

Healthcare Professional Development Market Analysis

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Final Project

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We hereby recommend that the Final Project submitted by:

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Advisory Committee:

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We certify that in this Final Project all research involving human subjects complies with the Policies and Procedures for Research involving Human Subjects, Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Indiana 47876

Abstract

The proposed Healthcare Institute of the Wabash Valley serves the purpose of creating professional development opportunities within the healthcare industry of the Wabash Valley. The Healthcare Institute seeks to serve all sectors of healthcare by providing a dynamic curriculum focused on the specific need of the community in which it serves. In order to determine the success of the institute, a feasibility study was conducted by utilizing surveys and conducting interviews while carefully constructing a strategic plan by identifying barriers, environments needed for the institute to thrive, and determining a viable marketing plan. The results of the study indicate that the majority of individuals who work within the healthcare field in this community feel that there is a need for more professional development opportunities and would invest in these opportunities if they were available. By creating a strategic plan, the creators of this institute seek to serve the community by bringing the Healthcare Institute of the Wabash Valley to fruition.

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Introduction

The proposed Healthcare Institute of the Wabash Valley will serve a two-fold purpose of potentially serving a vast healthcare market in Terre Haute and its surrounding communities, as well as promoting and advancing formal health care education. The strategy behind the Healthcare Institute is to provide the Wabash Valley Community with a program that provides methods of high quality and economical professional development and continuing education opportunities, with a focus on healthcare and an outcome of an improved patient prognoses. Currently, healthcare professionals must seek these opportunities in larger cities producing high costs to themselves and their employers.

One of the trends driving the need for the Healthcare Institute of the Wabash Valley is the need for Continuing Education Units (CEUs) as they are a requirement in order to sustain licensure of various healthcare professions (REAC/TS, n.d.). There is an abundance of methods to obtain CEUs for healthcare professionals such as attendance at seminars, self-study via web based products and other venues of formal education (HACP, n.d.) Although methods of obtaining CEUs are available, healthcare industries have communicated that their needs are not being met locally in the Wabash Valley (Workforce Alignment, 2017).

The relevance of the mandate for CEUs for healthcare professionals is to keep licensed individuals abreast of an ever changing healthcare arena by satisfying a need between existing care and optimum care (Barton, 2010). Licensed healthcare workers have maintained their credentials, therefore, they are obtaining CEUs through the various methods mentioned earlier. However, Wabash Valley healthcare industry leaders are communicating that they are not able to seek local CEU accommodations through institutions such as Ivy Tech Community College, an educational organization focused on workforce alignment (Workforce Alignment, 2017).

Although, methods of obtaining CEU's are available and more affordable than a didactic program that the Healthcare Institute would offer, healthcare industries have communicated that their needs are not being met locally in the Wabash Valley (Workforce Alignment, 2017). The reason for this is the individualism of the attainment of the continuing education is not aligned with current trends. An example of this would be that when a healthcare institute is faced with an acute situation, they will need a cohort of employees trained in a timely manner on a current need. A situation of recent development would be the Zika epidemic. This was a new outbreak affecting a large population that healthcare professionals needed education on. Current mandates of continuing education dictate the hours required and a general subject matter, however, it is not required to have training in the Zika virus or whatever the current outbreak may be. This is how the needs in the workforce are getting overlooked (HACP, n.d.).

According to the Institute for Healthcare Improvement (2016), "CEUs are a vehicle for spreading best practices and how to improve patient outcomes," (para. 3). Overlooking the gap that local industry leaders in healthcare have stated impacts patient outcomes. The proposed Healthcare Institute of the Wabash Valley seeks to impact patient outcomes, in the long term, as data may take up to two years to accumulate. In the short term, effectiveness would be measured for program continuance such as practitioner feedback and satisfaction assessment tools by offering clinically relevant course content.

The proposed Healthcare Institute of the Wabash Valley will concentrate on offering CEUs specific to healthcare professions in the counties of Vigo, Sullivan, Clay, Vermillion, Parke, part of Putnam in Indiana and the cities of Paris and Marshall in Illinois. Through primary research, it has been ascertained there is a gap in meeting the needs of the healthcare industry in the respective counties by not offering or delivering methods other than those

already available of obtaining CEUs. With the assistance of Ivy Tech Community College Workforce Alignment Division, members of the proposed Healthcare Institute of the Wabash Valley will survey, interview and research why the gap exists locally to obtain CEUs. Together, a curriculum that serves to meet those needs will be offered to the workforce of the healthcare industry locally, in the Wabash Valley. By offering local professional development and CEU opportunities, the Wabash Valley would be capitalizing on an opportunity to be on the cutting edge of new evidence-based procedures that benefits the community and creates better patient outcomes.

The proposed institute, as presented further in this paper, is a description of the planning process that has taken place to move forward and bring this plan into fruition. The target audience and proposed content can only be identified after the initiation of the plan. For example, as discussed earlier, CEU's are a form of education products for numerous health professionals as a requirement of holding and maintaining their credentials. The Healthcare Institute, once implemented, will have to first establish through personal interviews with local healthcare organizations the most pressing need at the moment and develop a program or curriculum to satisfy that particular necessity, then move on to the next. Healthcare reinvents itself minute by minute whether it's due to new technology, changing political agendas or epidemiological outbreaks which is why specific content and a target audience are not presented in detail within the plan presented.

Literature Review

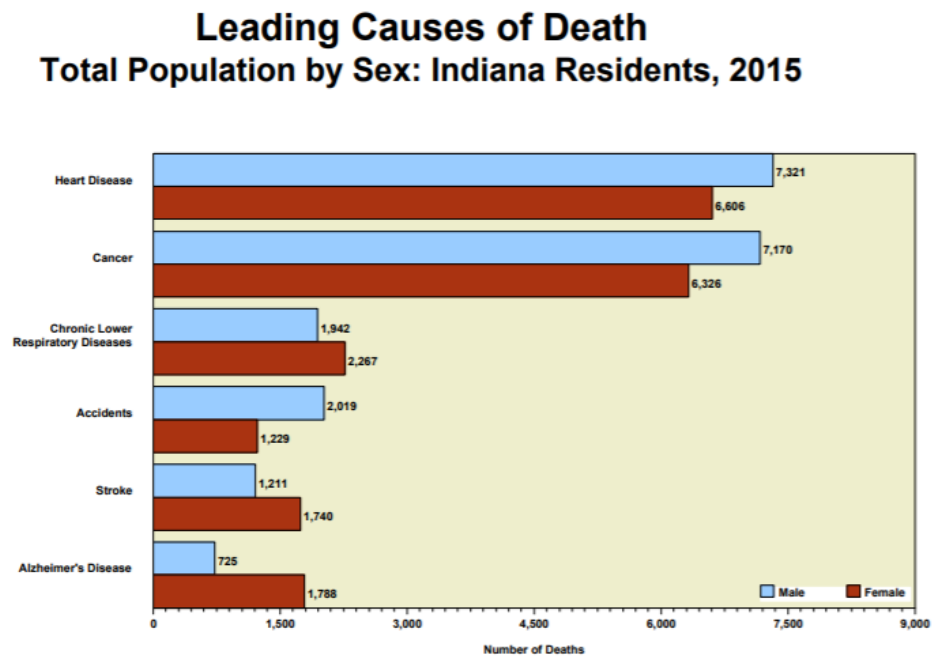
In November of 1999, the Institute of Medicine published a report entitled *To Err is Human: Building a Safer Health System*. This report ultimately helped to identify ways in

which the medical community can work toward focusing on better patient outcomes. The report states that “medical errors can be defined as the failure of planned action to be completed as intended or the use of a wrong plan to achieve an aim,” (para. 2). The outcomes of preventable medical errors result in increased healthcare expenditures, loss of trust in the healthcare system, and in the most extreme cases- death.

Per the state of Indiana Department of Health (2016), the most recent study provides mortality rates for the state of Indiana:

Figure 1

Indiana Mortality Report, 2015
Figure 1



This figure was run on December 12, 2016.

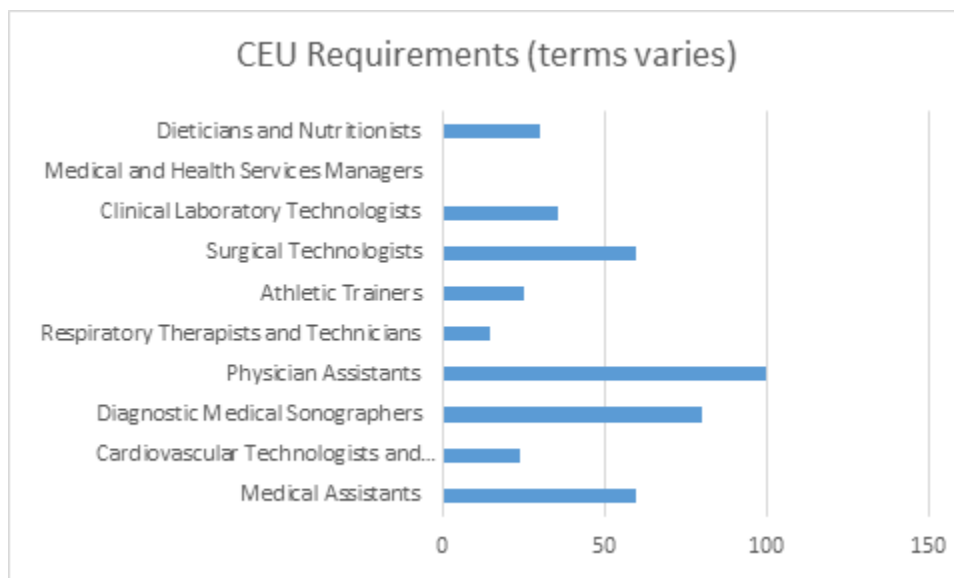
While these conditions are considered to be chronic (with the exception of accidents) the Institute of Medicine (1999) suggests that quality assurance standards and professional development through the use of CEU's can ultimately have a positive impact on the quality of

life of a patient resulting in better patient outcomes whether the condition is chronic or acute. While better patient outcomes have a fluid definition, it does relate closely with the patient's quality of life, less hospital admissions and re-admissions for the same condition, and management of those conditions (Kilpatrick, 2015).

As previously mentioned, CEUs are a standard in maintaining professional credentialing. While CEUs are a crucial component to being able to maintain licensure, they are also essential for patient care. CEUs cover a broad range of topics and are directly linked to patient assessments, diagnosis, treatment, ethics, evidence-based practices, quality assurance, communication, leadership, resource utilization and environmental health (Witt, 2011). Per the Alliance for Continuing Education in Healthcare Professionals (n.d.), it takes an average of 17 years for new research to be published and accepted into clinical practice.

Depending on each professional licensure requirement, the qualifications of what constitutes a continuing education unit will vary. The Bureau of Labor Statistics identifies the field of healthcare as the largest industry in the United States as of 2004. Allied Health positions will fill the majority of these positions and become the target market, therefore physicians and nurses are not included as they are not considered allied health practitioners (Health Degrees.com, n.d.). The top ten allied health careers listed by the same Bureau statistics, along with the continuing education requirements are listed in the table below.

Figure 2



However, a constant among the variances is one hour of any of the methods listed previously counts as one continuing education unit. In order to qualify as a CEU vendor, one must research the licensure board associated with any given profession. An example of what qualifies for a clerical profession such as a Certified Professional Physician Coder would require an application process through the American Academy of Professional Coders (AAPC). The required CEUs for a Certified Professional Coder is thirty-six CEUs over a period of twenty-four months. Upon approval, there is a reliance of the high quality standards of the AAPC. The approved CEU through the AAPC is then valid for twelve months. The starting cost of application for one CEU begins at \$165.00 and is discounted as the request of hours increases (AAPC, n.d.).

Another example, this time of a clinical profession, is a registered Radiologic Technologist. The required CEUs for the Radiologic Technologist R.T.(R) is twenty-four units over a period of twenty-four months. The American Academy of Radiologist Technologist (ARRT) is the

licensure board. The policy according to their website that qualifies a continuing education unit is approval through an application process by a recognized continuing education evaluation method (RCEEM). To become a RCEEM with approval privileges for CE activities, the vendor must meet several requirements. According to the ARRT website those requirements include:

- National in scope
- Not for profit
- Radiology-based or medical imaging-based
- Willing to evaluate CE activities that any technologist within a given discipline or focus develops.

One other reason employers have determined that their needs have not been fulfilled is due to the nature in which CEU's are delivered. This is not a local problem specifically, rather a universal issue of education delivery methods. CEUs can be obtained through methods of didactic formal instruction, web-based modules, webinars, professional journal self-tests, etc.... (HACP, n.d.) and while there are several ways to obtain CEUs, different methods provide more engaged learning experiences such as interactive professional development which had positive results. (Nasca, et.al., 2014).

Project Description

Project Assessment

The Wabash Valley consists of several counties throughout West Central Indiana and Eastern Illinois. The proposed Healthcare Institute of the Wabash Valley plans to serve the counties of Clay, Parke, Putnam, Sullivan, Vermillion and Vigo in Indiana and Edgar and Clark

counties in Illinois. These counties combined cover a population of approximately 258,427 individuals and are located in a mostly rural setting (US Census Bureau, 2016).

The Wabash Valley is rich with extensive healthcare facilities and at the heart of the community is Terre Haute, located in Vigo County, which is the home of two hospital organizations, one for-profit and one not-for-profit serving the rural and urban populations. In fact, according to the Terre Haute Economic Development Corporation (2015) three of the top ten employers at the heart of the Wabash Valley are healthcare employers: Union Hospital, Regional Hospital and Union Medical Group. Additionally, there are hundreds of physician practices covering the majority of specialties and primary care located in the hub of Terre Haute with sparse coverage in the surrounding rural areas. There is an existing Rural Health Innovation Collaborative committee with a global task to advance and magnify inter-professional curriculum and positioning of future health care providers, principally those devoted to serving rural communities.

Per Hoosiers by the Numbers (2016) the employment outlook projections for the “Healthcare Practitioners and Technical Occupations” which includes all clinical based healthcare professions such as physicians, registered nurses, and any type of technologist shows an average employment growth rate of 18.5% in the Wabash Valley over the next 7 years. This can be compared to the growth rate of the same healthcare professions in Indiana in general, which is 17.9% and to the United States which is 16.4%. These growth rates show there is a prominent healthcare industry in the Wabash Valley.

In addition to being a healthcare rich environment, the Wabash Valley is also home to several colleges, five colleges such as Indiana State University, Ivy Tech Community College, Rose-Hulman Institute of Technology and Saint Mary-of-the-Woods College and smaller

institutions such as Harrison College. These colleges offer healthcare based programs, including nursing, ancillary services, undergraduate transfer students and non-clinical healthcare programs—such as human services, social work, and psychology that feed into the healthcare industry. By focusing efforts on education with the potential growth in the healthcare employment sector, the Wabash Valley could become a leader in workforce alignment and professional development standards.

Specific Activities and Instruments

In order to determine the need of a Healthcare Institute in the Wabash Valley, a market analysis was created utilizing the website Survey Monkey. The survey was disseminated through e-mail to 195 individuals, peers in the healthcare industry, and also promoted on social media. In order to determine the need of local professional development opportunities, survey participants were asked the following questions:

1. There is a need for additional professional development opportunities for your organization to keep up with evolving changes in healthcare. (Participants were asked to rate on a scale of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree)
2. How do you meet the needs of professional development in your organization?
3. Does your organization provide reimbursement for professional development?
4. If there were more professional development resources located within the community, would you invest in these opportunities?
5. How much time would you be willing to dedicate to a professional development institute?
6. What is your area of specialty in the healthcare field?

This survey had an approximate response rate of 18 percent. It should be noted that two reminders were submitted to the 195 original individuals asked to participate in addition to the social media delivery. Of the 35 responses, 85% agreed or strongly agreed that there is a need for more professional development within the healthcare sector in the Wabash Valley. Furthermore, 83% responded if more professional development opportunities were available they would choose to invest in these opportunities¹. Based on this information, it was concluded that there is a need for this type of institute in the Wabash Valley, and the project moved forward in further developmental stages.

Additionally, an interview was conducted with the President of Ivy Tech Community College and the Workforce Development Consultant for Region 7, the area that serves the Wabash Valley (Workforce Alignment, 2017). Based on this interview, it was determined that healthcare professional development and access to Continuing Education Units is very much needed and sought after as a local offering.

SWOT Analysis

Strengths

- Programmatic and Academic expansion necessitates broader CEU availability. (ISU with Union, Trauma at THRH, etc)
- Data gathered in preliminary research shows interest in this type of professional development program for the community
- Potential partnership with Ivy Tech would allow for a lower price point for individuals to participate in such a program.

¹ See Appendix A

Weaknesses

- Serving all sectors of the healthcare community may prove to be a challenge, and may need to be narrowed down in the initial startup process
- More data collection and market research may need to be developed to ensure a viable program

Opportunities

- Potential sponsorship and collaboration with local hospitals, other healthcare entities, and area colleges
- Promote networking and fundamental learning processes to engage the community
- Utilizing Ivy Tech as a launch pad to help promote, house, and gain interest for the program
- Potentially being able to offer scholarships for collegiate level students to attend the program

Threats

- Potential for other institutions to develop a similar program and provide direct competition
- Not receiving enough or continuing sponsorship to run the program
- Potential for not being able to provide specific certifications or Continuing Education Units for those who attend the program
- Online CEU programs potentially being seen as more convenient and cost effective

While the Healthcare Institute is still in its developmental stages, an overarching theme for the SWOT analysis is the potential to serve the large healthcare market in the Wabash Valley and surrounding areas. After reviewing the SWOT, it is apparent that in order to fully implement this

program, it would be beneficial to target the larger healthcare entities when initially creating the curriculum in order to meet their needs as well as to gain recognition throughout the community. Marketing to these entities could provide sponsorship to sustain the program and create awareness that professional development opportunities are being offered locally.

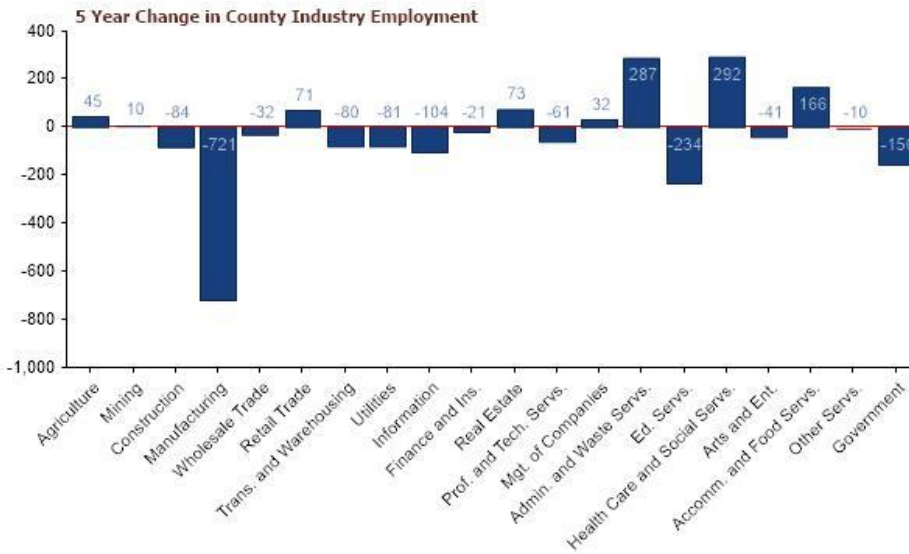
Internal Environment

The internal environment of the Healthcare Institute will promote focus on current healthcare educational needs in the Wabash Valley through research and current demand for CEU's. Based on interviews with Ivy Tech's President and Workforce Development Coordinator, there has been a trend leading toward the community needing more opportunities for professional development. This may, however, prove to be challenging based on the broad spectrum that healthcare covers from clinical and ancillary development to nonclinical professional development. In order to be successful and prove to be sustainable the healthcare institute will need to remain abreast of the professional development needs within the community through continual market research.

External Environment

Reports from *O*Net* (2017) show a "bright outlook" for healthcare sector positions over the next ten years within the United States. *O*Net* also reports that healthcare sector positions will increase by approximately 14% and be in high demand. In coherence with the aforementioned findings, *Hoosiers by the Numbers* (2016) also reports that the healthcare sector in the Wabash Valley has maintained a steady increase in healthcare employment rates in the past five years, increasing by approximately 4 percent. The chart below represents the healthcare industry in Vigo County. Per the chart, this industry has the most growth, which reiterates the fact the healthcare industry is a growing field in the Wabash Valley.

Figure 3



Source: Hoosiers by the Numbers (2017)

While the community lends itself well to an environment that can promote a professional development institute, it is not without competitors. One such threat is the ability to complete CEU requirements through an online medium. Another threat is the fact that the Healthcare Institute is not a proprietary business and any business with the knowledge to create a space for CEUs to be obtained could easily copy this format. However, because most health care related jobs require CEUs as a component to maintain licensure, there is a big market for space and many opportunities.

Internal Barriers

There are several internal barriers that could impact the success of the institute. One such internal barrier would be the chosen curriculum for the institute. Healthcare is a very broad topic, and it would be very difficult to touch on all aspects in just a few short training sessions. This

could allow for some gaps in different healthcare industries, but could easily be remedied by researching trends in the Wabash Valley. As a three-person team, the workforce alignment coordinator and two faculty members, will conduct personal interviews across the proposed geographical area which will occur at a slow pace to determine trends. This will remain a barrier until Ivy Tech establishes itself as a leader in the professional development arena locally. Therefore, the three-person facilitators need to consist of a responsive and nimble team to respond to noted needs.

In the beginning stages, the healthcare faculty will be sharing time teaching classes, tending to student and advising needs, assessing needs in the industry, developing curriculum to satisfy those needs and recruiting participation. The workforce alignment coordinator will be able to focus on personal interviews and gathering data, however, he will also be sharing his time and efforts among different industries for the college.

External Barriers

In relation to the internal barrier of budget deficits, an external barrier of running this type of professional development program would be lack of sponsorship and interest in the program. By not acquiring sponsorship, the institute would not have the financial resources to sustain itself. Additionally, without interest in the institute there would be no need to offer such a program.

Stakeholders Analysis

There are two major stakeholders for the Healthcare Institute of the Wabash Valley one being the healthcare industry within the Terre Haute and surrounding areas- including but not limited to: hospitals, physicians, nursing facilities, home health care companies, nurse practitioners, hospice agencies, clinical and nonclinical administrative staff. The other major stakeholders for this institute are the patients themselves. By providing professional development

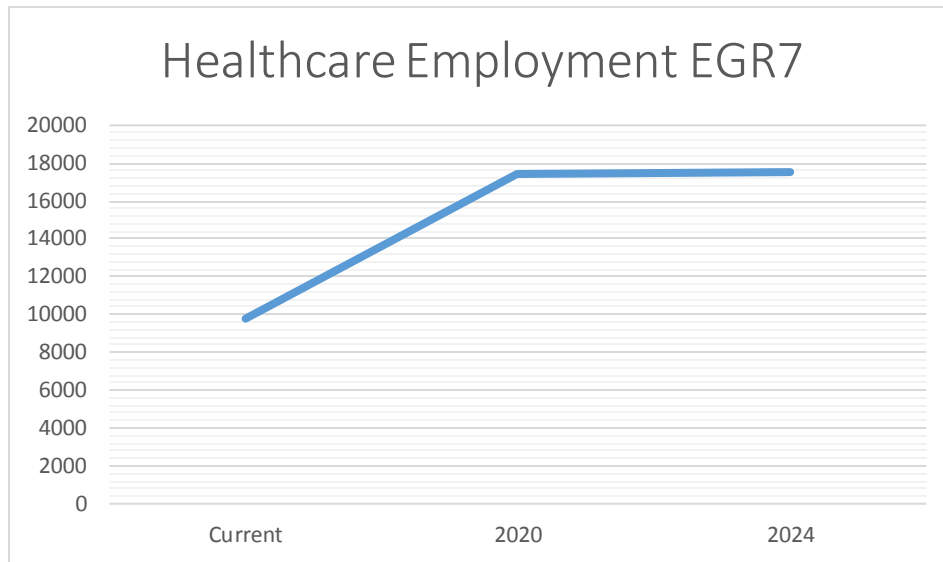
to clinicians and others who care for the patients, the institute would be indirectly affecting their quality of life and establishing standards of patient care throughout the Wabash Valley.

Other potential stakeholders include the Rural Health Innovation Collaborative, the Area Health Education Center Organization, and area colleges that may consider participating in such an institution. The Healthcare Institute also seeks to reach out to all Allied Health based educational programs. The incentive for participation from the aforementioned stakeholders would be their continuing their collaboration and partnership with the area colleges.

Estimated volume of services needed

The volume of services needed for this institute can be determined by the number of individuals that work in the healthcare field in our region. Per *Hoosiers by the Numbers* (2017) the estimated number of individuals who worked in the healthcare sector in Economic Growth Region 7 covering Clay, Parke, Putnam, Sullivan, Vermillion and Vigo counties in 2016 was approximately 9,783 individuals, in 2020 the projected in employment is 17,411, and in 2024 the projected employment is 17,529. These doubling numbers from 2016-2020 can be explained by the increase in patient volume due to the baby boomer generation entering age-related comorbidities which requires a larger healthcare workforce (Barr, 2014).

Figure 4



Project Marketing & Implementation

Due to the nature of the professional development program that we would like to implement, the program will be considered to have a fluid curriculum in order to meet the current needs of the Wabash Valley. The program will utilize a model created by Ivy Tech in their Office of Workforce Alignment (Ivy Tech, 2017). The current model that Ivy Tech offers is based in manufacturing professional development and provides certification in several different divisions of the manufacturing industry. This program is also based outside of the Wabash Valley. The program boasts cost-effective, high quality, flexible schedules, and results-driven training. In order to modify this type of program for the healthcare sector, continual research would have to be conducted in order to ensure the needs are being met, as previously stated. The program would also need to adapt to the different types of certifications that professionals in our community would be interested in obtaining.

In order to promote this program in the community, initially, there would likely have to be a “boots on the ground” marketing strategy in order to gain interest and endorse the brand of the professional development institute. This type of marketing would allow the program to develop relationships with its stakeholders and provide networking opportunities. Furthermore, this type of marketing allows for more research to be conducted as the process of “boots on the ground” marketing not only includes selling, but also gathering information on the consumer (Lucy, 2015). In addition, other forms of marketing may include sending out fliers, having a social media presence, and television and radio advertisements.

Recruitment strategies, on how to ensure there will be enough participants to sustain the professional development institute, will need to consider cost and efficiency. Healthcare technology, policies, and trends rapidly evolve and in order to keep an organization sustainable, such as that presented here, it must be kept relevant to these changes (Institute for Healthcare Improvement, 2016). Healthcare professional development will also need to cover vast disciplines in order to remain viable. Every aspect of the healthcare professional development organization that we are proposing must also stay focused on the missions, improve patient outcomes and workforce alignment in the Wabash Valley specific to healthcare.

A marketing strategy that aligns with this focus is gaining sponsorship from businesses around the Wabash Valley that would send individuals to the program. This could be accomplished by utilizing Ivy Tech’s resources and established relationships. Gaining sponsorship from local healthcare facilities and the colleges in the area can prove to be a way in which to sustain the program and help to achieve the ultimate goals of workforce alignment and better patient outcomes.

Traditional methods of recruitment would include, flyers, television announcements and posters. This would not be cost efficient for a new company especially in a world of social media. On-line recruitment strategies are superior in cost efficiency (Christensen, et. al., 2017). As mentioned earlier, topics of the professional development presentations would change as healthcare trends change. Therefore, one must continuously monitor the urgency and need of healthcare needs that are specific to our target population, in this instance, the Wabash Valley. By addressing the needs of our target population, incorporating “just in time” educational programs, would involve continuous surveying and research, it would serve our purpose to rely on established on-line resources such as Q-Source. Q-Source is an on-line resource focused on all healthcare consumers providing quality health resource information and serves as an exchange portal (QSource, 2017). Q-Source would provide a cost-efficient solution to help monitor population health directed towards our specific demographic.

Another strategy to facilitate recruitment would involve communication with our target population to notify and brand ourselves in the healthcare industry so that eventually all healthcare constituents would seek our local resources for servicing their professional development requirements. A proposal to satisfy this requirement would be to maintain a database of healthcare organizations in the targeted population. Forming personal connections to all healthcare consumers through marketing strategies such as on-site visits will assist in developing email addresses, business websites and overall networking.

One last recruitment method involves the Rural Health Innovation Collaborative (RHIC). By utilizing RHIC’s diverse resources, the professional development institute can establish a firm structure in the rural community addressing current issues facing the Wabash Valley in regards to workforce development. RHIC has a relationship established with the rural areas that

it serves and by proposing our project to them brings the resource we will provide to those communities as well (Rural Health Innovative Collaborative, 2017).

By proposing a collaboration with the Health Sciences division of Ivy Tech Community College, an organization aligned with our mission to serve the needs of local workforce, together we can organize recruitment strategies. It is our intention to fill a need in the healthcare community within the Wabash Valley. The Ivy Tech Health Sciences Division can, in conjunction with our proposed services, add an additional resource to their didactic programs post student completion reinforcing clinical relationships.

Budget Justification

Salary amounts are based on actual salaries and include 2% anticipated annual merit increases for staff. The Healthcare Institute of the Wabash Valley Fiscal Year (FY) starts on July 1 and ends June 30 of the subsequent year.

Senior Personnel

Professional Development Coordinators and Faculty: salary support is requested for faculty responsibilities. Jordan and Melanie will be directly responsible for developing, coordinating, implementing and evaluating the continuous quality improvement activities for assigned populations. Jordan and Melanie will work independently and lead specific work groups. They will also perform an ongoing analysis of gaps in clinical and clerical healthcare settings and barriers to improved patient outcomes, aligning interventions and workforce alignment in the Wabash Valley region. The Professional Development of Continuing Education Unit Programs will develop, plan, implement and administer continuing medical education conferences, programs and courses. Faculty responsibilities include the following according to the Ivy Tech website (Ivy Tech, 2017):

I. INSTRUCTION

1. Deliver assigned classes using pedagogy and technology that best support student learning, and in accordance with college loading policy, course objectives and program learning outcomes.
2. Develop and maintain curriculum and supporting course materials in keeping with and furtherance of course objectives and program learning outcomes.
3. Maintain student records, attendance, grades, and other documentation as required. Manage a classroom environment conducive to student learning and in adherence to federal, state, and college safety standards and practices.
4. Facilitate student achievement of expected program learning outcomes.
5. Use Learning Management System (e.g. Blackboard) to facilitate teaching, learning, assessment and communication.

II. RETENTION AND STUDENT SUCCESS

1. Provide academic-related coaching and academic monitoring to assigned student advisees in partnership with professional academic advising staff.
2. Monitor and document student performance throughout the semester, including use of technology for academic advising alerts; provide necessary interventions to include communication with students, tutoring and other academic supports, and referrals to appropriate college resources.
3. Maintain posted office hours and student engagement hours in accordance with regional expectations and the faculty loading policy in the Academic Support and Operations Manual (ASOM 7.2).

4. Promote and assist in student recruitment, retention, and successful completion of programs, including outreach to students by phone, technology tools, and other electronic means.

III. PROFESSIONAL DEVELOPMENT

1. Participate in professional development activities that may include scheduled training, time spent onsite in related business and industries, and self-study to advance instructional and technical skills as well as current knowledge within the field of study.
2. Participate in scholarly activities related to the discipline/focus, in fulfillment of annual performance plans, and as required for certification and licensure.
3. Stay current in contemporary pedagogy, digital technology, and other technology related to teaching that best support student learning.

IV. COMMUNITY RELATIONS AND BUSINESS OUTREACH

1. Participate in community service activities on behalf of the college to advance the college's relationships within its service area as appropriate for department/division/college.
2. Develop community/industry/business contacts to advance college relationships within service area as appropriate in the department and division.

V. INSTITUTIONAL SUPPORT

1. Provide institutional support as requested by college administration such as participation on committees and task forces, projects related to college and program accreditations, and grant-related projects.
2. Support and engage with Corporate College and Development (Ivy Tech Foundations).

3. Attend commencement and participate as assigned by regional administration.
4. Participate in college/regional/campus-wide meetings and departmental/division/faculty meetings.
5. Participate in career service and alumni activities.
6. Support program/department chair in program management activities.
7. Adhere to college and regional academic policies.

Additional responsibilities, in the event that the added tasks of professional development would come to fruition, the faculty loading requirement would be “downloaded” and the salary would remain the same. The healthcare faculty member would then assist the workforce development coordinator in the interview process and data gathering in collaboration with the administrators of healthcare organizations to determine an imminent need or gap. The faculty member would then research what professional would meet the need and develop a curriculum to submit to a professional licensure board for approval. This approval is necessary in order to count as a CEU. The workforce developer, along with the faculty member would then promote the services to the healthcare industries to solicit participation. The participant would then be able to individually submit their completion documentation to their respective professional licensure board in order to fulfill their required CEU hours.

Starting salary for faculty is \$36,900.00 for a nine-month contract with optional summer contract. The position includes benefits. The salary and benefits are considered and supported by the program under which each faculty member is hired. Melanie is currently employed at Ivy Tech as a level three faculty member in the Imaging Sciences Program. Melanie’s faculty responsibilities and salary will continue to be considered in this program. The concession for the added responsibilities of professional development would occur with loading requirements.

Currently a faculty member is required to maintain a teaching load of 15-17 credit hours per semester. The professional development responsibilities would allow a “download” to compensate for the time it would take for those responsibilities (Workforce Alignment, 2017). Jordan is currently applying for a Faculty position within General Education. When employed, the same budgetary requirements for salary will occur as mentioned for Melanie.

Other Personnel

Professional Speaker/Consultant: salary support is requested per institute completion. The professional presenter will be required to provide quality instruction and consultation to healthcare recipients that qualify for the standards of the respected professional development organization as at least one hour of continuous education. The budgeted amount for the contracted services would be \$40-\$50.00 per credit hour, depending upon experience. The amount of credit hours will be based on the curriculum requested. An example is the most recent requirement of the American Registry of Radiologic Technologists (ARRT) to qualify for registry and certification is 16 hours of an acceptable structured education (ARRT Rules and Regulations, 2016). A curriculum of sixteen hours multiplied by the rate budgeted would amount to \$640-\$800.

Benefits All staffing will be considered contract services at start up and therefore will not consider benefits at this time.

Travel Estimate Cost Detail In the event that the Institute is sponsored by an entity located away from Terre Haute. Federally approved rates for gas mileage and use of a personal vehicle will be honored as well as meal costs. Beginning on Jan. 1, 2017, the standard mileage rates for the use of a car (also vans, pickups or panel trucks) will be 53.5 cents per mile for business miles driven.

Other Direct Costs

Event/Classroom facilities, IT support, Marketing and PR strategies will all be covered within the workforce alignment budget.

Revenues

Revenues will be captured by one of two options and would follow the Ivy Tech Corporate College revenue model. The first option is by the participants. The current tuition costs are \$133.15 per credit hour and a one-time technology fee of \$60.00. Using the example of the ARRT curriculum listed in the Professional Speaker/Consultant section, of a 16-credit hour curriculum would provide \$2190.40 in revenue per student. This covers the cost of the instructor and leaves a profit \$1390.40-\$1550.40 before indirect costs of approximately 22% (Ivy Tech, n.d.).

The second option is by vendor fee. The vendor fee would be based on the number of students with a minimum requirement of four students, as well as indirect costs of approximately 22%. Due to the sensitive nature of this information, the exact fee is not able to be disclosed (Workforce Alignment, 2017). Therefore, listed below is a sample budget utilizing the tuition model.

Table 1

The Healthcare Institute of the Wabash Valley - Initial Budget			
		16 credit hour curriculum (\$133.15/hr – 4 student minimum)	Total Yearly Budget (Two Sessions per semester, based on three semesters for a total of 6 sessions annually)
INCOME			
Tuition		\$8,521.60	\$51,129.60
Technology Fee (one time fee)		\$240.00	\$1,440.00
TOTAL INCOME		\$8761.60	\$52,569.60
Presenter Fee (\$50.00/credit hour)		\$800.00	\$4,800.00
Fixed Costs Subtotal		\$800.00	\$4,800.00
Indirect Costs (22%)		\$1927.55	\$11,565.30
TOTAL EXPENSES		\$2727.55	\$16,365.30
NET ANNUAL REVENUES		\$6034.05	\$36,204.30

Conclusion

The ultimate goal of creating a workforce development program in the Wabash Valley is to provide workforce alignment throughout our community and to establish better patient outcomes within the local healthcare sectors. The market analysis for a healthcare professional development institute indicates there is need for this type of program in the Wabash Valley, and furthermore, stakeholders would be willing to invest in the opportunity. An analysis of barriers, environments, implementation and assessment of the program was created in order to better understand the community in which the program will serve. Through working with the

workforce development program at Ivy Tech Community College, the proposed program has an opportunity to be sustainable and meet the goals initially set forth by the co-creators.

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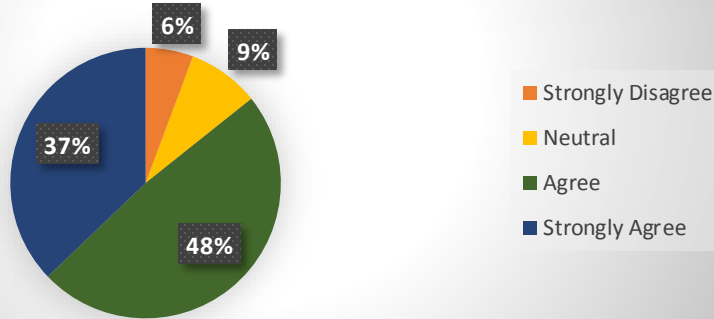
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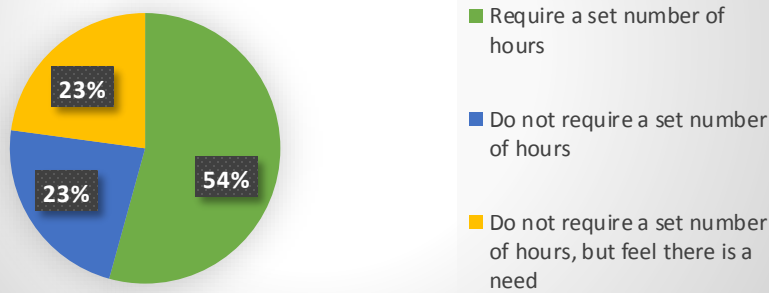
Appendix A

Results of Market Analysis

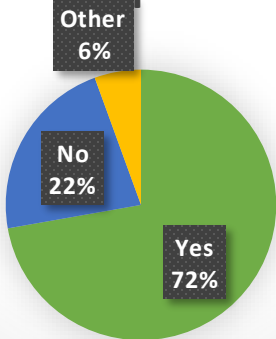
There is a need for additional professional development opportunities



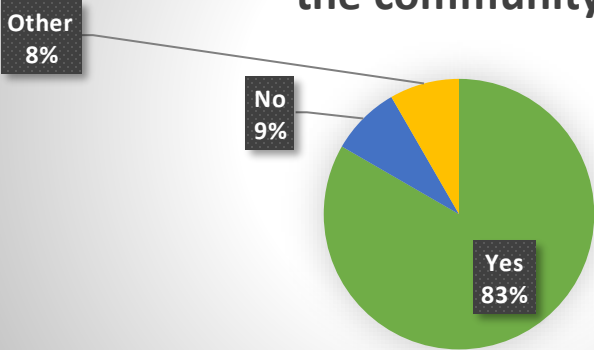
How do you meet the needs of professional development in your organization?



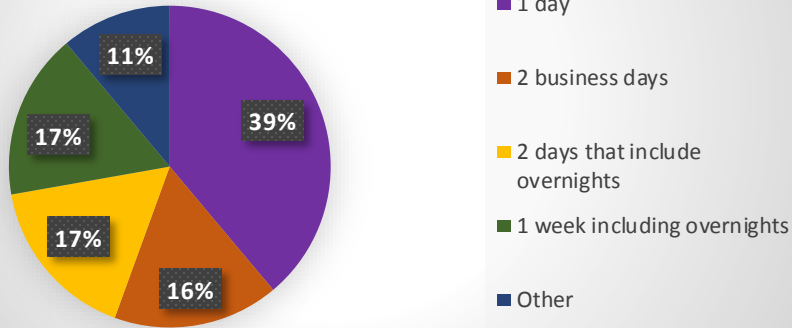
Does your organization provide reimbursement for professional development?



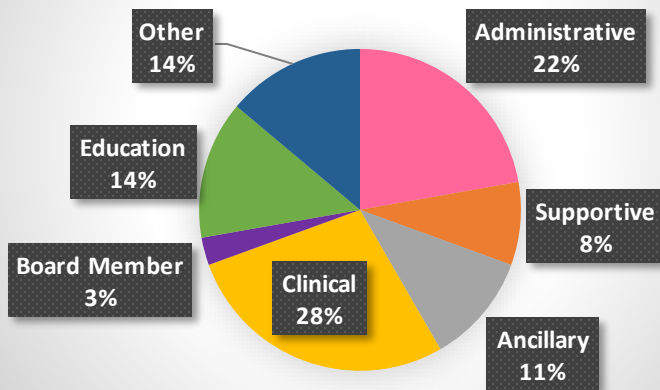
Would you invest in professional development opportunities within the community?



Time you would dedicate to a professional development institute



What is your area of specialty in the healthcare field?



Appendix B**MEMO**

To: Susan Decker

Jordan Boggs, Melanie Castle

From: Lamprini Pantazi, Ph.D., & Chair of the Human Subjects –Institutional
Review Board Date: June 14th, 2017

Re: Human Subjects Institutional Review Board Application

Thank you for informing us of your failure to seek IRB approval for your study titled "**Healthcare Professional Development Market Analysis**". Federal law does not allow us to grant IRB approval to studies where data have already been collected prior to seeking approval. **Although we cannot approve the study, we also do not see a reason to suggest that any undue risk to human participants occurred throughout the data collection process outlined in your proposal.** To that end, the decision to continue with this project rests with you and your thesis advisor.

Please note that federal regulation requires that, should your project be intended for eventual publication, you must disclose to the publication editor that the data were collected without the approval of Saint Mary-of-the-Woods' Institutional Review Board." We wish you success with your research project.

Institutional Review Board members:

A handwritten signature in black ink, appearing to be 'L. Pantazi', written over a horizontal line.

Lamprini Pantazi, Ph.D.
Scott Ripple, MD
Pam Sebura, Ph.D.
Douglas Sperry, Ph.D.

Christine Wilkey, MSW, LCSW
Yei-Jin Yeom, PhD, RN