




Millennium
COLLABORATIVE CARE
Igniting Healthcare Change in WNY

GAP ANALYSIS

Baseline Report



PREPARED BY WNY R-AHEC
PREPARED BY WNY R-AHEC
SEPTEMBER 2016
2016

Table of Contents

Introduction..... 2

Methodology..... 2

Findings..... 3

 Current Workforce Survey..... 3

 Target Workforce Survey..... 3

 Staff Impact..... 4

 Organizational Assessment..... 5

 Resources Roadmap..... 6

Identification of Gaps..... 8

 Current Gaps..... 8

 Anticipated Gaps..... 9

Conclusions and Recommendations..... 10

Documentation..... 12

Endnotes..... 12

Introduction

This report presents the findings of research conducted among the Millennium Collaborative Care (Millennium) PPS facilities by the Western New York Rural Area Health Education Center (R-AHEC) as part of the DSRIP initiative.

In 2015, Millennium contracted R-AHEC to assist in completing DSRIP Workforce Implementation Plan. The same year, R-AHEC and Millennium established a Workforce Workgroup comprised of industry stakeholders to help achieve milestones of the DSRIP Workforce Implementation Plan.

One of the key actions of the Implementation plan was to undertake an analysis of the gap between the Current and Target Workforce State identifying specific retraining, redeployment, and new hire needs. Known as the Workforce Gap Analysis, this research was identified as critical by R-AHEC and industry stakeholders for future workforce planning and development, in light of all reforms brought by DSRIP, in all its 8 counties of Western New York. Simply stated, the Gap Analysis is a contrast between what *is* and what *should be*.

Methodology

The methodology included an assessment of current staffing patterns and qualifications at partner facilities, gathered through organizational assessments and project manager interviews, resulting in the creation of a Current Workforce survey and Target Workforce survey. Efforts also included a review of available online U.S. healthcare workforce gap literature.

The assessment process began during the Fall of 2015 when R-AHEC staff met with Millennium Project Managers to evaluate anticipated workforce staffing and training needs.

The process continued between February 1, 2016 and March 30, 2016 as R-AHEC staff conducted interviews with Millennium's partner facilities to gather site-specific workforce information. Current Workforce Survey results were collected via e-mail from October 2015 until the end of March 2016. Collected data was aggregated into a report and attached to this research.

Findings

Current Workforce Survey

One hundred and twenty five Millennium partners, representing nine DSRIP facility types, were invited to participate in this survey in October 2015. The overall response rate to this survey was 80.8%. The information contained in the report depends completely on the accuracy of information reported by each participating facility. Based on the provided information, Millennium engages over 34,158 healthcare workers across these facility types:

Article 16 Clinics (OPWDD), Article 28 Diagnostic and Treatment Centers, Government Agency, Home Care Agency, Inpatient, Non-licensed CBO, Nursing Home/SNF, Article 31/Article 32 Outpatient Behavioral Health, and Private Provider Practice. Sixty six percent or 22,391 of the surveyed workforce are full time employees, while 26% or 8,921 are part time and 8% or 2,846 are on a per diem schedule.

According to a 2010 census there are 1,544,794 residents in the 8 counties of Western New York. The reported Millennium's healthcare workforce is 2.2% of this population. The Current Workforce survey shows a low number of Care Coordinators, Health Educators, Nurse Practitioners, Physicians, Physician Assistants, and Social Workers employed to serve this population to achieve the goals of DSRIP (to reduce avoidable use of Emergency Department by 25% over the course of five years). This finding corresponds with the nationwide shortage of physicians and nurses¹. Rural residents of Western New York are especially vulnerable to these shortages as they might not have any primary care in their area and will seek help from Emergency Departments should there be any healthcare issues. Five of 8 counties of Western New York (Allegany, Orleans, Chautauqua, Cattaraugus, and Wyoming) are considered to be predominantly rural.

Target Workforce Survey

R-AHEC invited 124 Millennium partners to participate in this survey. Of the 124 partners, 52.4% of them were able to schedule personal discussions with R-AHEC staff. Partnering employers provided information regarding their present staff, general shortages, and anticipated need for trainings. In many cases, the partners were unable to answer the questions asked of them because they haven't engaged all projects. In addition to personal discussions with partner facilities, R-AHEC interviewed project managers to add their information to the Target Workforce report.

Facilities struggled to answer the question of how many staff members will be redeployed, retrained or newly hired for DSRIP projects. Currently they are trying to fill their general shortages of Community Health Workers, Registered Nurses, LPNs, CNAs, CMAs, Care Coordinators, Medical Assistants, Licensed Clinical Social Workers, Case Managers, Primary Care Physicians, Dentists and other positions.

Staff Impact (Baseline)

Based on the Organizational Application and the calculations of John Taylor, the Executive Director of Development, Primary Care Research Institute at the University of Buffalo, Millennium expects that 1.7% (211) of an identified 12,644 health workforce staff across the partner facilities will be impacted by redeployment or retraining in either Inpatient, ED, or SNF settings. Using Cost Reports to consistently extract information for every hospital in the Millennium PPS, it is determined the PPS inpatient occupancy rate is 72%, which means, on average, there are 490 beds (out of 1,726 licensed beds) not in use. Presumably the deactivation of unused beds that are largely unstaffed (about 390) would not have workforce reduction implications, especially if reuse of facilities were possible using redeployed staff.

Inpatient workforce impact: Millennium inpatient facilities have an estimated 3,600 Medicaid preventable admissions annually (including preventable readmissions as well as adult and pediatric avoidable admissions). A 25% reduction over five years would be a reduction of 900 admissions per year. Using FTE per admission statistics from the Cost Reports for each facility, we estimate this would impact a total of 117 existing FTEs across the 10 Millennium acute care hospital settings. The FTE impact by category of worker would be approximately: 30 RNs, 6 LPNs, 10 CNAs, 28 Medical Assistants, 18 Therapists (MSWs etc.), 14 Medical Coders, and 11 other allied health professions.



Hospital ED workforce impact: The Community Needs Assessment (CNA) estimated that the 12 Millennium ED facilities have about 71,000 Medicaid preventable ED visits annually. A 25% reduction over five years would be a reduction of 17,500 ED visits per year. Using FTE per visit statistics from the Cost Reports for each facility, we estimate that this would impact a total of 32 existing FTEs across the 12 MCC ED settings. The FTE impact by category of worker would be approximately: 8 RNs, 2 LPNs, 3 CNAs, 7 Medical Assistants, 5 Therapists (MSWs etc.), 4 Medical Coders, and 3 Other Allied Health Professions.

SNF workforce impact: There are 41 nursing home facilities in the Millennium PPS. Projected estimates of WNY public need for SNF beds indicate an excess of 275 beds (out of 5,607) in these facilities. Presumably, deactivation of unused beds that are largely unstaffed (about 200) would not have great workforce reduction implications, especially if reuse of facilities were possible using redeployed staff. Assuming some excess beds are unstaffed, the CNA estimated this would impact 62 existing FTEs across the 41 Millennium SNF settings. The FTE impact by category of worker would be approximately: 6 RNs, 13 LPNs, 27 CNAs, 10 Therapists, and 6 other allied health professions.

During the application process Millennium anticipated 251 new hires. At the end of DY1 Millennium partner facilities reported their numbers of new hires for DY1 were higher than projected, which brought the overall anticipated number to 268. The Millennium Workforce Staffing Impact chart (see Appendix A) shows how these numbers will break down by facility type and specific job titles.

Workforce Implication	Percent of Employees Impacted
Redeployment	25%
Retrain	20%
New Hire	55%

Specific facility names are not mentioned as this is just a projection of what may be needed across facility types.

Organizational Assessments

R-AHEC invited 124 Millennium-partnered facilities to speak with a representative in-person, regarding DSRIP projects and anticipated changes to facility staff. Of that number, R-AHEC employees scheduled 65 personal discussions with designated staff for a response rate of 52.4%. Interviews were held at the facility’s location between February 1, 2016 and March 30, 2016. The interviewed facilities represent nine DSRIP facility types: Clinic OPWDD (Article 16), Diagnostic and Treatment Center (Article 28), Home Care Agency, Hospital Outpatient Clinic (Article 28), Inpatient, Non-licensed CBO, Nursing Home/SNF, Outpatient Behavioral Health (Articles 31 & 32), Private Provider Practice. These facilities are spread out across eight Western New York counties: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, and Wyoming with an additional facility located in Chemung County. The majority of surveyed facilities serve rural populations.

During the assessment interviews, partner facilities reported shortage of nursing staff (RNs, LPNs, CNAs and CMAs) as well as personal care aids, community health workers, care coordinators, care managers, social workers, primary care physicians, physiatrists, psychologists and other allied health employees.

A number of interviewed facilities reported that they are in need of bilingual staff. Many of these facilities serve the refugee population with a diverse patient base that speaks 27 different

languages. Presently, several facilities are using expensive translation services that do not offer all the dialects needed. Additionally, these facilities reported serving the Seneca, Amish, Mennonite, and other minority populations, each with unique cultural, language and socioeconomic requirements.

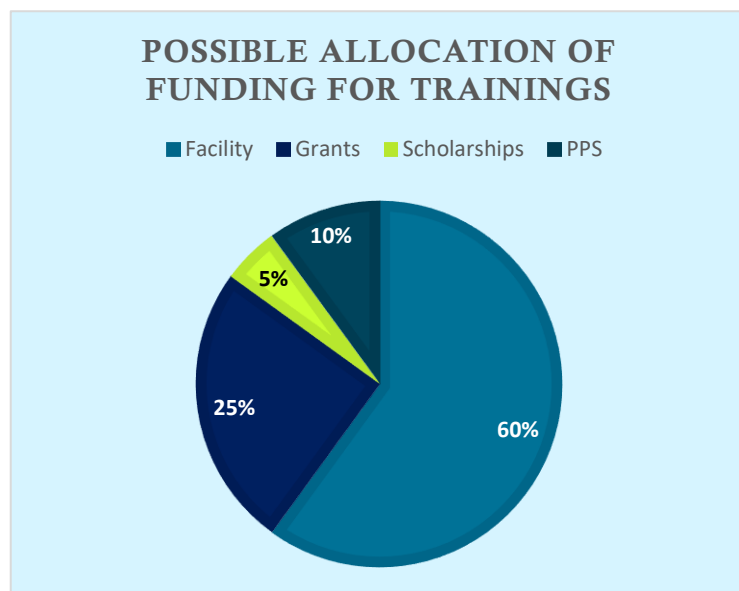
Upon completion of the season of interviews, R-AHEC created a list of the most frequently reported job titles and, through research, created a database of required New York State licenses and certifications (see Appendix B).

Resources Roadmap

For facilities to be successful in redeploying, retraining and rehiring, collaboration has to be made in a variety of ways. Millennium will be a resource for these facilities to turn to for support as they implement their DSRIP projects and will provide support and direction in the following categories:

Funding

First and foremost, facilities need to look to their own budgets for funding in regards to training. Secondly, they can access monies from grants, scholarships, and perhaps their unions. Finally, facilities can look to Millennium as an option for relief in financial support of providing trainings for their employees.



Manpower

Facility needs will change as DSRIP continues to be implemented. Manpower is and will continue to be key. With an aging society, attrition will affect retraining/redeployment in a natural/positive manner. This effect will result in the need for new hires and basic onboard training. Locating qualified staff who are seeking positions in rural, underserved areas, will become the challenge.

Training

Facilities that are unionized may have trainings available through their unions. Outside of a hospital setting, employers may also find training through their unions if they belong to one. If a facility or office is looking for a database of trainings, they may contact WNY Rural AHEC who is compiling trainings and various curriculums offered in the Western New York area. A Millennium subcommittee is in the process of vetting quality programs and if employers would like to provide their input regarding trainings, they can contact WNY Rural AHEC and ask to serve on the committee. The Community Health Worker Network of Buffalo charges facilities to participate in a four day program and individuals are given a certificate at the completion of the program. Other projects, such as INTERACT, have created a partnership with Florida Atlantic University because of their train the trainer program. Individuals from the facility travel to designated locations and provide trainings in person. If a facility is large enough, a Human Resource Director or other similar position, may be needed to circumvent individuals to the particular trainings they need.

Methods

These goals may be achieved through various methods of provided trainings. Taking into consideration the fact that healthcare employees work long shifts, online trainings are a great solution to save employees' time and travel. On-site and off-site trainings are also available. Many training facilities are exploring unique ways of training such as lunch time learning and hybrid courses which include on-line and on-site instruction.

Metrics

Progress of this implementation plan will be measured by surveys, continued organizational assessments, and customer service evaluations.

Partnerships

In consideration of these goals, Millennium is building partnerships with community-based organizations, colleges, BOCES, CHW networks, rural health networks, area health education centers, and various other institutes which will support project implementation.

Identification of Gaps

The gaps identified in this report highlight specific areas of improvement that must be addressed to move beyond the current state and toward achievement of the goals of Millennium's Implementation Plan. Gaps have been categorized into two groups, current and anticipated gaps indicating short and long term considerations.

Current Gaps

Shortages – Workforce Gaps

Based on the information collected from the organizational assessments, partner facilities reported experiencing the following shortages: RNs, LPNs, CNAs, Nurse Managers, Personal Care Aids, Community Health Workers, Care Coordinators, Care Managers, Social Workers, Primary Care Physicians, Psychiatrists, Psychologists and others allied health positions. Among all reported job titles, Primary Care Physicians are currently the most needed position.

This is consistent with the Healthcare Association of New York States (HANYYS) "2015 Physician Advocacy Survey - Where are the Doctors?" report. This report is based on a survey of hospitals and practice managers across the state and documents a shortage of physicians in New York. According to this report the reasons for the primary care shortage included:

- an aging primary care workforce
- medical school debt
- fewer residents choosing primary care (lower salary)
- lack of interest in practicing in under-served areas of the state ²

This gap has been a continuous trend since 2009 when "HANYYS members reported a dramatic increase in the number of departing physicians and severe difficulty in recruiting replacements."³

Culture and Language Gaps

Facilities reported that they are currently in need of a bilingual workforce. There is an increasing demand for Spanish speaking staff and interpreter or translators to adequately assist and educate patients in navigate the healthcare system.

As reported in organizational assessments, there is also a need for cultural competency training. Recommendations are needed on how to work with diverse populations such as Seneca, Amish, Mennonite, and refugee groups and understand their medical practices and beliefs.

Job Titles – Gaps in Definitions

During the data collection process, partner facilities struggled to synchronize their current staff titles with the New York State Department of Health job titles. When facilities were not certain on how to classify their staff, they would choose to report such employees in the “Other” category. Lack of clear definitions of the Department of Health job titles and requirements for each position has affected the accuracy of the data reported. For example, one facility may employ a Community Health Worker where another facility refers to the same position as a Patient Navigator. Having clear definitions of job titles and requirements would have minimized inaccuracies. This is a top priority for the Millennium Training Strategy subcommittee.

Communication Gaps

A number of facilities reported feeling that there was a lack of down-channeled communication from the PPS. Accordingly, the information and feedback gathered during the season of Organizational Assessments stated facilities had unanswered questions, unclear direction, and a general sense of uncertainty about what the next steps would be under the terms of their involvement in their respective DSRIP project.

Anticipated Gaps

In many cases the partnering facilities were unable to answer questions concerning anticipated staff retraining, redeployment, and recruitment due to being in the early phases of the DSRIP project roll-out. However, most facilities did not report an anticipated need to redeploy or retrain their staff since the majority are currently understaffed. As DSRIP projects further develop, it is anticipated that the need for new hires and the healthcare workforce shortages will continue to increase, especially in rural areas. With the development of new technologies, it is expected that telemedicine will play a major role in providing care to geographically isolated patients in light of these staffing shortages. As previously mentioned, the need for specialists, primary care providers, and nursing staff will continue to increase.

Conclusion and Recommendations

To date, Western New York Rural Area Health Education Center (WNY R-AHEC) has gathered a tremendous amount of data on the current state of the workforce from 125 Millennium-partnered facilities in Western New York. By way of interviews, submitted surveys, face-to-face needs assessments, and developed reports, the attached documentation has been generated to highlight the evident workforce needs of these partners. Moving forward, strategic consideration should be made to each of the current gaps to ensure the full success of DSRIP partners within the PPS.

Shortages – Workforce Gaps

The first gap to be addressed is shortages (gaps in the workforce) and needs to be tackled with a regional approach. For instance, a shortage of dependable and qualified nurses in a primarily rural county (such as Chautauqua County) would not necessarily be approached in the same manner as a nursing shortage in a primarily urban county (such as Erie County). Looking further into this example, it was reported that the nursing shortage in Chautauqua County can largely be attributed to a high turnover rate within the entry-level workforce. It was stated during organizational assessments that much of this turnover was due to a lack of a strong work ethic and professional skills. To address this issue, it is recommended that nurses in the region attend Professionalism trainings to equip them with essential professional skills and a positive work ethic. In contrast, the nursing shortage in Erie County, which is comprised primarily of urban communities, can also be attributed to retainability issues but for different reasons. In this case, retainability is due to smaller offices competing with the benefit packages of large hospitals. For smaller facilities to address this challenge they need to find ways to incentivize their nursing staff to remain in the region by offering other perks such as free or reduce childcare, mileage reimbursement for long commutes, housing options, extra personal time off, or quality training opportunities.

The shortage of physicians, especially in rural area, has been clearly documented. Therefore, using incentives to recruit and retain physicians is crucial. For example, Stay Bonuses offer a financial reward for physicians or employees who work for a practice for a given period of time. Additionally, a facility could offer other long-term compensation incentives such as Deferred Compensation plans. Many smaller facilities cannot bill enough to justify lucrative pay packages, therefore, they can look for assistance from agencies such as the National Health Service Corps which provides incentives including loan repayment for doctors willing to practice in underserved regions. Other packages can be offered such as extended vacation time (with coverage) or limited weekend or on-call time.

Opportunities also exist to provide internships for nurses displaced from acute care settings in primary care. It is a way to incorporate education for nurses who may want to align with a different health care model, and retool for another option within the healthcare continuum.

Culture and Language Gaps

The next gap noted in the evaluation process is cultural and language gaps. While it may be nearly impossible to anticipate and address every language need that partner facilities may have, small steps can be taken to help ensure the bilingual patient experience and level of care received is high quality. In communities where large populations of Spanish-speaking people receive care, providing staff with basic Spanish comprehension and speaking skills could drastically increase the continuity and quality of care. Where offering full translation services may not be an option, equipping staff with these basic comprehension skills could bridge some of the gap between healthcare providers and members of these communities.

In addition to language barriers, healthcare workers in WNY serve members of many indigenous cultures that are found in rural counties. An example of this would be a Community Health Worker going into a neighborhood to work with members of an Amish community or a Seneca tribe. In any situation, when working with various cultures, healthcare workers must be fully educated on the cultural beliefs of the individuals they are serving. Healthcare providers who are culturally and linguistically competent are able to incorporate their patients' traditions and personal views successfully into effective plans of care. When care balances a patient's traditions with Western medicine, patients feel supported, respected, more satisfied with care, and may be more likely to continue with the treatment plan. Healthcare workers are in need of Cultural Competency/Cultural Awareness trainings in order to recognize cultural behaviors and beliefs, sustain effective relationships with clients, and adapt to cross-cultural situations.

Job Titles – Gaps in Definitions

Moving forward, a clear understanding of DSRIP program goals and outcomes across all partners will be crucial. Due to the lack of clear-cut definitions, standardizing DSRIP job titles and descriptions are necessary to ensure uniformity and accuracy in reporting. As previously mentioned, many facilities were not provided with adequate guidance on how to structure and categorize their employees into the NYS developed job titles list. Without such a list, many simply grouped masses of employees into an "Other" category. If a redesign of job title categories is not an option, education and guidance to clarify disparities in understanding is needed to ensure more unified data reporting by partner facilities. This is a top priority for the Millennium Training Strategy subcommittee.

Communication Gaps

The suggestion and request for a DSRIP partner "Summit" is frequently noted during communication with the partners. Many administrators, HR directors, staff trainers, and providers are looking to network and mutually learn from their cohorts. This can be effectively approached by way of holding gatherings to encourage regional cohesion and esprit de corps among DSRIP partners. Face-to-face gatherings, coupled with spirited program updates from Project Managers, ensures partners hold a firm understanding of their role in the program, especially for those who serve in geographically isolated regions.

Documentation

1. Millennium Workforce Staffing Impact Baseline (Appendix A)
2. New York State Titles and Certifications (Appendix B)
3. Resources Roadmap (Appendix C)

Endnotes

¹ Council on Graduate Medical Education, “16th Report: COGME physician workforce policy guidelines for the United States, 2000-2020” (2005), available at <http://www.hrsa.gov/advisorycommittees/bhpradvisory/cogme/Reports/sixteenthreport.pdf>

² Where Are the Doctors? Results of HANYS’ 2015 Physician Advocacy Survey, available at https://www.hanys.org/communications/publications/2015/doctor_shortage.pdf

³ Help Wanted: New York’s Physician Shortage Continues to Worsen. Results of HANYS’ 2010 Physician Advocacy Survey, available at http://www.hanys.org/communications/publications/2011/2011-01_10_physician_survey_results_2010_electronic.pdf

Staff Type	Workforce Staffing Impact Analysis - Nursing Home/SNF																					
	DY1				DY2				DY3				DY4				DY5				Total Workforce Impact	
	Retrainin g, #	Redeploy ment, #	New Hires, #	DY 1 Total Impact	Retrainin g, #	Redeploy ment, #	New Hires, #	DY 2 Total Impact	Retrainin g, #	Redeploy ment, #	New Hires, #	DY 3 Total Impact	Retrainin g, #	Redeploy ment, #	New Hires, #	DY 4 Total Impact	Retrainin g, #	Redeploy ment, #	New Hires, #	DY 5 Total Impact		
Physicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Primary Care																						
Other Specialties (Except Psychiatrists)																						
Physician Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Primary Care																						
Other Specialties																						
Nurse Practitioners	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	2	0	0	1	1		
Primary Care											1	1			1	1			1	1		
Other Specialties (Except Psychiatric NPs)															1	1						
Midwives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Midwives																						
Nursing	0	0	0	0	4	0	4	4	17	0	0	17	25	0	0	25	7	0	0	7		
Nurse Managers/Supervisors																						
Staff Registered Nurses					1		1	4			4	6			6	2			2	13		
Other Registered Nurses (Utilization Review, Staff Development, etc.)					1		1	3			3	4			4				0	8		
LPNs					2		2	10			10	15			15	5			5	32		
Other																						
Clinical Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Medical Assistants																						
Nurse Aides/Assistants																						
Patient Care Techs																						
Clinical Laboratory Technologists and Technicians																						
Other																						
Behavioral Health (Except Social Workers providing Case/Care Management, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Psychiatrists																						
Psychologists																						
Psychiatric Nurse Practitioners																						
Licensed Clinical Social Workers																						
Substance Abuse and Behavioral Disorder Counselors																						
Other Mental Health/Substance Abuse Titles Requiring Certification																						
Social and Human Service Assistants																						
Psychiatric Aides/Techs																						
Other																						
Nursing Care Managers/Coordinators/ Navigators/Coaches	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
RN Care Coordinators/Case Managers/Care Transitions																						
LPN Care Coordinators/Case Managers																						
Social Worker Case Management/Care Management	0	0	0	0	0	0	0	0	0	2	2	0	0	3	3	0	0	2	2	7		
Bachelor's Social Work										1	1			1	1			1	1	2		
Licensed Masters Social Workers										1	1			1	1			1	1	3		
Social Worker Care Coordinators/Case Managers/Care Transition														1	1			1	1	2		
Other																						
Non-licensed Care Coordination/Case Management/Care Management/Patient Navigators/Community Health Workers (Except RNs, LPNs, and Social Workers)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Care Manager/Coordinator																						
Patient or Care Navigator																						
Community Health Worker																						
Peer Support Worker																						
Patient Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Certified Asthma Educators																						
Certified Diabetes Educators																						
Health Coach																						
Health Educators																						
Other																						
Administrative Staff -- All Titles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Executive Staff																						
Financial																						
Human Resources																						
Other																						
Administrative Support -- All Titles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office Clerks																						
Secretaries and Administrative Assistants																						
Coders/Billers																						
Dietary/Food Service																						
Financial Service Representatives																						
Housekeeping																						
Medical Interpreters																						
Patient Service Representatives																						
Transportation																						
Other																						
Janitors and cleaners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Janitors and cleaners																						
Health Information Technology	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	3		
Health Information Technology Managers										1	1									1		
Hardware Maintenance										1	1									1		
Software Programmers																						
Technical Support										1	1									1		
Other																						
Home Health Care	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Certified Home Health Aides																						
Personal Care Aides																						
Other																						
Other Allied Health	0	0	0	0	0	0	0	0	4	0	4	0	3	0	3	0	2	0	2	9		
Nutritionists/Dieticians																						
Occupational Therapists									1		1		1		1				2			
Occupational Therapy Assistants/Aides																						
Pharmacists																						
Pharmacy Technicians																						
Physical Therapists									1		1		1		1		2		2	4		
Physical Therapy Assistants/Aides									1		1		1		1				2	2		
Respiratory Therapists																						
Speech Language Pathologists																						
Other									1		1									1		



NEW YORK STATE TITLES AND CERTIFICATIONS



Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Administrative Assistant (Medical)	Position is responsible for providing administrative support to a variety of medical professionals. Serves patients by greeting and helping them, scheduling appointments, maintaining records, scanning patient records, process release of information, distribution and sorting of electronic faxes and check in & check out for a busy practice	<ul style="list-style-type: none"> •Proficiency in Microsoft Office (Word, Excel, PowerPoint, Access) software applications & Outlook. •Strong written and verbal interpersonal communication skills. •Ability to organize and prioritize multiple responsibilities. •Knowledge of standard office equipment •Demonstrates strong ability to maintain and deal with confidential issues and data. •Ability to schedule patients for the proper appointment. •Ability to work well under pressure in order to meet deadlines with patience and flexibility. •Knowledgeable of insurance carriers and how to process insurance payments. •Ability to interview patients for case histories in advance of appointments. •Ability to independently prepare reports, minutes and correspondence •Able to drive to various locations/valid driver's license 	<p>High School Diploma or GED required</p> <p>May enter the profession with no training, those with some formal education considered the best prospects.</p> <p>Degree: Associates in Applied Sciences</p>	<p>Recommended but not required:</p> <p>American Medical Technologists certification</p> <p>American Association of Medical Assistants certification</p>
Care Coordinator	The main job of a patient care coordinator is to ensure high quality health care. A coordinator helps to ensure patients understand every aspect of their care while also working with administration to create policies and make decisions that	<ul style="list-style-type: none"> •Establishing accountability and agreeing on responsibility. •Communicating/sharing knowledge. •Helping with transitions of care. •Assessing patient needs and goals. •Creating a proactive care plan. •Monitoring and follow-up, including responding to changes in patients' needs. •Supporting patients' self-management goals. •Linking to community resources. •Working to align resources with patient and population needs. •Compassionate 	<p>A patient care coordinator has different education options depending on employer requirements. If a nursing degree is not required by an employer, then a student may pursue an associate's or bachelor's degree in a relevant area, such as medical or health care administration.</p> <p>Degree: Associates, Bachelors, Masters</p>	<p>Current Registered Nurse license from the New York State Education Department https://labor.ny.gov/stats/olcny/registered-professional-nurse.shtm</p> <p>Certification in related nursing specialty (ex: acute care, geriatric, home health, neonatal, oncology, pediatric, cardiovascular, psychiatric...)</p>

	are in the best interest of the patients	•Respectful		
Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Care Coordinator (continued)		<ul style="list-style-type: none"> •Team player •Critical thinking skills •Resourcefulness •Leadership skills •Emotional stability 		
Certified Nursing Assistant	<p>A certified nurse aide helps care for ill, injured, disabled and/or infirm individuals in nursing homes. Under the supervision of nursing and medical staff, nurse aides answer patient 'call bells,' deliver messages, serve meals, make beds, and help patients eat, dress and bathe. Aides may provide skin care to patients, take temperatures, pulse and respiration, and help patients walk and get in and out of bed. Nurse aides observe patients' mental, physical and emotional conditions and report changes to the nursing and medical staff.</p>	<ul style="list-style-type: none"> •Working knowledge of the techniques involved in feeding, bathing and caring for the ill or infirm •Working knowledge of aseptic and sterile techniques used in avoiding infection and contamination of equipment and supplies •Working knowledge of first aid •Ability to understand and follow oral and written instructions •Ability to read and understand English •Ability to create a cheerful and optimistic attitude in residents and patients •Ability to get along well with others and work as a team member •Ability to perform light housekeeping and cleaning tasks •Willingness to perform unpleasant tasks •Physically capable of performing the essential functions of the position 	<ul style="list-style-type: none"> • Graduation from high school or possession of a high school equivalency diploma. • State-approved nurse assistant training program; on-the-job training 	<p>Required certification from New York State Department of Health:</p> <p>https://www.prometric.com/en-us/clients/nurseaide/pages/ny.aspx</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Certified Occupational Therapist Assistant</p>	<p>Occupational therapy assistants and aides help patients develop, recover, and improve the skills needed for daily living and working. Occupational therapy assistants are directly involved in providing therapy to patients. Both assistants and aides work under the direction of occupational therapists.</p>	<ul style="list-style-type: none"> •Sufficient hearing to communicate with patients, families and other members of the health care team and to monitor patients by hearing instrument signals and alarms. •Satisfactory physical strength and agility to transport, move or lift patients requiring all levels of assistance and to perform prolonged periods of standing, walking, sitting, bending, crawling, reaching, pushing and pulling. •Sufficient computer competency with ability to utilize Microsoft Word and PowerPoint, basic email, and the Internet. •Satisfactory intellectual, emotional and interpersonal skills to ensure patient safety and to exercise independent judgment and discretion in the performance of assigned responsibilities. •Satisfactory ability to follow verbal and written instructions in order to correctly and independently perform treatment procedures. •Organize and prioritize work, performing multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly. •Be able to provide professional and technical services while under the stress of task-related uncertainty, emergency demands and a distracting environment. •Recognize potentially hazardous situations, materials and equipment and proceed in a manner that will protect the patient, self and others. •Recognize emergency situations and respond 	<p>a two-year associate degree program for occupational therapy assistants</p>	<p>Individual must submit an Application for Licensure/ Authorization (Form 1) and the other forms indicated, along with the appropriate fee, to the Office of the Professions.</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Certified Occupational Therapist Assistant (continued)		<p>appropriately.</p> <ul style="list-style-type: none"> •Adapt to performing unpleasant procedures and working the physical illness and traumatic situations. 		
Certified Diabetes Educator (Diabetes Educator)	<p>A Certified Diabetes Educator® (CDE) is a health professional who possesses comprehensive knowledge of and experience in prediabetes, diabetes prevention, and management. The CDE educates and supports people affected by diabetes to understand and manage the condition. A CDE promotes self-management to achieve individualized behavioral and treatment goals that optimize health outcomes.</p>	<ul style="list-style-type: none"> •Ability to identify an individual's specific diabetes self-management goals •Ability to educate an individual and help them identify and achieve self-management goals •Skilled at proper documentation of all education encounters • Ability to assess nutritional needs and provides nutritional counseling to assigned clients/patients. • Ability to assess nutritional education needs of patients. Considers patients cultural, educational and learning issues. • Plans and provides individualized nutrition education to patients, their families and or significant other based on their needs assessment. •Documents nutrition information discussed, written materials provided and evaluation of patient's receptiveness and comprehension of the education provided. •Provides group nutrition education classes. • Provides follow up nutrition education to patients/participants. 	<p>Degree/ Degrees Required: Associates, Bachelors, Masters or PhD.</p>	<p>a) A clinical psychologist, registered nurse, occupational therapist, optometrist, pharmacist, physical therapist, physician (M.D. or D.O.), or podiatrist holding a current, active, unrestricted license from the United States or its territories.</p> <p>b) A dietitian or dietitian nutritionist holding active registration with the Commission on Dietetic Registration, physician assistant holding active registration with the National Commission on Certification of Physician Assistants, clinical exercise professional holding active certification with American College of Sports Medicine (ACSM) as a Certified Clinical Exercise Physiologist (ACSM CEP), previously known as ASCM Certified Clinical Exercise Specialist, clinical exercise</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Certified Diabetes Educator (Diabetes Educator) (continued)				<p>professional holding active certification with the ACSM as a Registered Clinical Exercise Physiologist® (ACSM RCEP), health educator holding active certification as a Master Certified Health Education Specialist with the National Commission for Health Education Credentialing;</p> <p>c) A health professional with a master's degree or higher in social work from a United States college or university accredited by a nationally recognized regional accrediting body.</p>
Clinical Laboratory Technologists /Certified Clinical Laboratory Technician	<p>Clinical Laboratory Technician/Technologists provide information for patient diagnosis and treatment by analyzing body fluids, tissue, and other substances and performing laboratory tests in toxicology, chemistry, hematology, immunology, and microbiology</p>	<ul style="list-style-type: none"> • Posses strong documentation skills • Ability to analyzing information and be thorough • Well versed in using and maintaining medical technology tools such as chemistry analyzers, laboratory dilutors and photometers • Knowledgeable of FDA Health Regulations and OSHA and CLIA compliance directives as used in a clinical / hospital setting • Skilled at Quality Control analysis - conducting tests and inspections of products, services, or processes to evaluate quality or performance • Skilled at interpreting laboratory findings and handling technical report writing activities • Able to process specimens in accordance to 	<p>Clinical Laboratory Technologist - require a Bachelor's degree in clinical laboratory technology from a program registered by the NYS Department of Labor or determined by the department to be the substantial equivalent, or have received a bachelor's degree in biology, chemistry, or the physical sciences or the substantial equivalent and also have received an advanced certificate from an accredited clinical laboratory</p>	<p>Licenses Issued by the New York State Education Department , Office of Professions, Clinical Laboratory Technology Board Office https://labor.ny.gov/stats/olcny/clinical-laboratory-technology.shtm</p> <p>Must pass The American Society for Clinical Pathology (ASCP) Board of Certification's examination for Medical Laboratory Scientist (MLS)</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Clinical Laboratory Technologists / Certified Clinical Laboratory Technician (continued)	laboratories; receiving, typing, testing, and recording blood bank inventories. They organize work by matching computer orders with specimen labeling; sorting specimens; checking labeling; logging specimens; arranging reports for delivery; keeping work surfaces clean and orderly. Medical/Clinical Lab Techs maintain quality results by running standards and controls, verifying equipment function through routine equipment maintenance and advanced trouble shooting; calibrating equipment utilizing approved testing procedures; monitoring quality control measures and protocols. Depending on the field they are working	the chemical, hematology, urinalysis and serology procedures <ul style="list-style-type: none"> • Exceptional arm-hand steadiness aimed at ensuring that specimens are handled with care and minimizing sample retakes • Extensive knowledge of documenting specimens and preparing acquisition lists to ensure free flow of chemicals used during testing procedures 	technology program or a program determined by the Department to be the substantial equivalent Certified Clinical Laboratory Technician - requires an associate's degree, or higher, from an approved clinical laboratory technician program registered by the department or determined by the department to be the substantial equivalent	

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Clinical Laboratory Technologists /Certified Clinical Laboratory Technician (continued)	in, a Medical/ Clinical Lab Tech: <ul style="list-style-type: none"> • (toxicology) identifies the presence or quantity of drugs of abuse, therapeutic drugs, and toxic substances by operating toxicology instrumentation and performing manual methods for the performance of drug screens, blood alcohol levels, and carbon monoxide levels. • (chemistry) provides test results for patient diagnosis and treatment by operating chemistry equipment; performing hand chemistries. • (hematology) provides test results for patient diagnosis and treatment by operating hematology, urinalysis, and coagulation equipment; 			

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Clinical Laboratory Technologists /Certified Clinical Laboratory Technician (continued)	performing manual methods of differentials. • (immunology) provides test results for patient diagnosis and treatment by operating equipment such as the gamma counter, spectrophotometer, densitometer, and through methods such as radioimmunoassay, enzyme immunoassay, and serological testing. • (microbiology) provides physician with information for treatment of patient infection by performing technical procedures for the identification or susceptibility of bacteria, parasites, fungi, and mycobacteria. • (blood bank) ensures the patient of receiving compatible blood/blood components by			

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Clinical Laboratory Technologists /Certified Clinical Laboratory Technician (continued)	completing blood typing, antibody screening, compatibility testing, and antibody identification procedures. • (blood bank) assures future retrieval of patient transfusion information by preparing patient packets and maintaining blood bank database.			
Community Health Worker	A community health worker is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery.	<ul style="list-style-type: none"> •Ability to discuss health concerns with community members •Ability to educate people about the importance and availability of healthcare services, such as cancer screenings •Knowledgeable on how to collect data •Proficient in reporting findings to health educators and other healthcare providers •Skilled in providing informal counseling and social support •Skilled in conducting outreach programs •Facilitates access to the healthcare services •Ability to advocate for individual and community needs 	High School Diploma or GED	Most states do not require community health workers to become certified, however voluntary certification exists or is being considered or developed in a number of states. Possible to obtain certification through the state, is not mandated in all states. http://www.chwbuffalo.org/#!training-team/c190y

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Home Health Aide	Home Health Aides provide personal care and health related services to patients	<ul style="list-style-type: none"> • Strong computer skills and the ability to use Agency’s EMR program. • Strong interpersonal, organizational, time management and written and verbal communication skills. • Able to work independently, and complete paperwork accurately and in a timely fashion. • Must comply with privacy & HIPPA laws. Must be respectful of the patient’s rights & treat a client & his/her belongings with dignity & respect. • Valid driver’s license and automobile with current insurance coverage and in good working condition available to use for work. Must be willing to travel throughout assigned county. • Willingness to submit to physical examination, criminal background and drug testing. 	High School Diploma or GED preferred	<ul style="list-style-type: none"> • NYS DOH approved Home Health Aide training program as verified by NYS DOH Home Care Registry and certificates are given upon completion of a certified training course.
Licensed Clinical Social Worker (LCSW)	The Licensed Clinical Social Worker (LCSW) may provide a variety of services to help individuals, families, groups and communities including community organization, administration of tests and measures of psychosocial functioning, advocacy, case management,	<ul style="list-style-type: none"> • Possess comprehensive assessment skills and able to obtain information about client's social, psychological, environmental and physical needs in a compassionate and professional manner • Must have good judgment and above-average analytical skills to formulate biopsychosocial assessments • Have strong diagnostic skills to establish a client's diagnosis and formulate a treatment plan • Ability to accurately identify and categorize a client's symptoms • Possess strong intervention skills and the ability to perform under high-stress circumstances with calmness and composure 	Master of Social Work with clinical content plus three years of post-MSW supervised experience in diagnosis and psychotherapy	<p>Must have current registration from New York State Education Department https://labor.ny.gov/stats/olcny/licensed-clinical-social-worker.shtm</p> <p>and Passed the national licensing examination - Clinical examination from the Association of Social Work Boards (ASWB)</p> <p>At least 21 years of age</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Licensed Clinical Social Worker (LCSW) (continued)	counseling, consultation, research, administration, management and teaching, plus the diagnosis of mental, emotional, behavioral, addictive and developmental disorders, the development of treatment plans and disabilities, and is a qualified provider of psychotherapy services.	<ul style="list-style-type: none"> • Possess clear and well-developed communication skills and the ability to maintain professional boundaries with clients • Ability to be nonjudgmental and objective when evaluating the outcome of intervention and to critically analyze, monitor and evaluate the effectiveness of interventions. 		Recertification Requirements - a licensee must complete 36 hours of acceptable continuing education from a provider approved by the Education Department during each three-year registration period
Licensed Mental Health Counselor	Licensed Mental Health Counselors uses verbal or behavioral methods with individuals, couples, families or groups to evaluate, assess, treat, modify or adjust to a disability, behavior disorder, character, development, emotion, personality or relationship. The mental health counselor uses assessment instruments and	<ul style="list-style-type: none"> • Possess a thorough knowledge of principles and techniques of counseling • Proficiency in the identification and treatment of mental disorders • Knowledge of evidence-based behavioral assessments and interventions • Knowledge of basic physiology, psychopharmacology and medical terminology • Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times • Skilled in maintaining client records and writing reports or evaluations 	Graduate degree in Mental Health Counseling	Licenses Issued by the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/licensed-mental-health-counselor.shtm Clinical Mental Health Examination (NCMHCE) from the National Board for Certified Counselors

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Licensed Mental Health Counselor (continued)	psychotherapy to identify, evaluate and treat dysfunctions and disorders.			
Licensed Practical Nurse	<p>Licensed practical and licensed vocational nurses typically do the following:</p> <ul style="list-style-type: none"> •Monitor patients' health—for example, by checking their blood pressure •Administer basic patient care, including changing bandages and inserting catheters •Provide for the basic comfort of patients, such as helping them bathe or dress •Discuss the care they are providing with patients and listen to their concerns •Report patients' status and concerns to registered nurses and doctors •Keep records on patients' health <p>Hospital: (Possible Responsibilities)</p> <ul style="list-style-type: none"> • Managing IVs 	<ul style="list-style-type: none"> •Active Listening- Giving full attention to what other people are saying, taking time to understand points being made and asking appropriate questions. •Coordination — Adjusting actions in relation to others' actions. •Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. •Reading Comprehension — Understanding written sentences and paragraphs in work related documents. •Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do. •Speaking — Talking to others to convey information effectively. •Time Management — Managing one's own time and the time of others. •Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. •Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one. See more occupations related to this skill. 	<p>Required GED or high school diploma</p> <p>Accredited training program in an individual's state approved by the Board of Nursing in that state</p> <p>LPN Degree from a Nursing College</p>	<p>Certified through exam with NCLEX-PN https://www.ncsbn.org/nclex.htm</p> <p>Once individual passes exam will be licensed and able to begin work or go on for RN</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Licensed Practical Nurse (continued)</p>	<ul style="list-style-type: none"> • Ensuring patients and their families understand release instructions • Supervising CNAs (Certified Nursing Assistants) • Monitoring fluid and food intake and output • Moving patients safely <p>Nursing Homes and Rehabilitation Centers:</p> <ul style="list-style-type: none"> • Assessing patients' reactions to medications • Assessing patients' mental health • Providing emotional support • Assisting with daily needs such as bathing and dressing • Observation of patients' skin for potential bed sores <p>Medical Offices and Clinics:</p> <ul style="list-style-type: none"> • Scheduling appointments • Keeping medical records current • Billing patients • Working with insurance companies. 	<ul style="list-style-type: none"> •Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making. See more occupations related to this skill. •Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. See more occupations related to this skill. •Instructing — Teaching others how to do something. •Writing — Communicating effectively in writing as appropriate for the needs of the audience. See more occupations related to this skill. •Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. •Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the 		

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Medical Billing and Coding Specialist</p>	<p>Medical Billing and Coding Specialists - ensure health providers are paid for medical services rendered. They are responsible for the accurate flow of medical information and patient data between physicians, patients and third party payers. Billing and Coding Job duties:</p> <ul style="list-style-type: none"> • Reviewing medical procedures as documented by doctors • Translating medical procedures into codes that can be translated by payers, other medical coders, and other medical facilities • Transmitting coded patient treatment information to payers and other recipients • Coordinating insurance reimbursement of care providers 	<ul style="list-style-type: none"> • Ability to organize and focus on small details while accurately recording and coding patient information • Ability to be assertive and diffuse patient emotions while solving problems • Capable of understanding and following medical diagnoses and converting that information into the proper codes for medical records. • Basic grasp of medical terminology and human anatomy • Analytical, logical and capability to thoroughly analyze information • Adept at learning new software programs • Possess proper phone etiquette and strong communication skills 	<p>Entry-level position - completion of a 2-year degree (Associate's) or 1-year certificate program in medical billing and coding</p>	<p>Certification is not mandatory, but may be preferred by employers</p> <p>Common certification examination - Certified Coding Assistant (CCA) administered through the American Health Information Management Association (AHIMA)</p> <p>After few years of work experience - eligible to sit for the Certified Coding Specialist (CCS) examination, which includes either a physician-based or hospital-based option</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Medical Billing and Coding Specialist (continued)</p>	<ul style="list-style-type: none"> • Handling patient billing If split into 2 positions: Medical Billing - using CPT codes to assemble and coordinate reimbursement claims for third-party payers. Medical billers interact with insurance companies and with patients to ensure accurate, streamlined billing and payment. Medical Biller job duties: <ul style="list-style-type: none"> • Receiving patient treatment codes to use in assembling reimbursement claims • Creating reimbursement claims and transfer to third-party payers • Coordinating reimbursement activities with payers • Billing patients for medical services 			

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Medical Billing and Coding Specialist (continued)	Medical Coder - translating patient conditions and doctors' medical treatments into universal medical codes for translation by various parties. Medical Coder job duties: <ul style="list-style-type: none"> • Reviewing patient medical records • Coding treatment information using Common Procedure Terminology (CPT) codes • Communicating with medical billing specialists to ensure treatment codes are accurately received 			
Nurse Practitioner	A nurse practitioner is an advanced practice nurse that helps with all aspects of patient care, including diagnosis, treatments and consultations. They may work in both inpatient and outpatient situations and can perform	<ul style="list-style-type: none"> •Thorough knowledge of nursing techniques and procedures; medical and lab equipment and testing procedures; medication. • Considerable knowledge of interviewing and counseling techniques. •Ability to work independently. •Communicate effectively both verbally and in writing. •Deal tactfully and patiently with clients. •Establish and maintain records, reports and statistical data. •Use initiative and judgment; maintain 	RN-BSN Master of Science in Nursing The Doctor of Nursing Practice -The American Association of Colleges of Nurses (AACN) recommends that all nurse practitioners obtain a Doctor of Nursing Practice degree by 2015. This requirement is only for those who enter the nursing practitioner program in 2015	Licensing: Before any nurse practitioner can practice medicine, they must receive a license to work in a health care facility or hospital. This involves passing a national licensing exam, which is known as the NCLEX-RN https://www.ncsbn.org/ncl ex.htm

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Nurse Practitioner (continued)</p>	<p>independently or as part of a treatment team. Generally, nurse practitioners perform the important task of educating patients about preventative care and prescribed treatments. They may also conduct physicals, order tests and serve as a patient's primary healthcare provider. Some nurse practitioners are also able to prescribe medications.</p> <p>Primary Care Nurse Practitioners Primary care nurse practitioners are generalists who work in family health clinics or hospitals. They provide general and preventative care, conduct check-ups, treat illnesses, order lab tests and prescribe medication for children and adults.</p>	<p>effective working relationships with other related agencies; professionals and citizen groups.</p> <ul style="list-style-type: none"> •Perform and record total physical examination. •Skill in diagnostic procedures for diseases and the drug therapy needed for treatment of these medical conditions. •Must be proficient in the use of medical and laboratory equipment. <p>Visual/hearing ability sufficient to comprehend written/verbal communication. Ability to perform tasks involving physical activity, which may include lifting of supplies, equipment, or babies and small children; extensive bending, standing, walking or sitting may be required. Ability to deal effectively with stress.</p>	<p>or later; a master's degree will no longer be enough since a doctorate will provide enhanced educational preparation.</p>	<p>Certification:</p> <p>Certification is required for nurse practitioners and is obtained upon completion of the educational programs. Certifications are given in the future nurse practitioner's specialized area of study, which include nurse midwife, neonatal, emergency care, and long-term care. Nurse practitioners must have a registered nurse license to apply for certification from a national organization. Two popular certification organizations:</p> <p>American Association of Nurse Practitioners https://www.aanp.org/ American Nurses Credentialing Center http://www.nursecredentialing.org/</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Occupational Therapist</p>	<p>Occupational therapists treat injured, ill, or disabled patients through the therapeutic use of everyday activities. They help these patients develop, recover, and improve the skills needed for daily living and working.</p> <ul style="list-style-type: none"> Assumes responsibility for the screening, evaluation and treatment of facility patients/residents Reviews medical information and conducts screenings prior to evaluations to determine patient need for services and ability to benefit from skilled services. Performs patient evaluations under physician order and develops a treatment plan to fit patient needs. Implements treatment plan 	<ul style="list-style-type: none"> Able to stand 2+ hours without breaks & able to push, pull, move, and or lift a minimum of 50 pounds Must be able to perform all patient transfers, (including stand pivot, 2 person, sliding board, Hoyer Lift, non-weight bearing) safely and effectively with or without mechanical devices. Must be able to assist with the evacuation of residents during emergency situations Must pass Medical and Physical examination based on job qualifications, requirements and duties Must have the willingness to work with severely physically, emotionally and cognitively compromised residents and patients Must be able to take direction from other team members to promote patient treatment and safety Must be willing to work in an environment with risk of personal injury, exposure to infections waste/materials, infectious diseases, and odors. Must be able to cope with the emotional stress of working with patients, families and coworkers Must be able to work independently with periodic (daily or less) support and direction General computer skills or the ability to learn 	<ul style="list-style-type: none"> Entry-level master's degree in occupational therapy Entry-level doctoral degree in occupational therapy 	<p>Occupational therapist are certified through the National Board of Certification in Occupational Therapy.</p> <p>http://www.nbcot.org/certification-candidates-eligibility</p> <p>After meeting educational and examination requirements, applicants must submit an Application for Licensure/ Authorization (Form 1) and the other forms indicated, along with the appropriate fee, to the Office of the Professions.</p> <p>http://www.op.nysed.gov/prof/ot/otlic.htm</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Occupational Therapist (continued)	<p>through direct treatment, education of treatment staff and supervision</p> <ul style="list-style-type: none"> • Maintains confidentiality of all patient, facility and physical related information. • Maintains accurate billing information in accordance with facility procedures on a daily basis. • Attends and participates in interdisciplinary meetings and participates in family meetings as appropriate. • Adheres to documentation requirements of Rehabilitation department and the facility. • Conducts staff training/education as appropriate via formal and informal in-services and consultations. • Supervises COTAs and rehabilitation 			

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Occupational Therapist (continued)	aides/extenders as indicated by patient needs and state laws <ul style="list-style-type: none"> • Demonstrate customer service through professionalism, courtesy, and consistent follow-up 			
Patient Navigator	<ul style="list-style-type: none"> • Able to drive to various locations / valid driver's license 	Navigators have a broad spectrum of qualifications, from trained lay navigators to professionals such as nurses and social workers. However, navigators should have skills and be assigned functions that are commensurate with their level of experience and training. <ul style="list-style-type: none"> • Good communication and problem solving skills. • Demonstrates respect for the rights of individuals to make their own decisions about family planning, etc. • Ability to communicate easily and display a cordial manner towards individuals from a variety of socio-economic, cultural and religious background • Ability to conduct patient’s assessment screenings consistent with the Scope of Services • Ability to maintain care records, file progress notes, track due dates of periodic documentation such as: assessments, reassessments, care plans, medical updates, release of information forms and care conference 	Individuals at any level of education may be employed as navigators High School Diploma or GED required	None required

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Personal Care Aide	<p>Personal care aides assist with the daily tasks of elderly, mentally disabled, chronically ill, or physically challenged clients, as well as hospice patients and those in various stages of rehabilitation or recovery. Aides might work at clients' homes, residential care or hospice facilities, adult day care centers, or senior centers. Personal care aides generally are responsible for light cleaning, cooking, running errands, doing laundry, assisting clients with bathing and other personal hygiene tasks. They also engage clients in activities like reading, talking, and playing games, and often talk with client's family members to address any concerns regarding the client's health, nutrition, and overall well-being.</p>	<ul style="list-style-type: none"> • Attention to Detail: some clients have specific dietary or physical rules or schedules that must be followed. • Interpersonal Skills: must be sensitive and compassionate with clients and able to work in a very personal way with their clients who may be in pain or very fragile • Stamina: ability to lift clients into the bathtub, cars and into bed • Time Management: ability to maintain schedules - be there to make sure clients get up on time, make sure medication is taken on schedule and clients get to appointments on time 	<p>Most personal care aides have at least a high school diploma or GED, but it is not required</p>	<p>None required</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Pharmacy Technician	<p>A Pharmacy Technician retrieves the appropriate medication from inventory and places medication into prescription containers. They assist in inventory management processes including: order review, inventory returns, restocking shelves, and physical inventory preparation. Pharmacy Technicians interact with customers to provide outstanding pharmacy services; answer questions, relay instructions, and ensure each customer is satisfied. Additionally, they assist with keeping the pharmacy clean, sort incoming business mail, answer phone calls from customers, doctors and pharmacy's taking down</p>	<ul style="list-style-type: none"> • Excellent customer service skills that makes both internal and external customers feel welcome, important, and appreciated • Ability and willingness to move with purpose and a strong sense of urgency • Accuracy and attention to detail • Ability to organize and prioritize a variety of tasks/projects in a fast-paced, high volume, environment with responsibility for both incoming and out-going calls 	<p>High School Diploma, required</p> <p>Graduate of a formal Pharmacy Technician training program</p>	<p>Certification from Pharmacy Technician Certification Board</p> <p>As of right now, New York does not require Pharmacy Technicians to be certified</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Pharmacy Technician (continued)	information if pharmacist is unable to speak with them at a given time.			
Physician Assistant	Physicians Assistants contributes to physician's effectiveness by identifying short-term and long-range patient care issues that must be addressed; providing information and pertinent input; recommending options and courses of action; implementing physician directives. PA's assess patient health by interviewing patients, performing physical examinations, and obtaining, updating, and studying medical histories. They determine abnormal conditions by administering or ordering diagnostic tests, such as x-rays, electrocardiograms, and laboratory	<ul style="list-style-type: none"> • Skills in: Health Promotion and Maintenance, Thoroughness, Clinical Assessment Skills, Informing Others, Medical Teamwork, Physiological Knowledge, Bedside Manner, Infection Control, • Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures • Possess good English knowledge including grammar and other rules of composition to prescribe medicines to patients and other customers. • The ability to give full attention to what other people are saying, understand the points being made, asking questions as appropriate, and talking to others to convey information effectively 	Graduate school Degree: Master's	PA licensure/registration with the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/physician-assistant.shtm To become licensed, you must pass the Physician Assistant National Certifying Examination (PANCE)

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Physician Assistant (continued)	studies, interpreting test results and documenting services by charting in patient records. A PA performs therapeutic procedures by administering injections and immunizations, suturing, and managing wounds and infections.			
Physical Therapist (PT)	A Physical Therapist directs, supervises, evaluates and provides PT services to patients in the home or in an institutional setting as prescribed by an attending physician. Physical Therapists evaluate patient using diagnostic muscle, nerve, joint and functional ability tests, prepare assessments of the patient's conditions and does re-evaluations. They also develop written problem lists and plans of care, write	<ul style="list-style-type: none"> • Strong computer skills and the ability to use Agency's EMR program • Strong interpersonal, organizational, time management and written and verbal communication skills • Able to work independently, and complete paperwork accurately and in a timely fashion • Must be familiar with or comply with privacy and HIPPA laws. Must be respectful of the patient's rights and treat a client and his/her belongings with dignity and respect • The ability to safely bend, twist, and lift to assist a patient moving from one surface to another crouch, kneel, reach, push/pull, and crawl to perform exercises with patients • Possess strong observational and assessment skills • The ability to collect and integrate data about patients to problem solve safely and effectively • The ability to read and comprehend patient information 	Graduate of an accredited physical therapy program Degree: Bachelor's, Master's, Doctorate	Licensed by and registered with the New York State Education Department https://labor.ny.gov/stats/olcny/physical-therapist.shtm

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Physical Therapist (PT) (continued)	clinical/progress notes and incorporates them into patients' records. Physical Therapists treat patients to relieve pain and/or develop or restore function to reach maximum independence. They instruct patients in the use of prosthetic, orthotic/assistive devices and educate the family and patient regarding treatment plan and goals. Physical Therapist also anticipate in case conferences and periodic revision of the physician's Plan of Treatment.	<ul style="list-style-type: none"> • Exercise compassion and sound judgment in stressful circumstances 		
Physical Therapist Assistant (PTA)	Physical Therapist Assistants carry out their services beneath the supervision and direction of a licensed PT. Physical therapists rely heavily on their PTA's, so it's crucial that a PTA can offer clients a	<ul style="list-style-type: none"> • Ability to measure & record residents motor function, strength and muscle performance • Strong observational and progress report writing skills • Knowledge of a varieties of techniques (like stretching and massage) and equipment and devices • Ability to educate residents on how to exercise properly to strengthen muscle and 	Graduate of an accredited PTA Program Degree: Associate's	PTA License - Licensed by the New York State Education Department https://labor.ny.gov/stats/olcny/physical-therapist-assistant.shtm

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Physical Therapist Assistant (PTA) (continued)</p>	<p>comprehensive plan of physical therapy exercises. PTA's employ many different techniques including physical modalities, deep soft tissue massage, therapeutic exercise like ultrasound, and electro-therapy as well as functional training. Additionally, PTA's assist their patients to avoid losing movement by implementing health and fitness programs for a more active, healthier lifestyles. The PT helps the PTA exam and analyze individuals and create therapy programs to promote recovered functioning. They work collectively to ensure the objectives of the health plan are achieved, calculating client progress, and make adjustments as necessary.</p>	<p>improve mobility</p> <ul style="list-style-type: none"> • Ability to read and review medical record and identify pertinent information • Strong communication skills and ability to develop a rapport with patients/clients and others • Ability to provide interventions compliant with federal and state licensing requirements, APTA standards documents (e.g. Guide for Conduct for the PTA, Code of Ethics), and facility policies and procedures. 		

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Primary Care Physician (PCP)		<ul style="list-style-type: none"> • Strong communication skills and ability to obtain health history and perform physical examinations • Ability to diagnose and direct counseling for each patient on a plan for treatment. • Ability to identify the correct referral for patients requiring services not offered at facility. • Strong diagnostic skills and ability to review incoming reports (e.g. lab, x-ray, EKG) • Ability to comply with the agency's Infection Control plan which includes personally utilizing universal precautions and ensure compliance by support staff. • Ability to complete peer evaluations, quality assurance reviews, provider meetings, and other clinical meetings. • Ability to assist in outside medical public relations functions. • Versed in and adhere to UDS productivity standards and meet at least the minimum requirement. 	Doctor of Medicine (M.D.)	<p>Current State Medical License from the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/physicians.shtm</p> <p>Current D.E.A. Certificate Board Eligible or Board Certified in are of specialty Insurability (malpractice) Current Cardiopulmonary Resuscitation Certificate (CPR) ACLS or Advanced Life Support</p>
Project Manager (Healthcare)	A Project Manager assist organizational decision makers in updating their current policies to align with the evidence-based guidelines, mapping quality indicators in the electronic health record, generating provider performance feedback, optimizing billing, and ensuring a seamless referral system is	<ul style="list-style-type: none"> • Knowledge of managing and implementing grant funded projects, including budget tracking and grant reporting • Ability to plan and direct multiple projects and ensure project goals and objectives are accomplished within contract and conditions • Effective verbal and written communication skills, and strong analytical, organizational and interpersonal skills • Ability to build and maintain strong working relationships with internal and external stakeholders • Proficiency with Microsoft Office, Excel and PowerPoint and familiar with Internet applications 	Bachelor's Degree in Business but prefer Master's degree in public administration, public health, or healthcare administration	

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
<p>Project Manager (Healthcare) (continued)</p>	<p>implemented. PMs support Department of Health and Mental Hygiene and healthcare organizations across NY in ensuring the implementation of the Delivery System Reform Incentive Payment (DSRIP) Program. They submit monthly reports to the NYS Department of Health on tracking grant deliverable progress, barriers encountered, and troubleshooting strategies to overcome perceived barriers, monitor progress towards work plan deliverables, keep task lists, meetings agendas and track teams development.</p>	<ul style="list-style-type: none"> • Ability to identify opportunities to engage with community providers such as hospitals, behavioral health providers, and primary care providers to provide education on services and support program alignment opportunities. 		

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Psychiatrist	<p>Psychiatrists are medical doctors who diagnose and treat mental illnesses. They often employ individual or group therapy to gain insight into a patient's past and find coping methods to help patients address their own problems. Psychiatrists prescribe, direct, or administer psychotherapeutic treatments or medications to treat mental, emotional, or behavioral disorders. Psychiatrists may work with people with chronic mental illness, such as schizophrenia or those seeking short-term treatment for specific problems such as phobias</p>	<ul style="list-style-type: none"> • Possess a high level of understanding of mental, emotional, and behavioral states and disorders, including knowledge of symptoms, treatment alternatives, drug properties and interactions and preventative health measures • Ability to counsel patients and knowledge of principles, methods and procedures of mental dysfunctions • Knowledge of human behavior and performance with deductive and inductive reasoning skills • Possess superior analytical, evaluation and critical thinking skills • Demonstrates advanced communication and interpersonal skills • Ability to be patient, caring, sensitive and empathetic towards patients and their families and to develop long-term relationships with patients 	<p>MD - Medical Degree with a residency in psychiatry</p> <p>Pass specific medical licensing examinations</p>	<p>Current State Medical License from the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/physicians.shtm</p> <p>Board Certified Psychiatrist - board certification is not required for licensure in NY but most psychiatrists are certified through the American Board of Psychiatry and Neurology (ABPN)</p>
Psychologist	<p>Specific job duties for psychologists vary according to their specialty. Counseling psychologists lead</p>	<ul style="list-style-type: none"> • Ability to apply knowledge of academic psychology and research to clinical problems • Skills in assessing a client's needs, abilities or behaviors using a variety of methods such as 	<p>Graduate from a Master's degree program in Psychology</p> <p>Degree: Master's, Doctorate</p>	<p>Pass the Examination for Professional Practice in Psychology (EPPP) Certification issued by the</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Psychologist (continued)	<p>group or individual counseling sessions. Their job involves talking to people and fostering positive mental health and personal growth. Developmental psychologists research changes in behavioral patterns over a person's life; some focus in on particular time periods, like infancy or adolescence. Developmental psychologists aim to correct behavioral disorders caused by improper development. Clinical psychologists work to prevent, diagnose and treat mental disorders. These psychologists perform diagnostic exams on patients and also work alongside doctors to determine the best course of treatment for particular patients</p>	<p>psychometric tests, interviews and direct observation</p> <ul style="list-style-type: none"> • Ability to recognize own limitations and respond to difficult, stressful situations • Posses excellent communication and interpersonal skills in order to deal with people in distress • Strong understanding of the profession and the role of a psychologist and an awareness of current issues in the field • Ability to express empathy and develop a person-centered approach to clients • Ability to define problems, collect data, establish facts, draw valid conclusions, solve practical problems and deal with a variety of concrete variables 		<p>New York State Education Department https://labor.ny.gov/stats/olcny/psychologist.shtm</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Registered Dietitian / Nutritionist	Provides nutrition counseling to and assists in developing nutrition programs for patients with specific medical or nutrition-related problems such as obesity, diabetes, hypertension, lipid disorders, food allergies, etc. Identifies problems associated with inappropriate dietary intake, such as poor pregnancy outcomes, food insecurity, treatment side effects and/or other related problems.	<ul style="list-style-type: none"> • Skilled in reviewing patients’ medical charts for pertinent laboratory values, clinical assessments, anthropometric data and other information use to develop patients’ nutritional care plans • Understanding of the Nutritional Care Process for patients with diabetes, cardiovascular disease, hypertension, infectious disease, obesity, and pregnancy • Excellent oral and written communications skills • Basic computer skills and experience using Electronic Healthy Record • Ability to relate to patients of different ages, varying educational levels, and ethnic backgrounds • Enthusiasm for the subject, flexibility, willingness to try new techniques and approaches and to update professional competencies. 	<p>Program in Dietetics-Nutrition</p> <p>Degree: Associates, Bachelor's, Master's</p>	<p>Certified Dietitian or Certified Nutritionist licensure/registration with the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/dietitian-nutritionist.shtm</p> <p>Certification as a Registered Dietitian Nutritionist by the Commission on Dietetic Registration</p>
Registered Nurse - RN	<ul style="list-style-type: none"> • Ability to independently prepare reports, minutes and correspondence 	<ul style="list-style-type: none"> • Skills in observing and recording patient behavior, writing reports, and responding to correspondence • Knowledge of medical equipment and ability to perform diagnostic tests • Ability to react calmly and effectively treat medical emergencies, such as heart attacks, strokes, car accidents • Knowledge of professional nursing theory and practice to give and evaluate patient care • Knowledge of organizational policies, regulations and procedures to administer patient care 	<p>Graduate of an accredited school of nursing</p> <p>Degree: ADN, BSN, MSN, DSN</p>	<p>Current Registered Nurse license from the New York State Education Department https://labor.ny.gov/stats/olcny/registered-professional-nurse.shtm</p> <p>Certification in related nursing specialty (ex: acute care, geriatric, home health, neonatal, oncology, pediatric, cardiovascular, psychiatric...)</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Registered Nurse - RN (continued)		<ul style="list-style-type: none"> • Knowledge of common safety hazards and precautions to establish a safe work environment • Skills in identifying problems and recommending solutions • Ability to communicate clearly and assess the specific age-related needs of patients • Skills in establishing and maintaining effective working relationships with patients, medical staff and the public 		
Respiratory Therapist	<p>Respiratory Therapists (RTs) work under the supervision of doctors to provide evaluation and treatment to people with breathing difficulties. They can work with a pre-term infants or mature individuals who have pulmonary or cardiopulmonary issues or work with patients at all stages in between. RT's measuring a patient's breathing capacity and also monitoring oxygen levels, alkalinity, and other chemical indicators. Their assessment can also</p>	<ul style="list-style-type: none"> • Skilled at attending to detail and monitoring a patient's and machine indicators to ensure that delivery levels are correct and equipment is working properly • Ability to apply deductive reasoning and the principles of science to patient care, use inductive reasoning (combining facts that may appear unrelated to reach a conclusion), and be able to tell when something might go wrong by remaining sensitive to their environments and their patients. • Knowledgeable of specialized examinations and tests associated with respiratory therapy and understands the reasons for the individual patient's needs and respiratory therapy plan. • Capable of comprehending written and oral instructions and communicate well with patients and co-workers • Knowledge of normal and abnormal pathology and patho-physiology related to the respiratory system. • Knowledge of recent advances in medical principles of respiratory therapy equipment, procedures, and drugs • Demonstrates competence and provide for 	Associate's degree in a program in respiratory therapy or another degree program in respiratory therapy determined by to be equivalent	<p>Licensure/registration with the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/respiratory-therapist.shtm</p> <p>Must pass the National Board for Respiratory Care (NBRC) Certified Respiratory Therapist examination (CRT) and the Registry Examination (RRT) (written and simulation exams)</p>

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Respiratory Therapist (continued)	<p>include interviewing a patient and taking careful note of difficulties. RTs carry out treatment plans: monitoring and running machine that breathe for the patient, teaching patients to manage their own breathing, using inhalers and other aids as needed and sometimes help people tackle smoking habits. Respiratory Therapists are also responsible for teaching patients and their families about treatment and maintenance of pulmonary health problems, including the use of respiratory therapy equipment and medications. To determine the state of cardiopulmonary health, respiratory therapists may run tests to identify such things as arterial blood gases, lung</p>	<p>the cleaning, sterilization, assembly and maintenance of equipment</p> <ul style="list-style-type: none"> • Familiar with Infection Control, HAZ/MAT and Safety/Disaster guidelines 		

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Respiratory Therapist (continued)	volume, and pulmonary infection, among others.			
Speech-language Pathologists	Speech-language pathologists are licensed health care professional who diagnose, evaluate, and treat disorders of speech, voice, swallowing, and/or language.	<ul style="list-style-type: none"> • Demonstrate skill in the use of appropriate audiometric and tympanometric screening equipment, audio and video recording equipment, and other equipment which may be required for clinical management • Displays knowledge of the interrelationships among the various speech-language-hearing processes and the effects of impairment in one area on functions in other areas • Ability to select and administer appropriate diagnostic tests and procedures and • Interprets and records diagnostic/assessment results accurately • Employs rationale for selecting treatment/remediation methods and materials 	Graduate degree in speech-language pathology from a New York State registered licensure qualifying program, a program accredited by the American Speech Language and Hearing Association (ASHA), or the equivalent	Licensure in Speech/Language Pathology with the New York State Education Department, Office of the Professions https://labor.ny.gov/stats/olcny/speech-language-pathologist.shtm
Substance Abuse Counselor	Substance Abuse Counselors are accountable for assessing and providing treatment to individuals with emotional, mental, or substance abuse difficulties, including abuse of tobacco, alcohol, or other drugs. The counselor's role is to help clients get out of the addiction by educating them and helping them to	<ul style="list-style-type: none"> • Knowledge of principles, procedures, and methods for rehabilitation of mental and physical dysfunctions • Ability to review records for key information, interview clients, and provide counseling in group or individual settings • Skills in monitoring, evaluating, and recording client progress and developing treatment plans • Strong desire to assist people suffering from drug or alcohol abuse problem. • Ability to gain confidence, trust and respect of the patient. • Ability to maintain emotional distance from patient. 	Course certification in alcohol and drug counseling from a certified college Degree: Certificate, Associate's Bachelor's, Master's	Credentialed Alcoholism and Substance Abuse Counselor (CASAC) https://labor.ny.gov/stats/olcny/credentialed-alcohol-substance-abuse-counselor.shtm

Job Title	Job Description/Duties	Skills/Knowledge Needed	Educational Level	Certification/Licensing Requirements
Substance Abuse Counselor (continued)	develop the skills to deal with their addiction. Apart from counseling sessions, it is the responsibility of counselor to undertake therapy sessions for client's family.			



RESOURCES ROADMAP

PREPARED BY WNY R-AHEC
SEPTEMBER 2016

2ai - Integrated Delivery Systems (IDS)

Project Manager: Janet Stoeckl

- Create IDSs that are focused on evidence-based medicine population health management
- Marries medical, behavioral health, post-acute, long term care, and social service orgs.

Name of Trainings	Warm Transfers/ Care Coordination Community Health Worker (CHW) Behavioral Health Integration Health Homes Motivational Interviewing PAM (Patient Activation Measures) CNA (Certified Nursing Assistant) training ED Care Triage VBP (Value Based Payment) PCMH (Patient Center Medical Home) MU (Meaningful Use)
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	In person at provider site On-Line HWAPPS PPS
Funding Source	PPS, and or provider
Impacted Staff	PCA I & II (through licensed home care agencies) Nurse Managers Social Workers Administrative Staff QA Administrators
Type of Facility	Hospitals, Skilled Nursing Facilities, Certified Home Health Agencies, Primary Care Offices
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

2biii - ED Care Triage

Project Manager: Annie Deaver

- Development of co-located primary care services in Emergency Department

Name of Trainings	Cultural Competency(Developmental Disability) Health Literacy (CCHL) Value Based Payment (VBP Bootcamps) HEALTHeLINK Utilization
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	CCHL- Webinar via HWAPPS VBP- In-person training with be given by Millennium for internal staff and external providers (VBP) HEALTHeLINK has training services available, provider to arrange in house trainings by HEALTHeLINK
Funding Source	CCHL- PPS VBP- PPS HEALTHeLINK is free to all participating providers
Impacted Staff	CCHL- Aid Staff (nursing assistants), LPN's, RN's Social Workers, Rehab. Patient Navigators (PN) Community Health Workers (CHW) VBP- Administration, Management HEALTHeLINK- RN's, Discharge Planners, Admission Coordinators, Management, Social Work, Administration, Rehab. Therapists
Type of Facility	CCHL- Skilled Nursing Facilities, Certified Home Health Care Agencies VBP- Skilled Nursing Facilities, Certified Home Health Agencies Hospital Sites
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

2bvii - INTERACT

- Skilled Nursing Facility (SNF) will implement Interventions to Reduce Acute Care Transfers (INTERACT) toolkit.
- Reduce the number of patients transferred to acute care facilities

Name of Trainings	INTERACT (Interventions to Reduce Acute Care Transfers)
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Trainings are being offered in person at each provider site by Millennium Staff/ and or private trainer who is hired by the provider. Training is also available via webinar format in You Tube link. Millennium will be looking into utilizing HWAPPS program to provide on-going trainings to provider sites.
Funding Source	PPS/ and or provider
Impacted Staff	Aid Staff (nursing assistants), LPN's, RN's Social Workers, Rehabilitation Therapists, Administrators, Management
Type of Facility	Skilled Nursing Facilities Certified Home Health Care Agencies
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

2bviii - Hospital/Home Care

- Hospital & Home Care collaboration – implementation of INTERACT-like program in the home care setting.
- Reduce risk of re-hospitalization for high-risk patients
- Gives support to patients released to home instead of SNF; paired with transition care

Name of Trainings	Training on moving from a paper-based system to an EMR-based system and HIE/EMR Training (Health Information Exchange/Electronic Medical Record) INTERACT training for all direct care staff Data tracking training for all staff responsible for data collection, submission, and reporting MLTC (Managed Long Term Care)/Health Home education and training for ED's and discharge planners/social workers
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	In-Person at provider site On-Line INTERACT-Trainings are being offered in person at each provider site by Millennium Staff/ and or private trainer who is hired by the provider.
Funding Source	PPS, and or provider
Impacted Staff	CHW (Certified Health Worker) Home Health Aid's Social Workers
Type of Facility	Home Health Care Facilities Hospitals Skilled Nursing Facility (when patient is being transferred back home)
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

2di - PAM (Patient Activation Measures)

Patient activation is a key concept which refers to people's willingness and capacity to take on the role of managing their own health and health care.

- Engage, educate, and integrate the uninsured and low/non-utilizing Medicaid population into community-based care
- Focus on increasing patient-use of primary & preventive services by increasing resources

Name of Trainings	Cultural Competency (Seneca's, Amish) Leadership Skills / Management Skills "PAM Branding"-universal image to unify CHW's to PAM Communication: Professional vs Layperson / Medical Terminology Negotiation Skills Emotional Intelligence Project Management Training Motivational Interviewing Data Analytics
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	CBO's can deliver PAM through community outreach PPS training team (expertise specifically in patient and engagement) In-person training at provider site On-Line
Funding Source	PPS, and or provider
Impacted Staff	Project Managers CHW
Type of Facility	Primary and Preventative Care Offices Community Behavioral Health Facilities Certified Home Health Care Agencies
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

3ai - Behavioral Health Integration

- Integration of mental health and substance abuse primary care services to ensure coordination of care for both services

Name of Trainings	EMR Training Behavioral Health Integration Social/Clinical Assess. Skills (within DD pop.) Care/Diagnosis of persons with DD for ED staff Dealing with dual diagnosis (BH & MH) patients CHW Certifications Care Coordination (BH→PCP) Motivational Interviewing Cultural Competency /Sensitivity (working with DD pop.) Compliance Trainings / HIPPA Training for substance abuse assess./screenings/forms
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Training can be offered in person or on-line at provider sites Trainings can be delivered through the PPS or an outside agency HWAPPS
Funding Source	PPS , Provider, DOH
Impacted Staff	LCSW's Mental Health Specialists Bilingual staff / Translators LPNs/RNs Nurse Practitioners - Psychiatric Psychiatrists / Psychologists Family Support Coordinators / Direct Support Specialists
Type of Facility	Community Behavioral Health Facilities Emergency Departments Health Homes
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

3a11 - Crisis Stabilization

- Provide readily accessible behavioral health (BH) crisis services that allow access to appropriate level of service and providers, supporting a rapid de-escalation of the crisis
- Provide a safe location for observing & monitoring BH patients by ED and community service providers

Name of Trainings	Whole Person Treatment Cultural Competency Integration of Services Mental Health Triage Scale Law Enforcement
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Training can be offered in person or on-line at provider sites Trainings can be delivered through the PPS or an outside agency from the provider
Funding Source	PPS, Provider, DOH, OASAS
Impacted Staff	Crisis Integration Team Coordinator Licensed Social Worker Outreach Coordinator/workers Hotline crisis call workers Police officers Prevention Professionals
Type of Facility	Community Behavioral Health Facilities Emergency Departments Health Homes
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

3bi - Cardiovascular Disease (CVD)

Engage network practitioners in the prevention and management of CVD using the American Heart Association's Million Hearts Program

- Ensure clinics use evidence-based strategies to improve management of CVD

Name of Trainings	Cultural Competency Million Heart Trainings Cholesterol Management Blood Pressure Technique for Office Training Life Style Self-Management Goals PCMH (Patient Centered Home Medical) Smoking cessation Use of 5 A's of tobacco (Ask, Assess, Advise, Assist, Arrange)
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Training can be offered in person or on-line at provider sites Trainings can be delivered through the PPS or an outside agency from the provider HWAPPS
Impacted Staff	Primary Care based Training and mid-levels (PCPs) Community Health Workers or Care Coordinators PCMH Facilitators Practice Engagement Facilitators
Type of Facility	Clinical Practices in the community Ambulatory Care Centers
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

3fi - Maternal and Child Health

- Increase support programs for maternal & child health (including high-risk pregnancies)
- Reduce avoidable poor pregnancy outcomes and hospitalizations
- Improve maternal and child health through first 2 years of life

Name of Trainings	Cultural Competency/Diversity Expectations of the project Computer Skills Data Analytics Community Interaction/Safety Skills People with experience to talk about what works and what doesn't Community Awareness/Safety
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Training can be offered in person or on-line at provider sites Trainings can be delivered through the PPS or an outside agency from the provider
Funding Source	PPS, and or provider
Impacted Staff	RNs CHWs CHW Supervisors
Type of Facility	OB/GYN Practices Primary Care Offices
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

4ai - Mental, Emotional, Behavioral (MEB) Well-Being

- Provide education & intervention programs to promote MEB well-being

Name of Trainings	Mental Health First Aid Cultural Diversity Language Skills Cultural Competency Prevention Ethics Substance Abuse Prevention Skills Training (SAPST)
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Training can be offered in person or on-line at provider sites Trainings can be delivered through the PPS or an outside agency from the provider
Funding Source	PPS, Provider, OASAS
Impacted Staff	Prevention Specialist (NY OASYS Cert.) Bilingual skilled employees Licensed Social Worker Nursing Staff
Type of Facility	Community Behavioral Health Facilities Emergency Room Departments
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.

4di - Reduce Premature Births

Reduce premature births from 12% to goal of 10.2%

- Counseling for tobacco use, enhance social support for high risk pregnancies, provide clinic management and home health care for pregnant mothers

Name of Trainings	Cultural Competency Organizational Leadership Use of 5 A's of tobacco (Ask, Assess, Advise, Assist, Arrange) Training for substance abuse assess./screenings/forms
Who is conducting the trainings, and where is it being delivered (Manpower, Methods)	Classroom group setting (In-person) On-line The trainings will be provided by the PPS or hired outside by the provider.
Funding Source	PPS, and or provider
Impacted Staff	Program Directors High-risk Coordinators Care Coordinators CHW s CHW supervisors Administrative Assistant Doula
Type of Facility	Hospitals Obstetrics and Gynecology practices
Metrics	The project is being measured by quarterly reports and analysis of the surveys (Compensation and Benefit, Current Workforce, Workforce Budget Collection). Organizational assessments are also another resource used to determine the needs of the agencies. Assist in facilitation meetings with the Workforce Work Group to review milestones and tasks to achieve each milestone.