

## **Blue Print for Component Engagement** ***Professional Credentialing***

**AHDI Goal:** Transition our healthcare documentation workforce to a fully credentialed status

**Rationale:** Professional credentials will send a clear message to providers, end-users, and others in healthcare delivery that this sector is represented by an academically prepared, skilled workforce with an accountable scope of practice and intrinsic contributory value to health data capture and EHR adoption.

### **Component Engagement Objective**

The goal of this blue print is to provide components with a comprehensive, but manageable, strategy for executing the association's goals for transitioning our workforce to a credentialed status. This would involve components serving as resource organizations that *actively facilitate* credentialing at the local level through three key engagement touch points:

***Reaching:*** A component actively engaged in promoting professional credentialing will develop strategies for reaching the following stakeholder groups:

- ***Noncredentialed MTs and students:*** Developing innovative ways of reaching and recruiting noncredentialed MTs through special offerings and unique campaigns.
- ***Local MT employers:*** Establishing dialogue with local employers via one-on-one meetings, presentations at employee staff meetings, etc., to discuss the business case for credentialed employees.
- ***Local MT schools:*** Developing a liaison/advisory relationship with area MT schools to promote the RMT as a final exam and/or preparatory requirement for students seeking entry to practice.

***Preparing:*** A component actively engaged in promoting professional credentialing will serve in a mentoring capacity that facilitates exam preparation for potential candidates through:

- ***CMT/RMT study groups:*** Committing to the execution and delivery of ongoing study groups as a supportive resource to local employers and MTs seeking credentialing prep assistance.
- ***Mentoring assignments:*** Offering a mentor matching program where noncredentialed MTs can seek assistance and support from a local member CMT.
- ***Resource library:*** Housing a library of exam prep materials and resources for individuals and employers who need exam prep support and guidance.

Resource/Tool Kit	Available	Description	Status
<a href="#">The Case for a Credentialed Workforce</a>	✓	For initiating the dialogue with MTs, employers, and healthcare facilities around the value of credentialed MTs	
<a href="#">Model Job Descriptions &amp; Professional Levels</a>	✓	For explaining the core competency skill levels that differentiate Level 1 (RMT) and Level 2 (CMT) MTs.	
<a href="#">CDIA (MTIA) Statement on Credentialing for Healthcare Documentation Workers</a>	✓	For sharing CDIA's call for a credentialed workforce with MT employers	
<a href="#">ADVANCE for HIM Annual Salary Survey</a>	✓	For demonstrating the compensation benefits for advanced credentialing at the CMT level.	
<a href="#">Who Cares if You're Certified?</a>	✓	For sharing with potential CMT candidates the increasing demand and preference for certified, Level 2 MTs and editors	
<a href="#">Credentialing Candidate Guide</a>	✓	For orienting and mentoring exam candidates toward exam preparation, eligibility, and successful completion	

Resource/Tool Kit	Available	Description	Status
<a href="#">RMT Prep Assessment Course</a>	✓	For sharing with RMT candidates; can be taken in conjunction with and as a supplement to group study at the component level	
<a href="#">CMT Prep Assessment Course</a>	✓	For sharing with CMT candidates; can be taken in conjunction with and as a supplement to group study at the component level	
<a href="#">The Book of Style Workbook</a>	✓	For use as part of group study and exam preparation at the component level	
<a href="#">The RMT Review Guide (Stedman's)</a>	✓	For use as part of group study and exam preparation at the component level	New guide expected to be available in March 2011
<a href="#">The CMT Review Guide (Stedman's)</a>	✓	For use as part of group study and exam preparation at the component level	New guide expected to be available in April 2011
<a href="#">Candidate Computer Spec Sheet for Online Proctoring</a>	✓	For orienting and mentoring exam candidates toward technical setup and preparation for an online proctored (OLP) exam with Kryterion	

Resource/Tool Kit	Available	Description	Status
<a href="#">Kryterion Testing Center Locator</a>	✓	For assisting study group participants and exam candidates with site selection for an on-site exam at a Kryterion testing center	
<a href="#">Request for Special Accommodations</a>	✓	For assisting exam candidates with special needs in requesting special accommodations for OLP and on-site exams	

**Supporting:** A component actively engaged in promoting professional credentialing will serve as an ongoing resource for professional development for credentialed members and nonmembers in that local area through:

- **Credit-worthy events:** Offering dynamic, meaningful level 2 programming that supports the recredentialing goals of local member (and nonmember) CMTs.
- **Credit-worthy resources:** Delivering preapproved credit-worthy content in component newsletters (articles, quizzes, etc.), on the website, or via webinars that provide local CMTs options for earning CECs that do not require event attendance.
- **Recredentialing guidance:** Serving as a policy resource to assist local CMTs and RMTs in understanding and complying with recredentialing guidelines and deadlines.

Resource/Tool Kit	Available	Description	Status
<a href="#">Component Programming Outline</a>	✓	PowerPoint presentation providing review of guidelines for ensuring level 2 content of potential programs and submitting CEC approval to AHDI for those programs.	

Resource/Tool Kit	Available	Description	Status
<a href="#">Component Programming Webinar</a> – (June 2010)	✓	For orientation to the PowerPoint presentation above but also audio recording of the live training event and access to both questions and answers addressed during that training session.	
<a href="#">AHDJ Recredentialing Resource Guide</a>	✓	For understanding the guidelines for CEC approval and sharing preapproved resources with CMTs at the component level.	
<a href="#">CEC Approval Request Form</a>	✓	For seeking CEC approval of component events and resources and for coaching CMTs at the component level with self-driven approval submissions.	
<a href="#">CEC Requirements Table</a>	✓	For reference of level 2 content descriptions for all core content and optional content categories required for recredentialing CMTs.	

**Oversight and Management**

Execution of these key strategies would be managed by a single coordinator at each component level (ie, Cert Connector or other named liaison to be determined by AHDJ<sup>1</sup>) with coordinators working under the oversight and management of AHDJ’s Director of Professional Programs and

credentialing staff. These credentialing coordinators would be extensively trained and resourced by AHDI through the following means:

- Initial training and orientation to be provided by AHDI director and staff
- Resources and tool kits, including handouts, PowerPoint presentations, and talking points for component customization and execution of key touch points outlined above
- Ongoing webinar training and update sessions with AHDI director and staff to coordinate credentialing goals across all organizational levels

### **Development of Resources**

Most of the resources, including study group guidelines, recredentialing policies and supportive documentation, etc., already exist and can be readily wrapped into a resource kit for components to execute this initiative on an ongoing basis.

### **Affiliate Agreement**

It is the recommendation of this committee that components seeking affiliation with AHDI should, at minimum, be required to agree and attest to the following:

*Agree to support the association's goals for credentialing by executing measurable strategies to (a) reach noncredentialed MTs and other stakeholder groups and (b) serve as a credentialing resource to candidates seeking credentialing support and assistance and to CMTs seeking professional development and continuing education.*

*Submitted by the HOD Initiatives Subcommittee for Credentialing*

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