



Preparation for Adults Through
Training and Higher Education



HEALTH INFORMATION TECHNOLOGY PROFESSIONAL CERTIFICATE PROGRAM

College: Hostos Community College

Program Director: Fern Chan

Reviewer: Suze Pean, Health IT Instructor

5/8/2014

The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Intended audience
Unemployed/underemployed adults with healthcare or IT background interested in the field of electronic health records
- Product name and description:
Health Information Technology Certificate Program
- Intent of CareerPATH product:
This course focuses on teaching students how the adoption of electronic health record affects them as future IT health care professionals. Whether planning a career as a medical assistant, a health information technician, a billing specialist, a medical manager, or as any other allied health professional, students need to know why EHRs are important, how they are used, and the advantages they offer to providers, facilities, and patients.

The reviewer should complete the information below:

Reviewer: Type Reviewer Name and Title

SUMMARY

Based on knowledge of the product, please summarize your review of the product below in 2-3 paragraphs.

- The information within the curriculum was up-to-date, relevant and informative
- Discussion about HIPPA and security “laws” within the medical environment was well developed _ (Student need to know the importance of HIPPA laws; HIPPA laws are constantly being revised and reviewed)

THESE ARE SOME “SUGGESTIONS” ON IMPROVING THE MATERIAL:

- Help the students understand and develop workflows around improving the efficiency of a medical practice or “department” within the health facility _ Develop different scenarios to broaden students understanding of improving workflows
- Think in terms of developing efficiency _ front desk, providers, medical staff members and patients
- **Knowing (Good knowledge of) Meaningful Use:
 - To understand the purpose for Meaningful Use _ What is the intent of the OMC
 - To understand the workflow around Meaningful Use (understand who performs “what “specific tasks to reach Meaningful Use goals)
 - Distinguish the difference between the Core and Menu Measures
 - Familiarizing students with the different stages of Meaningful Use
 - Why are specific measures important and how does it affect and improve healthcare/ patient care
- QI _ Principles for quality Improvement (Very big within this field)
- Understanding Life Cycles:

Example:

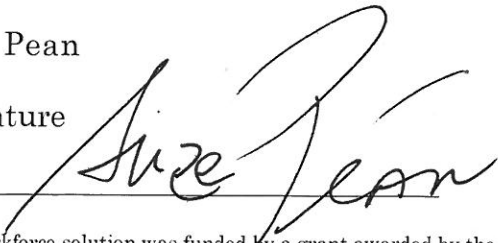
- PDSA _ Plan Do Study Act
- SDLC _ System Development Life Cycle _ (Very useful for implementation and rollouts)
- EMR/ EHR: Electronic Medical Recorder/ Electronic Health Recorder _ Software _ more time spent with EMR(s)
- Discussion on the vastness of the HIT field
- Comprehension _ the difference between ICD9, ICD10, CPT codes
- Know the difference between the different types of codes _ Know some ICD9 and some ICD10 codes in order to speak in the doctors’ language
- Most common Codes (Students should be familiar with these codes or know how to quickly search)
 - Diabetes, Blood Pressure, and HTN (Most common in the US and NYC)
- General knowledge of who does what in a medical facility/ medical practice _ A general to good understanding of what is legal in the medical field or who is allowed to do what _
Example: A nurse is not allowed to prescribe Rx, but a nurse-practitioner can legally prescribe Rx
- Progress Notes (SOAP notes) _ this was discussed _ Students must be aware that different facilities give different privileges and permission to different medical staff members _

Reviewer: Type Reviewer Name and Title

Suze Pean

5/8/2014

Signature

A handwritten signature in cursive script that reads "Suze Pean". The signature is written in dark ink and is positioned over a horizontal line.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.

