Personalized Competency-Based Education with OER

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National Council for Workforce Education
October 12, 2016

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Lord Fairfax Community College

http://knowledgetowork.com
http://highered.org

TAACCCT
TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

COMPETENCY-BASED EDUCATION NETWORK

LFCC
Lord Fairfax Community College

Some of today's most interesting & challenging students

Stephanie
Food Services Management

Damaged her shoulder & can't keep up; wants to switch careers to retail management, but doesn't have that on her resume. She has the skills & experience, but needs to be able to show employers that she can do the work.

Bob
Wounded Warrior, Vet

Not so comfortable in a traditional classroom; wants to prove what he already knows, not jump through hoops & spend money he doesn't have just to get a piece of paper. Likes online courses, but knows he needs lots of support.

Zonker
Lots of Credits

Been in school 8 years & has a lot of credits, but dad's cutting him off and he needs a "real" job. Wants to package up all he's done to show employers that he has what it takes to get and keep a job that pays well and uses his interests.

Dot
Gamer

Spends lots of time playing video games & texting. Her parents don't believe that she has her own online company. She thinks college is obsolete, not geared to her pace and lifestyle. Taught herself programming, but nothing about it on her resume.

Helen
Factory Worker

Certified TAA-eligible worker whose plant is moving to Mexico. After 27 years on assembly line, she TABE tests at a 5th grade reading level. Doesn't have Internet at home, a data plan, or a smartphone. She does have competencies in electrical and plumbing.

Key features of the DOL Round 4 TAACCCT grants

Stephanie
Food Services Management

Bob
Wounded Warrior, Vet

Zonker
Lots of Credits

Dot
Gamer

Helen
Factory Worker

> Already know a lot, just need to be able to show it = *Competencies*

> Very impatient with the traditional system of higher education, want it their way = *Personalization*

> Don't have time or money to jump through a lot of hoops to get a better job = *Contextualized*

> Confident and self-directed, want to learn at their own pace = *Accelerated*

> Could drop out if things don't suit them, may need basic skills too = *Wrap-around support services*

> Want to use their smartphones & tablets to get content, no time for traditional classes = *OER*

FIGURE 8

MOST PROMISING INNOVATIONS BASED ON THEIR POTENTIAL TO CONTROL COST OR IMPROVE THE QUALITY OF UNDERGRADUATE HIGHER EDUCATION
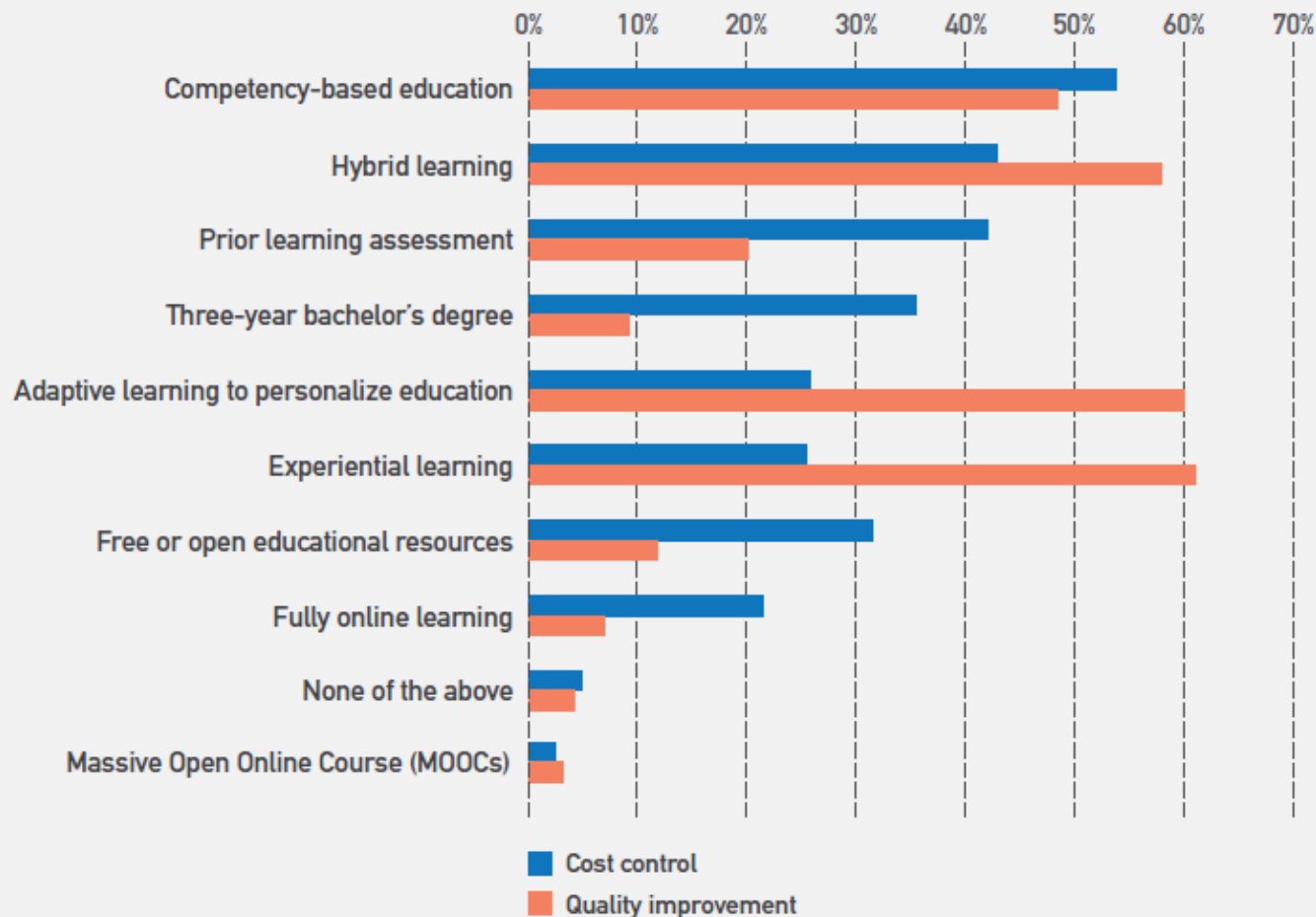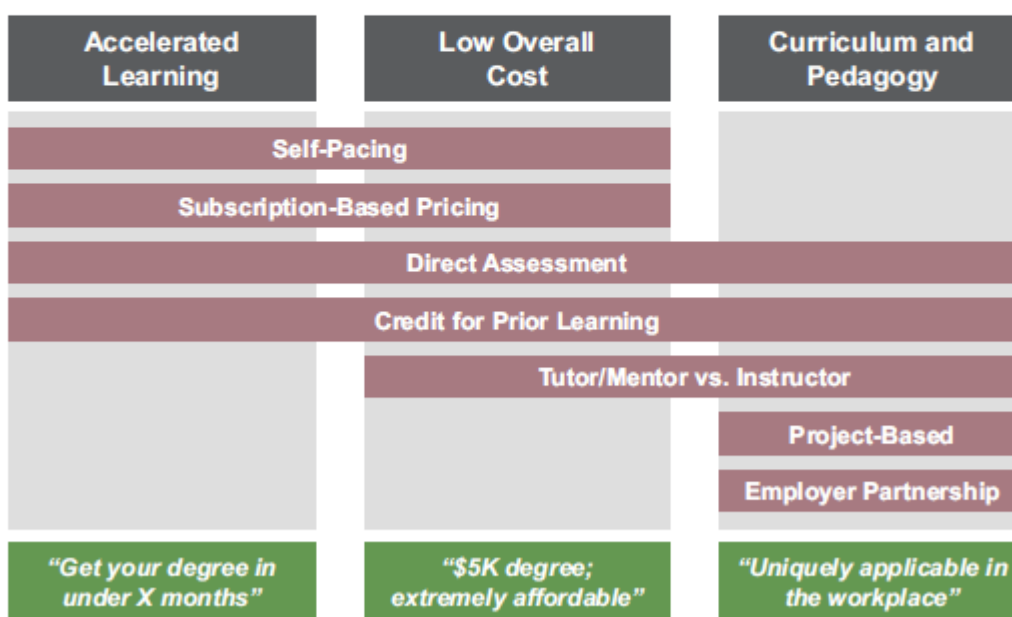
- Competency-based education
- Hybrid learning
- Prior learning assessment
- Three-year bachelor's degree
- Adaptive learning to personalize education
- Experiential learning
- Free or open educational resources
- Fully online learning
- None of the above
- Massive Open Online Course (MOOCs)

■ Cost control
■ Quality improvement

FIGURE 7

COMPETENCY-BASED EDUCATION'S VALUE PROPOSITION

What Is a Competency-Based Education Value Proposition?
Common value proposition themes and program elements are beginning to emerge.

Accelerated Learning	Low Overall Cost	Curriculum and Pedagogy
Self-Pacing	Self-Pacing	
Subscription-Based Pricing	Subscription-Based Pricing	
Direct Assessment	Direct Assessment	Direct Assessment
Credit for Prior Learning	Credit for Prior Learning	Credit for Prior Learning
	Tutor/Mentor vs. Instructor	Tutor/Mentor vs. Instructor
		Project-Based
		Employer Partnership
"Get your degree in under X months"	*"$5K degree; extremely affordable"*	*"Uniquely applicable in the workplace"*

Source: Authors' representation based on a Parthenon-EY scan of CBE program marketing messages.

knowledge 2work

- Offers direct assessment CBE programs in IT, HIM, & admin support technology

- Includes work w/ AHIMA on a new, national credential and set of competencies (IT in HIM)

- Creates custom personalized learning plan software for CBE w/ competency tracking

- Creates custom software for extended CBE transcripts & business processes for registrar

- Uses free & low-cost OER, w/ digital librarian & curated resources

- Faculty Direct Assessment Committee aligned programs w/national competency frameworks from AHIMA, ACM, & IAAP

- Partnerships w/ AHIMA, Microsoft, others

AHIMA FOUNDATION
Research and Education in HIM

Microsoft

- Provides career coaches, workforce navigator, ABE instructors; employability skills training; support to TAA eligible workers; pilot mapping of military job codes to HIM competencies

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COMPETENCY-BASED EDUCATION NETWORK

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Alignment w/ other CBE & OER efforts

C-BEN
Competency-Based Education Network of institutional leaders sharing best practices, approaches, & Ideas; funded by Lumina & organized by Public Agenda; meets three times a year

COMPETENCY-BASED EDUCATION NETWORK

CBE4CC
Invitational group of 50 community colleges met in June 2015, funded by Gates & DOLETA/ TAACCCT to promote CBE success. Offers webinars, new CBE journal hosted at WGU

CBE4CC
Develop a CBE model for your campus
Strategy and Planning
Employer and Workforce
Curriculum
Student Experience
Program Delivery

CCCOER
Community College Consortium for Open Educational Resources sharing best practices & models to leverage OER technology, train faculty, & reduce costs

OPEN EDUCATION CONSORTIUM MEMBER

Merlot/Skills Commons
MOU w/ Merlot repository for API to access OER for portal. Special version of MERLOT for TAACCCT grantees to share/leverage resources

MERLOT II
Multimedia Educational Resource for Learning and Online Teaching

SKILLS COMMONS
open for learning

IMS Global CBE Standards

IMS GLOBAL®
Learning Consortium

Competency Frameworks for "Credit Equivalent" CBE programs

Adapted by LFCC Faculty Direct Assessment Committee

Association for Computing Machinery
Committee for Computing Education in Community Colleges

AAS in Information Systems Technology

Career Studies Certificate in Networking Specialist

Career Studies Certificate in Cyber Security

American Health Information Management Association

AAS in Health Information Management

Career Studies Certificate in Hospital Facility Coding

International Association of Administrative Professionals

Certificate in Office Systems Assistant

Career Studies Certificate in Information Processing Technician

LFCC's Knowledge to Work Round 4 TAACCCT Grant

Program Design Features

Personalized learning plans
Work with faculty to create a personalized learning plan. Select program competencies that are addressed in new educational activity for the semester. Document weekly momentum points show faculty-student engagement with regular and substantive interaction. Document milestones at the beginning, middle, and end of the semester.

Focused on competences
Program competencies are based on national frameworks from ACM, AHIMA, and IAAP, mapped by faculty to program student learning outcomes. Time during first semester spent reflecting on previously attained competencies, which are reviewed and where appropriate verified by faculty.

Using digital learning objects/open educational resources (OER)
Uses Blackboard LMS to serve OER to enrolled students, incorporated free and low-cost digital learning objects. Provides a portal with a new type of educational search engine to find resources tied to competencies, with filters by cost, delivery mode, language, complexity. Includes courses, Khan Academy, MOOCs, Merlot, and others.

Documented with direct assessment
Faculty in the discipline identify direct assessment methods to verify competency attainment. Includes assignments such as projects, exams, quizzes, and simulations. Faculty use rubrics to evaluate success. All competencies must be met and verified at the 80% level or higher. Incorporated peer review of artifact scoring for inter-rater reliability.

Wrap-around support services & alignment w/ workforce needs
Provides full-time career coach, outreach/recruiter, adult education instructor, and Workforce Navigator to ensure alignment between CBE program preparation & the competencies needed for real-time job openings in IT, HIM, and administrative support technology.
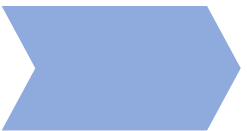
Building a *Linked In* profile with competencies tied to employment goals
Will incorporate *Linked In* features, with occupational interests and competencies. Prior competency attainment is verified in the same way new educational activity for competencies are, through faculty-approved assessments, course equivalencies mapped to competency frameworks, & nationally-recognized exams..

Competency Frameworks for CBE programs

HIM Competency Mapping to Courses for AAS Degree

Health Information Management Degree Domains	Knowledge Clusters	Assessed in Courses
Domain: Health Data Management		
I.A. Subdomain: Health Data Structure, Content, and Standards 1. Collect and maintain health data (such as data elements, data sets, and databases). 2. Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. 3. Apply policies and procedures to ensure the accuracy of health data. 4. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.	**Health Data Structure, Content, and Standards*** • Data versus information (Analyzing, 4) • Health information media (such as paper, computer, web-based) (Analyzing, 4) • Structure and use of health information (individual, comparative, aggregate) (Analyzing, 4) • Health record data collection tools (forms, screens, etc.) (Analyzing, 4) • Data sources (primary/secondary) (Analyzing, 4) • Data storage and retrieval (Analyzing, 4) • Healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS) (Understanding, 2)	HIM141 Fundamentals of Health Information Management HIM130 Healthcare Information Systems HIM250 Health Data Classification Systems I (ICD Coding)
I.B. Subdomain: Healthcare Information Requirements and Standards 1. Monitor and apply organization-wide health record documentation guidelines. 2. Apply policies and procedures to ensure organizational compliance with regulations and standards. 3. Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. 4. Assist in preparing the organization for accreditation, licensing, and/or certification surveys.	**Healthcare Information Requirements and Standards** • Type and content of health record (paper, electronic, computer-based, e-health-personal, web-based) (Evaluating, 5) • Health record documentation requirements (such as accreditation, certification, licensure) (Evaluating, 5) • Data quality and integrity (Analyzing, 4)	HIM141 Fundamentals of Health Information Management HIM130 Healthcare Information Systems HIM231 Health Records Applications I

* Denotes the highest Bloom's Taxonomy level at which the competency is assessed.
1 = Remembering 2 = Understanding 3 = Applying 4 = Analyzing 5 = Evaluating

Semester Plan

Program (IST/AST/HIM w/ AAS, Cert, CSC)

Competencies (knowledge, skills, abilities)

Educational activities

Digital learning objects (OER)

Direct assessments

Rubrics

Artifacts/portfolio

Milestone Milestone Milestone

| M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 | M13 | M14 | M15 |

Weekly Momentum Points

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Return To Student List View | Switch to... Notes For I am Testing

▲ Click To Toggle Panel: Create New Learning Plan For I am Testing 1234567

Create New Learning Plan Fo

Select Available Semester ▼

Add New Learning Plan For I am Testing

Personalized Learning Plans Fo

There are no plans to report for I am Testing

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Return To Student List View | Return to... Plans For I am Testing | Switch to... Notes For I am Testing

Edit Personalized Learning Plan For I am Testing 1234567 (Pending Student)
Spring 2016 : Certificate in Office Systems Assistant

▲ Click To Toggle Panel: Competencies For I am Testing 1234567

Competencies

Domain	Subdomain	Competency	Does the student believe they have attained this competency?	Work on attaining this competency this semester?	Do faculty verify attainment of this competency?
Technical Skills	Document Production	Format documents using generally accepted business practices	☐	☐	☐
Technical Skills	Document Production	Efficiently create business correspondence using advanced formatting features.	☐	☐	☐
Technical Skills	Proofreading and Editing Skills	Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation	☐	☐	☐
Technical Skills	Proofreading and Editing Skills	Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction	☐	☐	☐
Technical Skills	Proofreading and Editing Skills	Write business letters, reports, and memorandums following correct format and creating a good impression on the reader	☐	☐	☐
Technical Skills	Proofreading and Editing Skills	Edit business manuscripts using the revision symbols used by	☐	☐	☐

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[Return To Student List View]   [Switch to... Learning Plans For Test Student]

∧ Click To Toggle Panel: Enter New Note For Test Student 1234567

Enter New Note For Test Student

[Spring 2016 ▼] Most current/active Semester selected by default.

[Momentum point week 1 ▼]

Momentum point week 1 content from their Plan for the Semester you selected:
Contact Professor to identify competencies and direct assessments required. Begin working on competencies. Weekly contact with Professor.

[text area]

[Save Note For Test Student]   Bold border fields are required.

Test Student current Milestones and Momentum Points in the Plan for Semester selected

Milestone 1 (Start semester)
Contact Professor of Record to identify direct assessments and competencies required for the semester. Starting the competencies as assigned.

Milestone 2 (Mid semester)
Complete at least half of the competencies required.

Milestone 3 (End semester)
Complete all competencies with an 80% or better score.

Momentum Point Week 1
Contact Professor to identify competencies and direct assessments required. Begin working on

ALL Personalized Learning Plan Notes For Test Student 1234567 (Enrolled Active Student)

	Note Type	Recorded	By	Semester	Note
	Coach case notes	03/21/2016 12:01 PM	Fishback, Pam	Spring 2016	I contacted Sample on 3/18/16 she reports that she is still working on completing the assignments for the last class AST 230 for her two certificates and while she is feeling a little overloaded she is pushing through to complete the work and is staying focused. She does not need anything from me at this time.
	Momentum point week 6	03/19/2016 3:03 PM	Hartman, Virginia	Spring 2016	Sample is still working on Project 2. She will need another week or so, but she reports that she will still be able to complete all six projects before end of semester. She had no questions in our weekly discussion via email.
	Momentum point week 4	03/19/2016 3:00 PM	Hartman, Virginia	Spring 2016	Sample is back on track and has completed her Prezi Project No. 1 earning an 80% or higher on the Direct Assessment. (actual score 93%). She has completed her weekly check in with me (throughout the month of February), and we have identified areas for clarification on future direct assessment project competencies. Sample is doing well. She is now ready to begin Project 2 competencies (Research Report/Survey Monkey/Excel Analysis Charting/Analysis Report).
	Momentum point week 3	03/19/2016 2:55 PM	Hartman, Virginia	Spring 2016	Sample is not going to finish this as intended. She needs another week or so. She is doing OK, just some personal responsibilities have curtailed her time to work on the projects.

LFCC's CBE Extended Transcript

Lord Fairfax Community College
173 Skirmisher Lane
Middletown, VA 22645-1745
United States

Competency Based Education Extended Transcript

Date Issued: 04/06/2016 4:41 PM
Name: Student, Test
Student ID: 1234567

Programs

Catalog	Program Code	Program Name
15-16	OSA.CERT	Certificate in Office Systems Assistant

Certificate in Office Systems Assistant

Fall 2015 (2154)

New Educational Activity Completed

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Document Production	Format documents using generally accepted business practices	Pass
Technical Skills	Database and Records Management	Research and discuss records management need for maintaining records and recorded information	Pass
Technical Skills	Database and Records Management	Develop skills in using the systems and procedures required in the information cycle	Pass
Technical Skills	Database and Records Management	Apply the principles of filing as they apply to records management systems	Pass
Technical Skills	Database and Records Management	Apply problem solving skills to select appropriate technology involved in records management specialized functions	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Maintain high standards for quality work and responsiveness in providing office administrative services	Pass
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Apply new technical and business information/knowledge to practical use on the job	Pass

Prior Competency Verified

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Proofreading and Editing Skills	Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation	Pass
Technical Skills	Proofreading and Editing Skills	Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction	Pass
Technical Skills	Proofreading and Editing Skills	Write business letters, reports, and memorandums following correct format and creating a good impression on the reader	Pass

Technical Skills	Proofreading and Editing Skills	Edit business manuscripts using the revision symbols used by professional editors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Display high standards of ethical conduct and behaviors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Pursue appropriate learning activities contributing to lifelong professional growth	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Describe the environment of business in the United States	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Identify the role of organization in the achievement of business goals	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Determine the role of automation in achieving a firm's objectives	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the fundamentals of small business	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the realm of international business	Pass
Other Program Requirements		College Composition I (ENG 111) Competencies	Pass
Other Program Requirements		Approved Social/Behavioral Science Elective Competencies	Pass
Other Program Requirements		Introduction to Business (BUS 100) Competencies	Pass
Other Program Requirements		Orientation to Virtual Assistance (SDV 101) Competencies	Pass
Other Program Requirements		Introduction to Mathematics (MTH 120) Competencies	Pass

New Educational Activity Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
AST 234	Records and Database Management	4	4	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 102	Keyboarding II	1	1	100.0%	3	3.0

Prior Competency Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
SDV 101	College Success Skills	11	1	9.1%	1	0.0
PSY 120	Human Relations	1	1	100.0%	3	3.0
MTH 120	Introduction to Mathematics	1	1	100.0%	3	3.0
ENG 111	College Composition I	2	2	100.0%	3	3.0
BUS 100	Introduction to Business	7	7	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 107	Editing and Proofreading Skills	4	4	100.0%	3	3.0

Spring 2016 (2162)

New Educational Activity Completed
- Nothing to Report -

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Portal features at: http://highered.org

- Takes everything created for DOL grant and makes it available for free to all *(value added by LFCC for accredited awards, faculty, career coach, & aid)*

- New kind of search engine to find free/low-cost open educational resources & learning objects, including online courses, YouTube, podcasts, e-books, textbooks, internships, mentors, Amazon, & MOOCs

- Filter searches by data such as cost, publication date, provider, rating, delivery mode, and alignment to standards (IMS Global metadata)

- Create personalized learning plans tied to competencies

- Info on HIM and IT pathways presented, with links to relevant tools & sites

- Links to industry & occupational credentials tied to competencies *(coming)*

- Create custom user profile with notes, saved searches, & preferred content

- Promotes apprenticeships, including AHIMA's DOL grant, with links to its programs, job roles, and competencies tied to OER

- Add your learning providers & content (OER & courses)

- Opportunities to partner, co-brand, advertise, preferred content, affiliate sales

HigherEd.org

Search for learning resources...

Free/Low-Cost Competency-Based Education Using Personalized Learning Plans

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Advanced Search

AHIMA FOUNDATION   ▪▪ Microsoft   ✳ iaap   ◯◯ CONCENTRIC SKY

Career Pathways

Health Information Management (HIM)

🔍 HIM Competency Framework
🔍 AHIMA Apprenticeship Programs

Information Technology (IT)

🔍 IT Competency Framework

Administrative Support Technology (AST)

🔍 AST Competency Framework
🔍 IAAP Body of Knowledge

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AHIMA Foundation

233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5809

- HIM Competency Framework
- AHIMA Foundation Registered Apprenticeship Program & Competencies
- Search resources related to AHIMA
- Visit the AHIMA Foundation website

Established in 1962, the AHIMA Foundation is a 501(c)(3) philanthropic affiliate of AHIMA. The Foundation envisions the future of healthcare, and we prepare for that future with investments in research, workforce development, education, and innovative strategies that advance the HIM profession and, ultimately, better serve the healthcare community. The Foundation focuses on readying the HIM professionals of today to be the leaders of tomorrow. We operate under the values of philanthropy, innovation, leadership and integrity and strive to be recognized for excellence in health information leadership and research for the healthcare industry and the public. The AHIMA Foundation has worked closely with Lord Fairfax Community College (LFCC) to make health information resources and materials available through the Online Portal, including the HIM Career Map.

In addition, the AHIMA Foundation is pleased to participate in the following activities in coordination with LFCC:

- Completion of a job analysis for AHIMA's Certified Healthcare Technology Specialist (CHTS) certification to garner feedback related to the positions and roles for which the CHTS is most appropriate and applicable.
- Coordination of efforts related to the AHIMA Foundation's Managing the HIM Talent Pipeline (MTP) apprenticeship program, which will help 1,200 recent college graduates and career-changers take on healthcare information careers by 2020.

AHIMA Foundation Registered Apprenticeship Program (For Employers and Job Seekers)

Apprenticeships are the Future of HIM!

The AHIMA Foundation has developed four apprenticeship roles:

- Hospital Coder/Coding Professional
- Clinical Documentation Improvement Specialist
- Business Analyst
- Data Analyst

HigherEd.org can help you learn more about the competencies you need to achieve these roles. Is your company seeking solutions to the training and development of employees or additional support to assist your organization in advancing healthcare technology? We can help you connect with the AHIMA Foundation's Registered HIM Apprenticeship Program. Learn more about the AHIMA Foundation registered apprenticeship programs.

[Learn More About AHIMA Foundation Apprenticeship Programs]

HigherEd.org Partners

← Back to Career Pathways

Career Pathway — Health Information Management (HIM)

Q HIM Competency Framework
Q Search Related Resources

What is HIM?

Health information is the data related to a person's medical history, including symptoms, diagnoses, procedures, and outcomes. Health information records include patient histories, lab results, x-rays, clinical information, and notes. A patient's health information can be viewed individually, to see how a patient's health has changed; it can also be viewed as a part of a larger data set to understand how a population's health has changed, and how medical interventions can change health outcomes.

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

Who is an HIM professional and what do they do?

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 (EHRs). They ensure a patient's health information and records are complete, accurate, and protected.

Health information management (HIM) professionals often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. HIM professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. Health information professionals care for patients by caring for their medical data. More specifically, health information professionals:

- Review patients' records for timeliness, completeness, accuracy, and appropriateness of data
- Organize and maintain data for clinical databases and registries
- Track patient outcomes for quality assessment
- Use classification software to assign clinical codes for reimbursement and data analysis
- Electronically record data for collection, storage, analysis, retrieval, and reporting
- Maintain confidentiality of patients' records

Where are Health Information professionals employed?

A variety of different settings, environments, and employers, including hospitals, medical offices, and skilled nursing facilities. Additionally, as health information technology becomes more ubiquitous, places like academic institutions, consulting agencies, government agencies, and healthcare software companies will also become key players.

Why HIM?

Scope of knowledge!
HIM students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills.

Job Outlook!
An aging population requiring more medical services, along with an increasing number of individuals who have access to health insurance because of federal health insurance reform, will lead to more reimbursement claims from insurance companies. Due to factors like these, the Federal Bureau of Labor Statistics projects that employment of health information technicians will grow 15 percent from 2014 to 2024, making it much faster than the average for all occupations. Health information technology (HIT) and Health Informatics (HI) will also be key players, leading to opportunities in the technical side of managing health information.

Search for learning resources...

Expanded Words ▾

| clinical database | Search |

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Accessibility Options	＋
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Apply Advanced Filters

Show 10 ▾   Sorted By Most Relevant ▾

Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs
This article describes the importance of clinical documentation improvement programs.

Creator: Mary Butler
Publisher: American Health Information Management Association (AHIMA)
Resource Type: Text - article

Cost: Free
Created: 07/01/2014
Resource Link ⤴

Clinical Documentation Improvement—A Physician Perspective: Insider Tips for getting Physician Participation in CDI Programs
This article describes various techniques for gaining greater participation from physicians in CDI programs.

Creator: Adele L. Towers
Publisher: American Health Information Management Association (AHIMA)
Resource Type: Text - article

Cost: Free
Created: 07/01/2013
Resource Link ⤴

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Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs 🔗

Source: American Health Information Management Association (AHIMA)

This article describes the importance of clinical documentation improvement programs.

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Publisher: American Health Information Management Association (AHIMA)
Resource Type: Text - article

Date Created: 07/01/2014
Cost: Free
Copyright License: All Rights Reserved

Resource Link

Media Type: Webpage
Language: English
Subject: Health Information Management

Education Level: Professional or technical credential, Bachelor's degree, Associate's degree
Intended Audience: Learner
Learning Management System Required: No
Recognition Availability: No

Keywords: clinical documentation improvement (CDI), medical records management, medical records, electronic health records (EHRs), health care

Competencies Associated with this Learning Resource:

Click the competency to search associated learning resources. The number of available resources is displayed in parentheses. Click 🔍 to view all competencies for the framework associated to that competency.

- Clinical Documentation on the Job Competencies: Articulate the implications of accurate coding with respect to research, public health reporting, case management and reimbursement (3)
- Clinical Documentation on the Job Competencies: Educate providers and other members of the healthcare team about the importance of the documentation improvement program and the need to assign diagnoses and procedures when indicated, to their highest level of specificity (5)
- Clinical Documentation on the Job Competencies: Articulate the implications of accurate coding (4)

Related Resources

Medical Billing and Coding Online
To help you learn more about the medical billing industry, and determine if it is the right career path for you, MedicalBillingandCodingOnline.com provides free online courses that will introduce you to the field.

Resource Type: Career information, Text   **Cost:** Free
Resource Link 🔗

Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs

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By Mary Butler

It's a particularly busy night in the local hospital's emergency department, which is running—as usual—slightly short-staffed. The on-call attending physician goes from room to room treating and diagnosing patients with typical emergency department maladies: influenza, fractured ankle, infant with a high fever and a panicked mother.

Suddenly, a nurse calls a code for an elderly man. As the on-call doctor arrives at the bedside a physician's assistant tells him the patient has uncompensated heart failure. The physician tries three different times to resuscitate the patient—the first two are successful, but on the third, he is unable to revive him.

The physician finishes with his other patients before sitting down with his charts. When he documents his brief encounter with the heart failure patient—with whom he'd had no prior interaction—he documents congestive heart failure as the first listed diagnosis.

But a few hours later he gets a query from a clinical documentation specialist asking for more specific information on the heart failure patient's diagnosis. What he wrote isn't enough to adequately assign a code.

Minnette Terlep, BS, RHIT, vice president, business development, corporate compliance officer for Amphion Solutions, says she heard a physician describe a scenario like this one in an attempt to illustrate the challenges physicians face when working with clinical documentation improvement (CDI) specialists. Even though the doctor provided as much information as he could in the patient's chart, the CDI specialist asked him "Was it 'acute systolic failure,' or 'acute diastolic failure,' or 'acute-on-chronic failure?'"

The physician's response to the queries, Terlep says, was "I don't know. All I know is that the patient had uncompensated heart failure and died from it."

The physician's candor went a long way with Terlep in helping her understand clinicians' frustrations with the ever-increasing specificity that health information management (HIM) professionals are seeking. "We can query physicians forever, but there's a point where they really don't know and they can't give us that level of specificity we'd like from a coding perspective," Terlep says.

Related Content

ICD-10 Moves Healthcare One Step Closer to Improved Documentation

ICD-10 Opens Documentation Gaps

Bird's Eye View of ICD-10 Documentation Gaps: Vendor analysis offers big picture look at nationwide documentation holes—and how to fill them

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Health Information Management (HIM)

Q HIM Competency Framework
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Q AST Competency Framework
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HigherEd.org currently focuses on three career pathways:

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- **Administrative Support Technology (AST)**
  Q AST Competency Framework
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- **Information Technology (IT)**
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  - Information/Cyber Security Analyst

HigherEd.org provides you with the competencies for degrees and certificates associated with each of these career pathways. We have also aligned free and low-cost learning resources to each of these competencies, so that you can learn everything you need to know with as little cost as possible. You can locate these learning resources using the search bar above or through your personalized learning plan and track your progress with a custom **MyHigherEd** dashboard. Start your personalized learning plan and use all of the features of **HigherEd.org** by enrolling in **MyHigherEd** for free here.

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Health Information Management (HIM) Competency Framework

Read more about HIM Career Pathway

Click on a Competency to search for related Learning Resources. The number of available resources is displayed in parentheses.

Health Data Management

Health Data Structure, Content, and Standards

- Apply policies and procedures to ensure the accuracy of health data. (10)
- Collect and maintain health data (such as data elements, data sets, and databases). (11)
- Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. (9)
- Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases. (11)

Healthcare Information Requirements and Standards

- Apply policies and procedures to ensure organizational compliance with regulations and standards. (16)
- Assist in preparing the organization for accreditation, licensing, and/or certification surveys. (4)
- Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. (11)
- Monitor and apply organization-wide health record documentation guidelines. (15)

Clinical Classification Systems

- Adhere to current regulations and established guidelines in code assignment. (20)
- Apply diagnosis/procedure codes according to current nomenclature. (19)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on. (13)
- Resolve discrepancies between coded data and supporting documentation. (12)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (13)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (15)
- Validate coding accuracy using clinical information found in the health record. (14)

Reimbursement Methodologies

- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (10)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (11)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (14)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (9)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (14)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (9)

Health Statistics, Biomedical Research, and Quality Management

Healthcare Statistics and Research

- Collect, maintain, and report data for clinical indices/databases/registries to meet specific organization needs such as medical research and disease registries. (7)
- Collect, organize, and present data for quality management, utilization management, risk management, and other related studies. (8)
- Comprehend basic descriptive, institutional, and healthcare vital statistics. (2)

Quality Management and Performance Improvement

- Abstract and report data for facility-wide quality management and performance improvement programs. (7)
- Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. (8)

Interpersonal Skills

Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision

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AHIMA Foundation Registered Apprenticeship Program

Apprenticeships are the Future of HIM!

For Job Seekers

AHIMA and AHIMA Foundation's National Guidelines for Apprenticeship Standards were certified by the United States Department of Labor (DoL). The certification of the guidelines will help to bridge the gap for graduating or post-certification student seeking career in HIM through paid apprenticeships, which will provide a clear pathway to full-time employment. The Foundation acts as a bridge between interested employers (sponsors), apprentices, and the Employment and Training Administration of the Department of Labor.

The AHIMA Foundation was awarded a $4.9 million grant from the U. S. Department of Labor (DoL) to fund the Managing the HIM Talent Pipeline (MTP) apprenticeship program to help 1,200 recent graduates and career-changers take on healthcare information careers over the next five years. The grant will ensure that career-ready individuals possess the skills, training, and experiential learning required by employers in today's healthcare market. Through the apprenticeship program, the AHIMA Foundation will serve to bridge the gap for those seeking their first employment and provide career mobility for those seeking a career change or career advancement opportunity.

The AHIMA Foundation has developed four apprenticeship roles:

Additional information on these and other health information roles is available at http://hicareers.com/careermap

Hospital Coder/Coding Professional

The HIM (Health Information Management) Hospital Coder will use coding conventions and guidelines to abstract, analyze, and accurately assign ICD (International Classification of Diseases) and CPT (Current Procedural Terminology) principle and secondary diagnostic and procedural codes to inpatient, ambulatory, and hospital outpatient medical records. The HIM Hospital Coder will query physicians when diagnosis is unclear, audit records, and perform peer reviews. This position must utilize encoder, grouper, and other Health Information Management software often including Electronic Health Records. Job requirements include a current credential such as RHIA (Registered Health Information Administrator), RHIT (Registered Health Information Technician), CCA (Certified Coding Associate) or other designated credential from a nationally recognized organization. Preferred candidates will hold an associate's degree or higher in Health Information Management; although those with a certificate in coding from an approved coding program will be considered.

🔽 Show Competencies for Hospital Coder/Coding Professional

AHIMA Foundation website | Appendix A - Work Process Schedule PDF (provided by AHIMA Foundation)

Clinical Documentation Improvement Specialist

The Clinical Documentation Improvement Specialist (CDIS) will be responsible for demonstrating competency in coordinating and performing day to day operations, providing concurrent/retrospective review, and improving documentation of all conditions, treatments, and care plans to ensure highest quality care is provided to the patient. In addition, CDIS should be able to educate clinical staff in appropriate documentation criteria. The CDIS will ensure that documentation reflects Medicare Severity Diagnosis Related Groups (MS-DRG), case mix index, severity of illness, risk of mortality, physician profiling, hospital profiling, and reimbursement rules.

Hospital Coder/Coding Professional

The HIM (Health Information Management) Hospital Coder will use coding conventions and guidelines to abstract, analyze, and accurately assign ICD (International Classification of Diseases) and CPT (Current Procedural Terminology) principle and secondary diagnostic and procedural codes to inpatient, ambulatory, and hospital outpatient medical records. The HIM Hospital Coder will query physicians when diagnosis is unclear, audit records, and perform peer reviews. This position must utilize encoder, grouper, and other Health Information Management software often including Electronic Health Records. Job requirements include a current credential such as RHIA (Registered Health Information Administrator), RHIT (Registered Health Information Technician), CCA (Certified Coding Associate) or other designated credential from a nationally recognized organization. Preferred candidates will hold an associate's degree or higher in Health Information Management; although those with a certificate in coding from an approved coding program will be considered.

∧ Hide Competencies for Hospital Coder/Coding Professional

Health Data Management
- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (14)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (18)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (13)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (29)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (17)
- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (13)
- Resolve discrepancies between coded data and supporting documentation. (16)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (14)
- Adhere to current regulations and established guidelines in code assignment. (39)
- Validate coding accuracy using clinical information found in the health record. (20)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on. (18)
- Apply diagnosis/procedure codes according to current nomenclature. (39)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (33)

Hospital Coder on the Job Competencies
- Participate in compliance (fraud and abuse), HIPAA (Health Insurance Portability and Accountability Act of 1996), and other organization specific training (0)
- Communicate with physicians and other care providers to ensure appropriate documentation (2)

Hide View

AHIMA Foundation website | Appendix A - Work Process Schedule PDF (provided by AHIMA Foundation)

Search for learning resources...

Expanded Words ▾

Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient   [Search]

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Fundamentals of Health Information Systems I (HIM-141)

Focuses on health data collection, storage, retrieval and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Prerequisite: Readiness to enroll in ENG 111. ITE 115 preferred. Lecture 3 hours per week. Generally offered fall and spring.

Creator: Lord Fairfax Community College (LFCC)   **Cost:** Paid
Resource Type: Course - on-site   HIM Competency Framework
Resource Link ⟳

LFCC
Lord Fairfax Community College

Health Record Applications II (HIM-232)

Continues utilizing an integrated approach to practicing health record skills in a simulated clinical environment. Emphasizes the use of the microcomputer in accomplishing problem-solving tasks. Prerequisites: Readiness to enroll in ENG 111 and HIM 231. Part II of II. Laboratory 6 hours per week. Generally offered spring.

Creator: Lord Fairfax Community College (LFCC)   **Cost:** Paid
Resource Type: Course - on-site   HIM Competency Framework
Resource Link ⟳

LFCC
Lord Fairfax Community College

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Update: Maintaining a Legally Sound Health Record—Paper and Electronic
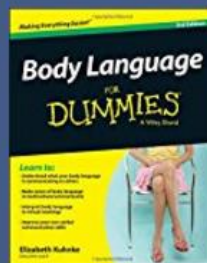
Body Language For Dummies

An Overview of Spam - CompTIA Security+ SY0-301: 3.2

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- ☐ Art History & Appreciation
- ☐ Biology
- ☐ Chemistry
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- Administrative Support Technology
- Supervision
- Career Readiness/Employability

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✎	✕	⚙	04/11/16	www	Beyond HIPAA: Don't Forget Regulations Such as the Life Safety Code	Healthcare organizations have had a long-stand all phases of record creation, maintenance, stor state laws and regulations, as well as by accredi
✎	✕	⚙	04/11/16	www	Quality Check: An Overview of Quality Measures and Their Uses	Meaningful use and pay-for-performance are sh use, but most fall within three broad categories.
✎	✕	⚙	04/08/16	www	How Can I Help You? Top 10 Customer Service Tips for HIM Professionals	Health information management (HIM) best pra the information but also on internal and external be met by HIM professionals. Both internal and

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Video Extra: Customer Service in Action	Get tips for providing great customer service in two types of HIM scenarios. Learn more in the article, "How Can I Help You? Top 10 Customer Service Tips for HIM Professionals," in the May 2013 issue of the Journal of AHIMA.	4/30/2013		https://www.youtube.com/watch?v=xAZwJyAcEv	https://i.ytimg.c	Free	American Health Information Management Association (AHIMA)		
Ten Skills That Make a Great Leader	Jobs in the health information management (HIM) profession are becoming increasingly advanced in the need for both technical expertise and leadership skills. This shift is particularly important to recognize as HIM professionals navigate new career opportunities and changes ahead. Strong leaders are needed in the profession to help guide and shape the future of HIM.	6/1/2015		http://bok.ahima.org/doc?oid=107663#.Vw0OjPkrJD8		Free	Desla Mancilla; Carolyn Guyton-Ringblooom; Michelle Dougherty		
Cover Letters	Effective resumes need great cover letters. If your cover letter doesn't sell you as the person for the job, your resume may not even be seen! This tutorial provides cover letter tips and techniques and lets you explore an effective sample cover letter. It also will help you write your own cover letter, starting with a foolproof cover letter template.		11/11/2014	http://www.gcflearnfree.org/coverletters		Free	GCFLearnFree.org		

Field	Required	Description	Example
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SubjectCode	*	Alphabetic code for subject of course	BIO
SubjectName		Full name of subject	Biology
CourseNumber	*	Number of this course that usually follows the SubjectCode in common reference (is the 101 in BIO-101)	101
SectionCode		You may provide section data here (is the 121B in BIO-101-121B) not required if course data only	121B
Title	*	This is the title of the course	General Biology I
Description	*	This is the fulltext long description to explain the course	Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution: structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Prerequisites: Readiness to enroll in ENG 111, plus completion of developmental math unit 3 or placement in unit 4 or above. Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hours per week. Generally offered fall and spring and occasionally summer.
Year		Please indicate the year this course is offered	2017
Term		Please indicate the term this course is offered	Spring
WebLink_URL	*	A web link url pointng to your site's course search or course catalog	https://www.lfcc.edu/current-students/my-lfcc/class-schedule/current-list-of-classes/?COURSE_TITLE_LONG=General+Biology+I&how many=100&submit-course-search=Search#adv-search
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Posted in category Did You Know? by HigherEd.org

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CBE Links

Competency-based education links.

- **Accreditation Resources**
  Information from regional accrediting agencies about approval to offer CBE and direct assessment

- **Assessment and Quality**
  Efforts to ensure quality and academic integrity in CBE program design and assessment

- **Case Studies**
  Institutional case studies about implementing and managing CBE programs

- **CBE Design Models/Effective Practices**
  Program design models and documentation of effective practices for creating CBE

- **CBE Institutions**
  Institutions with CBE programs that are early adopters and incorporate effective practices

- **Competency Frameworks**
  Nationally recognized competency frameworks

- **Conferences**
  Conferences with significant CBE-related sessions

- **Costs, Finance, and Affordability**
  Studies and models related to CBE costs, finances, and affordability

- **Credentials**
  Connecting credentials and competencies

- **Data and Analytics**
  Performance measures, metrics, analytics, and data structures for understanding CBE

- **Definitions, Terms, and Glossaries**
  Efforts to clarify CBE-related terminology

- **Direct Assessment CBE Institutions**
  Institutions currently offering direct assessment CBE programs

- **Employer Perspectives**
  Studies and policy work related to employer needs and perspectives about CBE

- **Faculty and Staff Roles**
  New and unbundled roles for faculty in CBE

- **Financial Aid**
  Financial aid for CBE. See also U.S. Department of Education for Title IV aid for direct assessment and CBE

- **Introduction to and History of CBE**
  Publications describing the history of CBE

- **K-12 CBE**
  K-12 specific CBE resources

- **Organizations**

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CBE Links — CBE Design Models/Effective Practices

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Program design models and documentation of effective practices for creating CBE

- CBE Design Planner
- A Framework for Interactivity in Competency-Based Courses (Hickey, 2015)
- A Research Brief on the Survey of the Shared Design Elements & Emerging Practices of Competency-Based Education Programs (Public Agenda, 2015) 📕
- All Hands On Deck: Ten Lessons from Early Adopters of Competency-Based Education (Book, 2014) 📕
- Competency-Based Education In-Depth Session Resource (WCET, 2014) 📕
- Identifying and Breaking the Competency-based Education Barriers (WCET Session) 📕
- Implementing a CBE Program: Lessons Learned from Community Colleges
- NC-CBE Design Elements: Guide & Workplan (North Carolina)
- Principles for Developing Competency-Based Education Programs
- Understanding the Academic Calendar: A Resource Guide (C-BEN, 2016) 📕
- Why We Need to Stop Using 'Self-Paced' in CBE Descriptions

Have a link to share? Email your link to John Milam at jmilam@lfcc.edu.

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COMPETENCY-BASED EDUCATION NETWORK

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TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

COMPETENCY-BASED
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Competencies (All Credentials & Custom Goals)

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0		☐	General Education	Approved Social/Behavioral Science Elective Competencies
1	04/02/2016	☑	General Education	College Composition I (ENG 111) Competencies
0		☐	General Education	Human Anatomy and Physiology for the Health Professions (Bio 145) Competencies
0	04/08/2016	☑	General Education	Introduction to Computer Applications (ITE 115) Competencies
0		☐	General Education	Orientation to Health Information Management (SDV 101)
1	04/30/2016	☐	General Education	Personal Wellness Competencies
0		☐	Health Data Management	Adhere to current regulations and established guidelines in code assignment.
0		☐	Health Data Management	Apply diagnosis/procedure codes according to current nomenclature.
0		☐	Health Data Management	Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

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TAACCCT
TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

COMPETENCY-BASED EDUCATION NETWORK

LFCC
Lord Fairfax Community College

MyHigherEd Dashboard

Welcome Back Sample! You may drag and drop sections to change the order they are displayed.

Personalized Learning Plan Summary

Credential or Custom Goal	Total Comps	Comps Achieved	% Complete
Manage AAS Health Information Management	80	3	3.8%
Manage Find Job & Interviewing	4	0	0.0%
Total	**82**	**3**	

Note that a single Competency may exist for multiple Credentials and/or Custom Goals. The total of 82 may not reflect the actual total of all values displayed in the "Total Comps" column.

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➜ Edit your **Personalized Learning Plan**

Competency Due Dates (Next 5 Not Achieved)

Competency	Date Due
Approved Humanities Elective Competencies	04/21/2016
Personal Wellness Competencies	04/30/2016
Apply policies and procedures to ensure organizational compliance with regulations and standards.	05/04/2016
Demonstrate business awareness and workplace effectiveness.	05/06/2016

Shows next 5 Competency Due Dates. Includes up to 60 days Past Due.
Need help achieving Competencies? **Register at LFCC** — Learn more
➜ Edit your **Personalized Learning Plan**

Favorited Resources (Most Recent 5)

Learning Resource (Click To View)	Date Favorited
Interviewing Skills	04/12/2016
Health Information Technology Foundations	04/12/2016
ICD-10-CM Expert for Physicians 2016: International Classification of Diseases 10th Revision Clinical Modification	04/12/2016
Essentials of Health Information Management: Principles and Practices	04/12/2016

➜ View all **Favorites**

Saved Searches (Most Recent 5)

Saved Search Name (Click To Seach)	Date Saved
Healthcare HIM	04/12/2016
Patient Data	04/12/2016

➜ View your **Search History** and **Saved Searches**

Journal Notes (Last 5 Entries)

Journal Entry	Date Saved
Starting to achieve the competencies and working on my resume. Getting ready to interview.	04/12/2016
Found HigherEd.org and created account.	04/12/2016

➜ View all **Journal Entries**

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MyHigherEd Favorites Library

You may manage custom folders to store your Favorited Resources in and filter your results using the drop down menu below. To remove a resource from this list, click on the ✕ icon.

[Showing All Items ▾]   [Show 10 ▾]

✕ Essentials of Health Information Management: Principles and Practices

ESSENTIALS OF HEALTH INFORMATION MANAGEMENT: PRINCIPLES AND PRACTICES, THIRD EDITION introduces the concepts of Health Information Technology and Management. In the age of the Electronic Health Record, staying on top of the latest trends in technology and Federal legislation is a must for today's health care professional. This resource is mapped to the latest CAHIIM domains and standards, and includes new coverage of e-HIM, Electronic Health Records, data integrity and security, ICD-10-CM implementation, HIPAA, and more. Concise and approachable, this text presents topics in simple language that readers can easily understand. MindTap™ is available to give you unprecedented online course management, and the accompanying Lab Manual features Electronic Health Record activities using Nee...

Creator: 0   **Cost:** Paid
Publisher: Cengage Learning   **Created:** 02/05/2015
Resource Type: Text - textbook   Resource Link ↻

+ Add Comment

Resource Favorited 04/12/2016 ✕

["Unassigned" Item ▾]

MyHigherEd Search History and Saved Searches

Search History (Click To Search)

04/12/2016 3:02 PM	COMPID:1091801 **Job Search/Employment** Job Search and Advancement, Demonstrate job search skills
04/12/2016 3:01 PM	**ALL: Job Searching +Filter**
04/12/2016 3:01 PM	**ALL: Job Searching +Filter**
04/12/2016 2:59 PM	COMPID:1090102 **+Filter Health Data Management** Health Data Structure, Content, and Standards, Collec
04/12/2016 2:59 PM	COMPID:1090102 **Health Data Management** Health Data Structure, Content, and Standards, Collect and m
04/12/2016 2:59 PM	COMPID:1090101 **Health Data Management** Health Data Structure, Content, and Standards, Apply policies
04/12/2016 2:59 PM	COMPID:1090101 **Health Data Management** Health Data Structure, Content, and Standards, Apply policies

All of your searches are saved and shown above: 1.) While you are logged into your account, or 2.) While you are logged out only if you have Cookies turned on and active for this website (To use Cookies: If you have not already done so, click "Remember Me" located on the login screen before logging in next time).

Searches You Saved Using Advanced Filter (Click Saved Name To Search)

You may manage custom folders to store your Saved Searches in and filter your results using the drop down menu below.

Showing All Items ▼

✖ Healthcare HIM ✎
Saved: 04/12/2016   Search Bar: healthcare   Advanced Filter Settings: Communications, Health Information Management

+ Add Comment

Folder "Working On Now" ▼

✖ Patient Data ✎
Saved: 04/12/2016   Search Bar: COMPID:1090403   Advanced Filter Settings:

+ Add Comment

Folder "Keep For Later" ▼

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Dashboard   Learning Plan   Journal   Favorites Library   Searches   Profile   Contact Preferences   Logout

MyHigherEd Journal Entries

Show 10 ▾   + Add New Entry

✕ ✎ 04/12/2016 3:01 PM Starting to achieve the competencies and working on my resume. Getting ready to interview.

✕ ✎ 04/12/2016 3:00 PM Found HigherEd.org and created account.

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Unsubscribe	edit	
Text Messaging	To Subscribe to Texting,	
Unsubscribe	Add To Profile	

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Refresh Page   + Create New Support Ticket   Show 10 ▾

Ticket ID	Submited (EST)	Issue/Classification	Status	Message Center
20160413:4	04/13/2016 9:52 AM	Unsubscribing To Texts	⚠ Open	View 1 Messages

We use a ticket system to communicate with you until we resolve your issue.
All resolved tickets are closed and archived here for your review at any time in the future.

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John Milam, Ph.D.

Executive Director

Knowledge to Work

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173 Skirmisher Lane

Middletown, VA 22645

(540) 868-7249

jmilam@lfcc.edu

http://knowledgetowork.com

http://highered.org

Knowledge to Work (K2W):

A Portal for Competencies and Individualized Learning

Lord Fairfax Community College (LFCC)

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Middletown, VA 22645-1745

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