate or degree.

Since the fall 2010, KCC Community and Continuing Education Department has been coordinating and delivering along with the UHCC system (Kauai's CC, Leeward CC and Maui College and Hawai'i College), a non-credit HIT program. This workforce development program is specifically for implementing the EHR into physician offices and healthcare facilities. They will

are eligible to take the ONC test of EHR completion. The system CE program is not part of the HIT AS degree nor is it a HIMA career pathway. To date, there are approximately 120 students enrolled in 3 cohorts. It is expected that these courses will become an advanced CE professional certificate.

Leeward Community College offers a Certificate of Completion in Health Information Technology with a business focus where the course is offered in Business Computer Systems and is not part of the accredited CMHIIM career pathway.

5. Planning

- a. Planning period (not to exceed one year or reapplication is necessary) April 2011-January 2012.

Activities to be undertaken during the planning phase: Curricula and course development; alignment with current KCC health programs by identifying core courses that will apply to the required health information technology and that may need to be adapted to CAHIIM approved courses; development of admissions and transfer criteria; consultation with CAHIIM (Commission on Accreditation for Health Informatics and Information Management) to ensure compliance with standards, timing and procedures for accreditation.

- b. Submission date of program proposal: January 2012 to KCC curriculum review

- c. Workload and budget implications during planning period:

Planning will be conducted and supported by Health Sciences and Continuing Education faculty as part of their current established duties. Additional costs for consultation with external curriculum developer are expected to be supported by Carl Perkins funds. There are no additional budget implications during the planning phase.

6. Program Description (Objectives and relationship to campus mission and strategic plan)

Program Description:

The American Health Information Management Association (AHIMA) sets the educational standards for health information management (HIM) professionals. Health information professionals work in hospitals, skilled nursing facilities, group practice clinics, mental health facilities and health insurance agencies and can be found in all related healthcare agencies. For a fuller discussion on the program area please refer to the APPENDIX.

Graduates of the AS Degree (HOT) program will be able to safely and effectively release information and code information in accordance with all relevant regulatory, state, and federal laws. This program will be designed as an online program for local and statewide delivery. The program will consist of online didactic courses and on-site practicum in students' home communities. The plan includes the two cohorts, a hybrid online/face-to-face for those new to

the area and an online cohort for those familiar to the field but advancing their specialty for a total of 50 students each year.

Objectives:

The objective of the program is to provide a national accredited program in health information technology through the Health Science Department. The AS Degree (HIT) and related certificates would draw on a) new incoming high school graduates wanting to enter HIT career pathway; b) graduates of health science programs such as medical assistants and c) those working in health IT and wanting to increase their credentials in the field.

To write the national exam and obtain registration in health information technology, students must complete a program that includes medical terminology, pathology of disease process, anatomy/physiology, and pharmacology. Kapi'olani CC offers all of these courses as part of the Health Sciences programs. By offering the Health Science AHIMA AS Degree and Certificates graduates will be eligible to apply to write the related nationally recognized exams for a health informatics careers. National certification can be gained in the following areas:

- a. Certified Coding Associate (CCA);
- b. Certified Coding Specialist (CCS);
- c. Certified Coding Specialist—Physician-based (CCS-P);
- d. Registered Health Information Technician (RHIT) – (AS Degree);
- e. Certified Health Data Analyst (CHDA) and
- f. Certified in Healthcare Privacy and Security (CHPS) and/or
- g. The American Academy of Professional Coders (AAPC) and
- h. Certified Professional Coder (CPC, CPC-H, CPC-A).

AS Degree graduates are eligible to apply to the Advanced Credentials (CHDA/CHPS) Certified Healthcare Privacy and Security (CHPS) and Data Analysis (CHDA) or the BA (RHIA). The Registered Health Information Administrator (RHIA) – (BA) at West Oahu

Strategic Goals:

This program is in alignment with the UH system's and Kapi'olani Community College's continued efforts to train a competent health care workforce. Consistent with the system strategic goals to address critical workforce shortages, the Health Information Technology program will help address the health professional shortage in Hawai'i by expanding the competencies of health information technologists currently employed in the state and those new to the area.

Kapi'olani Community College Strategic Plan 2008-2015

Strategic Outcome B: Hawai'i's Educational Capital

Objective: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

The Certificates and AS Degree will be offered online to the UHCC system.

Strategic Outcome D: Globally Competitive and Collaborative

Objective: Address critical workforce shortages and prepare students for effective engagement and leadership in a global economy.

Health Informatics as a specialized skill training program is identified as a growing workforce need, particularly within the healthcare sector.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested student per year; need for such a program in relation to workforce development, graduate studies, etc.)

Needs and Rationale:

All Americans are expected to have access to computer-based health records to improve their care by 2014. According to the Department of Health and Human Services' Office of the National Coordinator for Health Information Technology (ONC), the vision for a framework for a national health information network includes the widespread use of electronic health records (EHRs). Information would be easily shared, and as a result, the health of the population would improve. As the move to an electronic health record gains momentum, the industry needs to dramatically reinvent the way it collects, processes, and uses health information. This transformation in record keeping will require a substantial investment in healthcare infrastructure in both public and private sectors.

The Workforce Development Council presents Hawaii's Healthcare Industry Skill data in its February 2011 publication. The report shows that Health Informatics ranks within the high demand occupations based in advertised and projected job openings. From 2007-2010 there were 169 advertised openings in Health Records and Health Information Technicians [Medical Coder]; and 90 openings in Data Entry Keyers [Health IT Data Entry]. For a fuller discussion on the career pathways and workforce needs please refer to the APPENDIX.

A work force capable of innovating, implementing, and using health communications is needed and without such a work force, implementations will fail or could even cause harm. There are two constituent groups in this health information work force: (1) people who specialize in health information management, applied clinical informatics, and information technology resource management, hereafter referred to as "health information specialists," and (2) those that must use health information technology and/or electronic health records (EHRs) to perform their duties.

Graduates of the Kapi'olani CC medical and dental assistant programs represent health science programs who would benefit from further HIT training. The mastery coding credential will greatly enhance graduates employment opportunities due to the increasing HIT skills levels required in physician and clinic health care settings.

Description of resources required

- a. Faculty (existing and new FTEs) as many of the required courses are offered at Kapi'olani Community College, the program will require only 2 full-time faculty and 1.0 FTE

lecturers who specialize in health information technology and coding courses. Instructors in the AS degree program will need to meet accreditation standards as follows: RHIA – Registered Health Information Administrator, RHIT- Registered Health Information Technologist. CCS- Certified Coding Specialist, CCS-P – Certified Coding Specialist – Physician practice. Additional credentials to teach Certified Health Data Analyst (CHDA). Certified in Healthcare Privacy and Security (CHPS)

- b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required) There will be a requirement for additional texts, database licenses and the AHIMA virtual lab for students. (\$7,350 for 41-80 licenses increasing to \$10,550 for 81-120)
- c. Physical resources (space, equipment, etc.)
Laptop Computers/IPADS, Electronic Health Records compatible with both inpatient and clinic settings and MS Office applications for reports, presentations, and statistical implications.
- d. Other resources required (staff, graduate assistantships, etc.)
One .50 FTE counselor and preceptors on neighbor islands for student practicum.

8. Five-Year Business Plan. Provide a five-year projected budget for the program that includes: The projections below outline the expected revenue and expenses for the proposed program. Tuition revenue and professional fees will cover the cost of delivering the program every year after year 1. Faculty positions will be requested in the next biennium budget proposal. If the request is not approved, the positions will come from internal college reallocation.

Year	FY 13	FY 14	FY 15	FY 16	FY 17
PROGRAM COSTS					
Faculty w/o fringe (\$50,004)					
3.0 FTE Instructional Faculty					
0.5 FTE Counselor					
3% projected salary increase	175,014	180,264	185,672	191,242	196,979
Other personnel costs w/o fringe					
V-Lab	7350	10,550	10,550	10,550	10,550
Library	5000	3000	3000	3000	3000
Equipment/Supplies (computers)	40,000	40,000	20,000	20,000	20,000
Other					
TOTAL Expenses	227,364	233,814	219,222	224,792	230,529
REVENUES					
Projected Enrollment	50	100	100	100	100
No. of Courses	5	10 + 5	10 + 5	10 + 5	10 + 5
No. of Credits	15	33+15	33+15	33+15	33+15
SSH	750	4050	4050	4050	4050
Tuition Rate/Credit	\$97	\$97	\$97	\$97	\$97
Total Revenue from Tuition	72750	392850	392850	392850	392850

Other Sources of Income:

Professional Fees of

\$100/semester	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000
TOTAL REVENUES	82750	412850	412850	412850	412850

(Professional fees for the HIMA programs are used to support faculty salaries, instruction support services, durable & disposable equipment and supplies, faculty and staff program travel, capital equipment and a reserve for maintenance and purchase of major capital items.)

8. Impact on current courses or programs.

May increase enrollment in courses currently offered that will also apply to this degree.

Prerequisite courses will be affected and will require an increase of courses as needed.

Examples of prerequisite courses are Anatomy and Physiology, Medical Terminology, Disease Process, English, Math, etc.

9. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

Reviewed by: *(The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)*

Campus Chief Academic Officer:

Comments and Recommendations:

Print Name Signature Date

Council of Chief Academic Officers (Systemwide Consultation :

Comments/Recommendations:

Print Name Signature Date

Chancellor: ___ Approved ___ Disapproved

Print Name Signature Date

(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report) 6/12/07

APPENDIX

A. Health Sciences Programs and HIT Content

Program	Course Number	Content (topical only)
PTA	231W	Documentation and insurance reimbursements
OTA	161, 237 126 and 223 232, 271	Components of patient records HIPAA training, OT documentation of services in medical records EMR documentation in fieldwork sites
RESP	222, 322	Corporate compliance training EPIC training for QMC, HPH
DENT	100 106, 106L	Dental records and technology in the Dental Office Dental Radiography and medical records
RAD	140, 141, 142, 149, 1540, 240, 241, 242, 248, 249	Various aspects of medical records, HIPAA
MLT	100, 112, 212	Health information systems, laboratory information systems
MEDA		
Adult Residential Care Home Operator	NURS12, 13, 14	This is home-based care program that does not involve EMR
Long Term Care Nurse Aide	NURS09	At present, no LTC facilities are using EMR though HHSC plans to implement by 2013. HIPAA required
ADN	NURS153, 156, 157, 166, 168, 255, 256	Mandatory EPIC training is required for all facilities. Corporate compliance and HIPAA training is also required.
PN	NURS120, 122, 128, 130	Corporate compliance and HIPAA training is required early in program. Mandatory EPIC training is required for some facilities

B. Program Discussion

Why the AS HIT Degree?

In 2001, the American Health Information Management Association (AHIMA), the certifying organization for registered health information technologists stated that
“To take the examination, a person must graduate from a 2-year associate degree program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Technicians trained in non-CAHIIM-accredited programs or trained on the job are not eligible to take the examination.” - [Bureau of Labor Statistics](#) (May 2008)

Definitions

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.

Health information technology (HIT) provides the umbrella framework to describe the comprehensive management of health information across computerized systems and its secure exchange between consumers, providers, government and quality entities, and insurers. Broad and consistent utilization of HIT will: improve health care quality; prevent medical errors; reduce health care costs; increase administrative efficiencies; decrease paperwork; and expand access to affordable care.

Health IT includes the use of **electronic health records (EHRs)** instead of paper medical records to maintain people's health information. Electronic health records (EHR) is a practice management tool used in the sector to improve quality of care and control healthcare costs through reimbursement.

C. Career Pathway and Workforce Development:

Employers will seek a variety of applicants to fill jobs which include: **Certificate credentials** in medical coding, healthcare privacy/security and health data analysis. **Associate** for technical expertise and **Baccalaureate** for general management/department leadership. AHIMA currently sponsors the following certification examinations:

- Certified Coding Associate (CCA)
- Certified Coding Specialist (CCS)
- Certified Coding Specialist—Physician-based (CCS-P)
- Registered Health Information Technician (RHIT) – (AS)
- Registered Health Information Administrator (RHIA) – (BA)
- Certified Health Data Analyst (CHDA)
- Certified in Healthcare Privacy and Security (CHPS)

Students with a high school Diploma or GED are eligible to apply for the Coding Certificate Program (CCA). The CCA distinguishes coders by exhibiting commitment and demonstrating coding competencies across all settings, including both hospitals and physician practices. Based upon job analysis standards and state-of-the-art test construction, the CCA is creating a larger pool of qualified coders ready to meet potential employers' needs.

Graduates of the AS Degree (HIT) are eligible to apply to write the national qualifying examination of the American Health Information Management Association (www.ahima.org) for certification as a Registered Health Information Technician (RHIT).

The Master Coding Credentials (CCS/CCS-P). For healthcare professionals experienced in coding inpatient and outpatient records would be the target audience for this credential.

<http://www.ahima.org/certification/credentials.aspx>

Professionals holding the RHIT credential are health information technicians who ensure the quality of medical records by verifying their completeness, accuracy, and proper entry into computer systems. They may also use computer applications to assemble and analyze patient data to improve patient care or control costs. RHITs often specialize in coding diagnoses and procedures in patient records for reimbursement and research. With experience, the RHIT credential holds solid potential for advancement to management positions, especially when combined with a bachelor's degree. One of the initial RHIA eligibility requirements is a degree from a CAHIIM-accredited program. <http://www.ahima.org/certification/credentials.aspx>

Average Medical Coder Salaries by Credential

Coding Credential	Average Salary
CCA	\$36,893
RHIT	\$52,771
CCS-P	\$55,673
CCS	\$57,872

Data Provided by AHIMA, 2010

<http://www.allhealthcaredegrees.com/mbc.htm>

Job Titles for HIT Professionals with RHIT Credential:

Clinical Coder/Auditor	Data Integrity Specialist	Clinical Data Collection & Reporting Specialist
HIM Director	Quality Improvement Specialist	Document Imaging Coordinator
Consultant	Charge Master Auditor	Documentation Specialist
Instructor/Trainer	Cancer or Other Disease Registrar	HIM Department Manager/Supervisor

A work force capable of innovating, implementing, and using health communications is needed and without such a work force, implementations will fail or could even cause harm. There are two constituent groups in this health information work force: (1) people who specialize in health information management, applied clinical informatics, and information technology resource management, hereafter referred to as “health information specialists,” and (2) those that must use health information technology and electronic health records (EHRs) to perform their duties.

In 2001 the American Health Information Management Association (AHIMA), the certifying organization for registered health information technologists, undertook a major HIM work force study that resulted in a series of reports in 2006 which concluded:

- There are insufficient numbers of certified professionals to fill all the positions and roles that need HIM competencies. Nearly 75 percent of the survey respondents indicated there are not enough qualified applicants to fill open HIM positions in their organization.
- Education is identified as the key to adapting to this changing role—in fact; the report concludes that technology education that improves “understanding of both architecture and application” will be essential.

To address the workforce needs, the KCC Health Informatics Program will provide pathways streams for sub-disciplines that are aligned to the current program offerings such as; [Medical informatics](#), [nursing informatics](#), [public health informatics](#), and [pharmacy informatics](#) which inform health informatics from different disciplinary perspectives. For example, nursing informatics specialists have been trained in the use of technology to improve the delivery of patient care.

The Nursing Informatics Workforce Survey of February 19, 2011 reported that “For the first time in 2011, respondents were asked to identify what certification, if any, they plan to pursue. About three in five mentioned (56 percent) that they anticipate pursuing some form of certification. More than one in three (35 percent) indicated that they are pursuing the nursing informatics certification offered by the ANCC.”

<http://www.himss.org/content/files/2011HIMSSNursingInformaticsWorkforceSurvey.pdf>