2018 Health Information Management
Associate Degree
Curriculum Competencies

Council for Excellence in Education
Health Informatics and Health Information Management

Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)	REVISED: Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)
Pathophysiology and Pharmacology	Pathophysiology and Pharmacology
Anatomy and Physiology	Anatomy and Physiology
Medical Terminology	Medical Terminology
Computer Concepts and Applications	Computer Concepts and Applications
Math Statistics	Math Statistics

Rationale

No changes were made to the Supporting Body of Knowledge. As HIM transitions to a data-focused profession, there is a need to increase the rigor surrounding concepts in statistics and provide a comfort level in the math-related area. Math Statistics refers to a more formal understanding of statistical competency. Currently, we provide a very basic HIM-focused statistics education (e.g., census rates, healthcare formulas, and so on). The intent of the term "Math Statistics" is to broaden the scope of statistics so that it is not necessarily focused on healthcare specifically. Math Statistics is housed in the Body of Knowledge because no specific competencies are required; instead, the requirement is a broad overview of the area. Each academic program has the discretion to facilitate enhanced statistical content as is appropriate for their institution; some may require a MATH course, and others may embed the content in a current course. The intent is to provide more content about statistical concepts and to lay a foundation for statistical analysis of healthcare data.

Additional Notes

The DM and RM competencies are to be completed in addition to all other competencies, specific to the program's specialization.

DM: Competency for Associate Degree Data Management Track

RM: Competency for Associate Degree Revenue Management Track

Curriculum Guidance is provided in a separate document

Domain I. Data Structure, Content, and Information Governance			REVISED: Domain I. Data Structure, Content, and Information Governance			Rationale
Competency	**Bloom's Level**		**Competency**	**Bloom's Level**		**I.1** Simplified the language and elements of the competency.
I.1. Identify types of health care organizations, services, and personnel, including interrelationships and needs of stakeholders across health care delivery systems.	3		I.1. Describe health care organizations from the perspective of key stakeholders.	2		**I.5** This is a new competency for this domain. It was formerly IV.1. It was moved because it is a data competency more than a Revenue Cycle Management competency. Changed to Bloom's level 3 (based on survey feedback)
I.2. Apply policies, regulations, and standards to the management of information.	3		I.2. Apply policies, regulations, and standards to the management of information.	3		
I.3. Identify policies and strategies to achieve data integrity.	3		I.3. Identify policies and strategies to achieve data integrity.	3		
I.4. Evaluate health record content for compliance across the health care continuum.	5		I.4. Determine compliance of health record content within the health organization.	5		**I.4** Revised the verb and context of the competency based on feedback and support laddering across the degree levels.
I.5. **DM** Evaluate data dictionaries and data sets for compliance with governance standards.	5		I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2		
			I.6. Describe components of data dictionaries and data sets.	2		**I.5 DM** Renumbered to I.6 DM
			I.6. **DM** Evaluate data dictionaries and data sets for compliance with governance standards.	5		**I.6.** This competency was added to provide a core competency for data management.

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security		REVISED: Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security		Rationale
Competency	**Bloom's Level**	**Competency**	**Bloom's Level**	**II.1** and **II.2** Applied context to the competencies to provide clarity and laddering across the degree levels.
II.1. Apply privacy strategies.	3	II.1. Apply privacy strategies to health information.	3	
II.2. Apply security strategies.	3	II.2. Apply security strategies to health information.	3	
II.3. Identify compliance considerations throughout the health information life cycle.	3	II.3. Identify compliance requirements throughout the health information life cycle.	3	**III.3** Changed from compliance considerations to compliance requirements.

Domain III. Informatics, Analytics, and Data Use	
Competency	**Bloom's Level**
III.1. Utilize technologies for trend analysis, end user support, decision making, and strategic planning.	3
III.2. Calculate basic descriptive, institutional, and health care statistics.	3
III.3. Create visual representations of data.	6
III.4. Identify common research methods.	3
III.5. **DM** Conduct queries using database management techniques.	6
III.6. **DM** Identify system specifications to determine interoperability and optimal efficiencies.	3

REVISED: Domain III. Informatics, Analytics, and Data Use	
Competency	**Bloom's Level**
III.1. Apply health informatics concepts to the management of health information.	3
III.2. Utilize technologies for health information management.	3
III.3. Calculate statistics for health care operations.	3
III.4. Report health care data through graphical representations.	3
III.5. Describe research methodologies used in health care.	2
III.6. Describe the concepts of managing data.	3
III.7. Summarize standards for the exchange of health information.	2
III.6. **DM** Manage data within a database system.	5
III.7. **DM** Identify standards for exchange of health information.	3

Rationale

III.1 Rewritten as two competencies, **III.1** and **III.2**.

III.2 (now III.3) Revised based on Bloom's Taxonomy structure and laddering across degree levels.

III.3 (now III.4) Revised to provide laddering across degree levels.

III.4 (now III.5) Revised to provide the appropriate Bloom's competency structure and to add context.

III.6 and **III.7** These competencies were added to provide core competencies for data management.

III.5 DM (now III.6 DM) Revised to clarify the competency is based on managing data within a database system, not just performing queries.

III.6 DM (now III.7 DM) Revised to clarify the competency is based on understanding of standards for HIE.

Domain IV. Revenue Cycle Management	
Competency	**Bloom's Level**
IV.1. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2
IV.2. Recognize assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	2
IV.3. Describe components of revenue cycle management and clinical documentation improvement.	2
IV.4. **RM** Evaluate compliance with regulatory requirements and reimbursement methodologies.	5
IV.5. **RM** Evaluate revenue cycle processes.	5
IV.6. R**M** Determine diagnosis and procedure codes according to official guidelines.	5

REVISED: Domain IV. Revenue Cycle Management	
Competency	**Bloom's Level**
IV.1. Recognize assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	3
IV.2. Describe components of revenue cycle management and clinical documentation improvement.	2
IV.3. Summarize regulatory requirements and reimbursement methodologies.	2
IV.1. **RM** Determine diagnosis and procedure codes according to official guidelines.	5
IV.2. **RM** Evaluate revenue cycle processes.	5
IV.3. **RM** Evaluate compliance with regulatory requirements and reimbursement methodologies.	5

Rationale
IV.1 Moved to Domain I since it is a data competency than a RCM competency. **IV.2 (now IV.1)**Revised from Bloom's level 2 to Bloom's level 3 **IV.2** and **IV.3** These competencies were added to provide core competencies for revenue management.

Domain V. Health Law & Compliance	
Competency	**Bloom's Level**
V.1. Articulate legal terms and processes that impact health care.	3
V.2. Demonstrate compliance with laws, regulations, and standards.	3
V.3. Identify key components of risk management.	3
V.4. Analyze how health care policy-making both directly and indirectly impacts the regional and national health care delivery systems.	4

REVISED: Domain V. Health Law & Compliance	
Competency	**Bloom's Level**
V.1. Apply legal processes impacting health information.	3
V.2. Demonstrate compliance with external forces.	3
V.3. Identify the components of risk management related to health information management.	3
V.4. Identify the impact of policy on health care.	3

Rationale
All competencies were revised based on Bloom's Taxonomy structure and to provide laddering across degree levels.

Domain VI. Organizational Management & Leadership	
Competency	**Bloom's Level**
VI.1. Demonstrate fundamental leadership skills.	3
VI.2. Identify the impact of change on processes, people, and systems.	3
VI.3. Identify human resource strategies for organizational best practices.	3
VI.4. Utilize data-driven performance improvement techniques for decision making.	3
VI.5. Utilize financial management tools and processes to meet strategic goals.	3
VI.6. Facilitate behaviors that embrace cultural understanding and diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Conduct consumer engagement activities.	6
VI.9. Identify principles of management.	3
VI.10. Evaluate training materials.	5

Domain VI. Organizational Management & Leadership	
Competency	**Bloom's Level**
VI.1. Demonstrate fundamental leadership skills.	3
VI.2. Identify the impact of organizational change.	3
VI.3. Identify human resource strategies for organizational best practices.	3
VI.4. Utilize data-driven performance improvement techniques for decision making.	3
VI.5. Utilize financial management processes.	3
VI.6. Examine behaviors that embrace cultural diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Describe consumer engagement activities.	2
VI.9. Identify processes of workforce training for health care organizations.	3

Rationale

VI 8 Revised competency from Bloom's level 6 to Bloom's level 2.

VI.9 This competency was removed. The principles of management are embedded within the other competencies.

VI.9 (formerly VI.10) Revised competency from Bloom's level 5 to Bloom's level 3 and added context.

Blooms Taxonomy Revised for 2018 Curriculum Competencies

Taxonomy Level	Category	Definition	Verbs
1	Remember	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Choose, Define, Find
2	Understand	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present

Adapted from Teacher Created Resources Quick Flip Questions for the Revised Bloom's Taxonomy. (2017). Madison, WI: Edupress.