Workforce Training for Health IT Professionals & Educators: Staying Current in the Changing Healthcare Environment

November 30, 2017
Webinar Presenters

Today’s CoP Subject Matter Experts (SMEs)

- Dr. Susan H. Fenton
- Dr. Harold Lehmann

ONC

- Dr. Wanda Govan-Jenkins
- Dr. Maggie Wanis
ONC gratefully acknowledges the development team:

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Project Manager</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Dombrowski</td>
<td>Heather Neikirk</td>
<td>Bellevue College</td>
</tr>
<tr>
<td>Rita Kukafka</td>
<td>Raven David</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Harold Lehmann</td>
<td>Tricia Francis</td>
<td>Johns Hopkins University</td>
</tr>
<tr>
<td>Hadi Kharrazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunny Ainley</td>
<td>Tracy Mastel</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>William Hersh</td>
<td>Kerri Nussbaum</td>
<td>Oregon Health &amp; Science University</td>
</tr>
<tr>
<td>Eta Berner</td>
<td>Meg Bruck</td>
<td>University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Susan Fenton</td>
<td>Megan Robertson</td>
<td>University of Texas Health Science Center at Houston</td>
</tr>
</tbody>
</table>
Agenda

Health IT Workforce Training Program - Background

Overview of New Instructional Materials

Building a Training Program: Using the Instructional Material Elements

Questions and Discussion
HITECH ACT – February 2009

Sec. 3016. Information technology professionals in health

... shall provide assistance to institutions of higher education (or consortia thereof) to establish or expand medical health informatics education programs....

With healthcare undergoing enormous changes, hospitals and other providers must continually focus on hiring and retaining quality workers ... Healthcare IT News – May 2013
In 2010, ONC funded five Curriculum Development Centers to develop curricula and educational materials for Health IT training.

Developers developed 20 components as a “buffet” from which educators could design customized training.

Curriculum Development Centers included:

- Columbia University
- Duke University
- Johns Hopkins University (JHU)
- Oregon Health & Science University (OHSU)
- University of Alabama at Birmingham (UAB)
Instructional Materials: Topics Covered in the Original National Health IT Workforce Curriculum

1. Introduction to Health Care and Public Health in the U.S.
2. The Culture of Health Care
3. Terminology in Health Care and Public Health Settings
4. Introduction to Computer Science
5. History of Health Information Technology in the U.S.
6. Health Management Information Systems
7. Working with Health IT Systems
8. Installation and Maintenance of Health IT Systems
9. Networking and Health Information Exchange
10. Fundamentals of Health Workflow Process Analysis & Redesign
11. Configuring Electronic Health Records
12. Quality Improvement
13. Public Health Information Technology
14. Special Topics Course on Vendor-Specific Systems
15. Usability and Human Factors
16. Professionalism/Customer Service in the Health Environment
17. Working in Teams
18. Planning, Management and Leadership for Health IT
19. Introduction to Project Management
20. Training and Instructional Design
Workforce Training to Educate Health Care Professionals in Health Information Technology - Background

- In 2015, ONC awarded 7 grantees $6.7 million over 2 years to:
  - Update 20 existing components
  - Develop 5 new components to support the health IT workforce
  - **Goal**: Train 6,000 incumbent health care workers to use health information technologies in a variety of settings
  - Trained nearly 9,000 health workers by the end of the funding period

- Awardees
  - University of Alabama at Birmingham
  - Bellevue College
  - Columbia University
  - Johns Hopkins University
  - Normandale Community College
  - Oregon Health & Science University
  - The University of Texas Health Science Center at Houston
INSTRUCTIONAL MATERIALS

• Updated ONC national Health IT Curriculum

• Created new Instructional Materials to address Emerging Topics in Health Care and Health IT

• Target: Health Care Workers, Health IT Professionals and Emerging Health Care Workers
Instructional Material Elements

- Recorded lectures, slide decks, audio transcripts, and audio files
- Activities
- Assessment questions
- Organized into components and units
New Instructional Materials: Emerging Topics in Health Care and Health IT

- Population Health
- Care Coordination & Interoperable Health IT Systems
- Value-Based Care
- Healthcare Data Analytics
- Patient-Centered Care
Population Health

This component covers:

- Role of health IT and emerging data sources in deriving population health solutions
- Application in the context of population health management

Topics:

- Population Health and the Application of Health IT
- “Accountable” Care Approaches for Target Population
- Implications of Policy, Finance, and Business on Population Health
- Research Evaluation and Evidence Generation in Population Health
- Population Health IT and Data Systems
- Big Data, Interoperability, and Analytics for Population Health
- Identifying Risk and Segmenting Populations: Predictive Analytics for Population Health
- Population Health Management Interventions
- Applying Health IT to Improve Population Health at the Community Level
- Engaging Consumers, Providers, and Community in Population Health Programs
This component describes care coordination and discusses how interoperability plays an important role.

Topics:

- Overview of Care Coordination
- Team-Based Approach to Patient Care
- Overview of Interoperable Health IT
- Principles and Technology of Health Interoperability
- Standards for Interoperable Health IT
- Implementing Health Interoperability
- Policy and Interoperable Health IT
- Exchange of Health Information
- Expanding Patient Access to Care with Technology
- Privacy & Security of Shared Information
- Supporting Patient-Driven Care Coordination
Value-Based Care

This component describes the movement toward value-based care and introduces key elements of emerging models of care and new payment models.

Topics:

• Introduction to Value-Based Care
• Regulatory Environment
• Overview of New Care Delivery Models
• New Models of Care Management
• Value-Based Quality & Safety
• Volume to Value
• Outcomes and Reimbursement
• Contracts & Payments
Health Care Data Analytics

This component provides techniques and tools to address the challenges of using data analytics in health care.

Topics:

• Working with Data
• Secondary Use of Clinical Data
• Communicating Data Analysis Results
• Patient Identification
• Machine Learning and Natural Language Processing
• Data Analytics in Clinical Settings
• Learning Health Systems
• Usability
• Risk Adjustment and Predictive Modeling
Patient-Centered Care

This component describes concepts and skills to encourage patient-centered care.

Topics:

- Introduction to Patient Engagement & Participation
- Behavior Change Strategies
- Activated Patients
- Supporting Patient-Driven Care Coordination
- Patient-Provider Communication
- Communicating Health Risk
- Shared Decision-Making
- Precision Medicine
- Patient-Oriented Data Analytics
Building a Training Program: Using the Components and Units

https://www.healthit.gov/providers-professionals/health-it-curriculum-resources-educators
# Units used for training course: Applications of a Provider Track

<table>
<thead>
<tr>
<th>Course Track</th>
<th>Provider</th>
<th>Component</th>
<th>Unit</th>
<th>Lecture</th>
<th>Self Assessments</th>
<th>Extra Practice Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic A</td>
<td>Population Health and the Application of Health IT</td>
<td>Comp 21</td>
<td>1</td>
<td>A, B</td>
<td>Comp 21_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic B</td>
<td>Structural “Accountable” Care Approaches for Target Population</td>
<td>Comp 21</td>
<td>3</td>
<td>A, B</td>
<td>Comp 21_Unit 3</td>
<td>Lecture C and Activity</td>
</tr>
<tr>
<td>Topic C</td>
<td>Population Health IT and Data Systems</td>
<td>Comp 21</td>
<td>5</td>
<td>A, B</td>
<td>Comp 21_Unit 5</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic D</td>
<td>Team-based approach to Patient Care</td>
<td>Comp 22</td>
<td>2</td>
<td>A, B</td>
<td>Comp 22_Unit 2</td>
<td>Lecture C and Activity</td>
</tr>
<tr>
<td>Topic E</td>
<td>Ensuring the Security and Privacy of Information Shared</td>
<td>Comp 22</td>
<td>10</td>
<td>A, B</td>
<td>Comp 22_Unit 10</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic F</td>
<td>Supporting Patient-Driven Care Coordination</td>
<td>Comp 22</td>
<td>11</td>
<td>A, B</td>
<td>Comp 22_Unit 11</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic G</td>
<td>Introduction to Value-Based Care</td>
<td>Comp 23</td>
<td>1</td>
<td>A</td>
<td>Comp 23_Unit 1</td>
<td>Lecture D and Activity</td>
</tr>
<tr>
<td>Topic H</td>
<td>Healthcare Delivery</td>
<td>Comp 23</td>
<td>3</td>
<td>A, B</td>
<td>Comp 23_Unit 3</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic I</td>
<td>Outcomes and Reimbursements</td>
<td>Comp 23</td>
<td>7</td>
<td>A, B</td>
<td>Comp 23_Unit 7</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic J</td>
<td>Contracts and Payments</td>
<td>Comp 23</td>
<td>8</td>
<td>A</td>
<td>Comp 23_Unit 8</td>
<td></td>
</tr>
<tr>
<td>Topic K</td>
<td>Patient-Oriented Data Analytics</td>
<td>Comp 25</td>
<td>9</td>
<td>A, B</td>
<td>Comp 25_Unit 9</td>
<td>Activity</td>
</tr>
</tbody>
</table>
## Units used for training course: Applications of a Business Office Track

<table>
<thead>
<tr>
<th>Course Track</th>
<th>Business Office</th>
<th>Component</th>
<th>Unit</th>
<th>Lecture</th>
<th>Self Assessments</th>
<th>Extra Practice Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic A</td>
<td>Population Health and the Application of Health IT</td>
<td>Comp 21</td>
<td>1</td>
<td>A, B</td>
<td>Comp 21_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic B</td>
<td>Structural “Accountable” Care Approaches for Target Population</td>
<td>Comp 21</td>
<td>3</td>
<td>A, B</td>
<td>Comp 21_Unit 3</td>
<td>Lecture C and Activity</td>
</tr>
<tr>
<td>Topic C</td>
<td>Population Health IT and Data Systems</td>
<td>Comp 21</td>
<td>5</td>
<td>A, C</td>
<td>Comp 21_Unit 5</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic D</td>
<td>Team-based approach to Patient Care</td>
<td>Comp 22</td>
<td>2</td>
<td>A, B</td>
<td>Comp 22_Unit 2</td>
<td>Lecture C and Activity</td>
</tr>
<tr>
<td>Topic E</td>
<td>Ensuring the Security and Privacy of Information Shared</td>
<td>Comp 22</td>
<td>10</td>
<td>A, B</td>
<td>Comp 22_Unit 10</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic F</td>
<td>Supporting Patient-Driven Care Coordination</td>
<td>Comp 22</td>
<td>11</td>
<td>A, B</td>
<td>Comp 22_Unit 11</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic G</td>
<td>Introduction to Value-Based Care</td>
<td>Comp 23</td>
<td>1</td>
<td>A</td>
<td>Comp 23_Unit 1</td>
<td>Lecture D and Activity</td>
</tr>
<tr>
<td>Topic H</td>
<td>Healthcare Delivery</td>
<td>Comp 23</td>
<td>3</td>
<td>A, B</td>
<td>Comp 23_Unit 3</td>
<td>Lecture C and D and Activity</td>
</tr>
<tr>
<td>Topic I</td>
<td>Outcomes and Reimbursements</td>
<td>Comp 23</td>
<td>7</td>
<td>A, B</td>
<td>Comp 23_Unit 7</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic J</td>
<td>Contracts and Payments</td>
<td>Comp 23</td>
<td>8</td>
<td>A</td>
<td>Comp 23_Unit 8</td>
<td></td>
</tr>
<tr>
<td>Topic K</td>
<td>Introduction to Health Care Data Analytics</td>
<td>Comp 24</td>
<td>1</td>
<td>A, B</td>
<td>Comp 24_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic L</td>
<td>Working with Data</td>
<td>Comp 24</td>
<td>2</td>
<td>A</td>
<td>Comp 24_Unit 2</td>
<td>Activity with Additional Instructional Videos uploaded to CRM</td>
</tr>
<tr>
<td>Topic M</td>
<td>Communicating Data Analysis Results</td>
<td>Comp 24</td>
<td>4</td>
<td>A</td>
<td>Comp 24_Unit 4</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic N</td>
<td>Patient-Oriented Data Analytics</td>
<td>Comp 25</td>
<td>9</td>
<td>A, B</td>
<td>Comp 25_Unit 9</td>
<td>Activity</td>
</tr>
</tbody>
</table>
## Units used for training course: Applications of a Clinical Support Track

<table>
<thead>
<tr>
<th>Course Track</th>
<th>Clinical Support</th>
<th>Component</th>
<th>Unit</th>
<th>Lecture</th>
<th>Self Assessments</th>
<th>Extra Practice Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic A</td>
<td>Population Health and the Application of Health IT</td>
<td>Comp 21</td>
<td>1</td>
<td>A, B</td>
<td>Comp 21_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic B</td>
<td>Population Health IT and Data Systems</td>
<td>Comp 21</td>
<td>5</td>
<td>A, B</td>
<td>Comp 21_Unit 5</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic C</td>
<td>Team-based approach to Patient Care</td>
<td>Comp 22</td>
<td>2</td>
<td>A, B, C</td>
<td>Comp 22_Unit 2</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic D</td>
<td>Ensuring the Security and Privacy of Information Shared</td>
<td>Comp 22</td>
<td>10</td>
<td>A, B, C, D</td>
<td>Comp 22_Unit 10</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic E</td>
<td>Supporting Patient-Driven Care Coordination</td>
<td>Comp 22</td>
<td>11</td>
<td>A, B, C, D</td>
<td>Comp 22_Unit 11</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic F</td>
<td>Introduction to Value-Based Care</td>
<td>Comp 23</td>
<td>1</td>
<td>A</td>
<td>Comp 23_Unit 1</td>
<td>Lecture D and Activity</td>
</tr>
<tr>
<td>Topic G</td>
<td>Healthcare Delivery</td>
<td>Comp 23</td>
<td>3</td>
<td>A, B, C, D</td>
<td>Comp 23_Unit 3</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic H</td>
<td>Overview of Care Coordination</td>
<td>Comp 22</td>
<td>1</td>
<td>A, B, C</td>
<td>Comp 22_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic I</td>
<td>Introduction to Health Care Data Analytics</td>
<td>Comp 24</td>
<td>1</td>
<td>A, B</td>
<td>Comp 24_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic J</td>
<td>Patient-Oriented Data Analytics</td>
<td>Comp 25</td>
<td>9</td>
<td>A, B</td>
<td>Comp 25_Unit 9</td>
<td>Activity</td>
</tr>
</tbody>
</table>
### Units used for training course: Applications of a IT/IS Track

<table>
<thead>
<tr>
<th>Course Track</th>
<th>IT/IS</th>
<th>Component</th>
<th>Unit</th>
<th>Lecture</th>
<th>Self Assessments</th>
<th>Extra Practice Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic A</td>
<td>Population Health and the Application of Health IT</td>
<td>Comp 21</td>
<td>1</td>
<td>A, B</td>
<td>Comp 21_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic B</td>
<td>Population Health IT and Data Systems</td>
<td>Comp 21</td>
<td>5</td>
<td>A, B, C</td>
<td>Comp 21_Unit 5</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic C</td>
<td>Ensuring the Security and Privacy of Information Shared</td>
<td>Comp 22</td>
<td>10</td>
<td>A, B, C, D</td>
<td>Comp 22_Unit 10</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic D</td>
<td>Supporting Patient-Driven Care Coordination</td>
<td>Comp 22</td>
<td>11</td>
<td>A, B, C, D</td>
<td>Comp 22_Unit 11</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic E</td>
<td>Introduction to Value-Based Care</td>
<td>Comp 23</td>
<td>1</td>
<td>A</td>
<td>Comp 23_Unit 1</td>
<td>Lecture D and Activity</td>
</tr>
<tr>
<td>Topic F</td>
<td>Introduction to Health Care Data Analytics</td>
<td>Comp 24</td>
<td>1</td>
<td>A, B</td>
<td>Comp 24_Unit 1</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic G</td>
<td>Working with Data</td>
<td>Comp 24</td>
<td>2</td>
<td>A</td>
<td>Comp 24_Unit 2</td>
<td>Activity with Additional Instructional Videos uploaded to CRM</td>
</tr>
<tr>
<td>Topic H</td>
<td>Communicating Data Analysis Results</td>
<td>Comp 24</td>
<td>4</td>
<td>A</td>
<td>Comp 24_Unit 4</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic I</td>
<td>Machine Learning and Natural Language Processing</td>
<td>Comp 24</td>
<td>6</td>
<td>A, B</td>
<td>Comp 24_Unit 6</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic J</td>
<td>Usability</td>
<td>Comp 24</td>
<td>9</td>
<td>A</td>
<td>Comp24_Unit 9</td>
<td>Activity</td>
</tr>
<tr>
<td>Topic K</td>
<td>Patient-Oriented Data Analytics</td>
<td>Comp 25</td>
<td>9</td>
<td>A, B</td>
<td>Comp 25_Unit 9</td>
<td>Activity</td>
</tr>
</tbody>
</table>
Yearlong Training

• 3,000 + registrants
• 1,535 completed the training
• Mostly online, some hybrid
Job Titles Taking Training (N=1,489)

- Other: 62.1%
- Nurse (RNs and LVNs): 25.5%
- Physician: 2.7%
- Mid-Level Practitioner: 2.7%
- Practice Manager: 2.3%
- Billing Personnel: 2.1%
- Medical Clerk: 1.6%
- Medical Assistant: 1.0%
Breakout of Other Job Titles (N=1,489)

- Original Categories: 38.1%
- QA/Exec/Other: 35.0%
- IT/IS: 26.9%
Trainee Gender

Trainee Gender (N=1,418)

- Male: 24.1%
- Female: 75.9%
Trainee Education Level (N=1,420)

- Bachelor’s: 36.7%
- Master’s: 32.9%
- Associate: 8.5%
- Professional: 7.4%
- Some college, no degree: 5.8%
- Doctorate: 4.1%
- Trade/technical/vocational: 3.5%
- High school: 1.1%
What about the quality?

- 98.7% - Covered Content Relevant to Healthcare and Health IT (Strongly or Somewhat Agree)
- 98.2% - Helped Me Understand Subject Better
- 97.8% - Training Materials Were Helpful
- 97.3% - Training Met Its Objectives
- 94.4% - Likely to recommend the course
- 88.8% - Training was Actively Engaging
- 75.2% - Presenter Proficiency in Subject
Best of All

- 94.7% - Content Relevant to My Job
- 90.4% - Skills I Learned Will Improve My Job Performance
Job Content Relevant Exploration

- 96.0% - IT/IS, including data analysts
- 94.4% - Original Categories
- 81.2% - QA/Executives/Other
Improve Job Performance

- 91.7% - Original Categories
- 88.8% - IT/IS, including data analysts
- 78.5% - QA/Executives/Other
Selected Comments

• Lots of “It was fine, great content.”
• Can you train us in EPIC, Cerner, as well as HL7 FHIR?
• More hands-on activities and practice examples.
• More data analytics!
• Enjoyed having materials in various formats.
Lessons Learned

• Significant demand
  » Evolving environment
• “Pre-packaged” education can help - BUT
• In-person, hands-on very popular
• Free training hurts completion rates
The Building of Component 21: Population Health

Component 21: Population Health was divided into 3 courses:

1. Population Health Policy
2. Population Health Data Analytics
3. Population Health Interventions
Unit 1: Population Health and the Application of Health IT

- Lecture a: Introduction and Definitions: Population Health and Health IT
- Lecture b: Population Health Management and Health IT
Course 1: Pop Health Policy

- Unit 3: Structural “Accountable” Care Approaches for Target Population

- Unit 4: Implications of Policy, Finance, and Business on Population Health

- Unit 10: Research Evaluation and Evidence Generation in Population Health
Course 2: Pop Health Data Analytics

- Unit 5: Population Health IT and Data Systems
- Unit 9: Big Data, Interoperability, and Analytics for Population Health
Course 3: Pop Health Interventions

- Unit 6: Identifying Risk and Segmenting Populations: Predictive Analytics for Population Health
- Unit 7: Population Health Management Interventions
- Unit 8: Engaging Consumers, Providers, and Community in Population Health Programs
- Unit 2: Applying Health IT to Improve Population Health at the Community Level

Population-Based Predictive Analytic/Intervention of Elders’ Falls Linking EHRs and Social Data
Delivery in Concert with Normandale

Johns Hopkins University School of Medicine, the Johns Hopkins University Bloomberg School of Public Health and Normandale Community College are jointly offering free e-Learning courses designed for busy, working adults to upgrade their skills in the transforming healthcare industry.

Click the box below to learn more about each training topic

- Population Health
- Healthcare Data Analytics
- Value-Based Care

This activity has been approved for AMA PRA Category 1 Credits™. Click for Full CME/MOC Accreditation Details

UPDATE!
The CME fee has been temporarily waived through 6/20/17. This is limited to the first 450 trainees who register, complete a course, and apply for CMEs by 6/20/2017.
Feedback indicates positive reception

% of CME Applicants Who Agree with Statements

<table>
<thead>
<tr>
<th></th>
<th>Would recommend to others</th>
<th>Was relevant to my job</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHDA</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>AVBC</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>PHI</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

*Thanks to Sunny Ainley and Tracy Mastel*
Workforce Training Continues

University of Alabama at Birmingham - www.uab.edu/healthit

Bellevue College – Exclusive training for VA and DOD employees only
  – (Reach out to them if you are an employee)

Columbia University - www.hi-fivetraining.org

Johns Hopkins University – http://learnhit.com

Normandale Community College - https://www.mnhealthit.com/act.html

Oregon Health & Science University - https://dmice.ohsu.edu/onc-course/

The University of Texas Health Science Center at Houston -
https://sbmi.uth.edu/continuing-education/
INSTRUCTIONAL MATERIALS FREE & READY TO DOWNLOAD

https://www.healthit.gov/providers-professionals/health-it-curriculum-resources-educators

For use by:

Healthcare organizations
Health system employees
Workforce development agencies
Colleges and universities
Public health agencies
For More Information

Contacts:

- Susan H. Fenton, PhD, RHIA, FAHIMA
  The University of Texas Health Science Center at Houston
  Email: susan.h.fenton@uth.tmc.edu

- Harold P. Lehmann, MD PhD FACMI
  Johns Hopkins School of Medicine
  Email: lehmann@jhmi.edu

- Office of the National Coordinator for Health Information Technology
  » Wanda Govan-Jenkins, DNP, MS, MBA, RN
     Wanda.Govan-Jenkins@hhs.gov
  » Maggie Wanis, DrPH.
     Maggie.Wanis@hhs.gov
Health IT Resources

https://www.healthit.gov/