



Council for Excellence in Education
Health Informatics and Health Information Management

2018 Health Information Management Baccalaureate Degree Curriculum Competencies

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

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

Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Analyze types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	4
I.2. Analyze strategies for the management of information.	5
I.3. Evaluate policies and strategies to achieve data integrity.	5
I.4. Evaluate health record content for compliance across the health care continuum.	5
I.5. Evaluate data dictionaries & data sets for compliance with governance standards.	5

REVISED: Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Compare diverse stakeholder perspectives through the delivery of health care services.	5
I.2. Analyze strategies for the management of information.	4
I.3. Evaluate policies and strategies to achieve data integrity.	5
I.4. Recommend compliance of health record content across the health system.	5
I.5. Utilize classification systems, clinical vocabularies, and nomenclatures.	3
I.6. Evaluate data dictionaries and data sets for compliance with governance standards.	5

Rationale
I.1 Simplified the language and elements of the competency.
I.2 Revised to provide laddering across degree levels.
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.5 Renumbered to I.6.

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Recommend privacy strategies.	5
II.2. Recommend security strategies.	5
II.3. Analyze compliance considerations throughout the health information life cycle.	4

REVISED: Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Recommend privacy strategies for health information.	5
II.2. Recommend security strategies for health information.	5
II.3. Analyze compliance requirements throughout the health information life cycle.	4

Rationale
II.1 and II.2 Applied context to the competencies to provide clarity and show laddering across the degree levels.
III.3 Changed from compliance considerations to compliance requirements.

Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1. Recommend technologies for trend analysis, end user support, decision making, and strategic planning.	5
III.2. Interpret basic descriptive, inferential, institutional, and healthcare statistics.	5
III.3. Create visual representations of data.	6
III.4. Examine principles of research.	4
III.5. Conduct queries using database management techniques.	6
III.6. Identify system specifications to determine interoperability and optimal efficiencies.	3

REVISED: Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1 Examine health informatics concepts for the management of health information.	4
III.2. Analyze technologies for health information management.	4
III.3. Interpret statistics for health services.	5
III.4 Examine health care findings with data visualizations.	4
III.5. Compare research methodologies pertaining to health care.	5
III.6. Manage data within a database management system.	5
III.7 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.5 (now III.6) Revised to clarify the intent of the competency is based on managing data within a database system, not just performing queries.
III.6 (now III.7) Revised to clarify the competency is based on managing data within a database system, not just performing queries.

Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Utilize classification systems, clinical vocabularies, and nomenclatures.	3
IV.2. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	5
IV.3. Manage components of revenue cycle.	5
IV.4 Evaluate compliance with regulatory requirements and reimbursement methodologies.	5

REVISED: Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	5
IV.2. Manage components of the revenue cycle.	5
IV.3. 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.

Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Interpret legal concepts and processes that impact healthcare.	5
V.2. Evaluate compliance with healthcare laws, regulations, and standards.	5
V.3. Analyze key components of risk management.	4
V.4. Analyze how healthcare policy-making both directly and indirectly impacts the regional and national healthcare delivery systems.	4

REVISED: Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Comply with legal processes impacting health information.	5
V.2. Evaluate compliance with external forces.	5
V.3. Analyze components of risk management as related to a health organization.	4
V.4. Analyze the impact of policy on health care.	4

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. Examine fundamental leadership skills.	4
VI.2. Assess the impact of change on processes, people, and systems.	5
VI.3. Analyze human resource strategies for organizational best practices.	4
VI.4. Leverage data-driven performance improvement techniques for decision making.	5
VI.5. Analyze financial management tools and processes to meet strategic goals.	4
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. Examine principles of management.	4
VI.10. Create training materials.	6
VI.11. Recommend project management tools & techniques.	5

REVISED: Domain VI. Organizational Management & Leadership	
Competency	Bloom's Level
VI.1. Facilitate fundamental leadership skills.	4
VI.2. Assess the impact of organizational change.	5
VI.3. Analyze human resource strategies for organizational best practices.	4
VI.4. Leverage data-driven performance improvement techniques for decision making.	5
VI.5. Verify financial management processes.	4
VI.6. Examine behaviors that embrace cultural diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Facilitate consumer engagement activities.	4
VI.9. Facilitate training needs for a healthcare organization.	4
VI.10. Compare project management methodologies to meet intended outcomes.	5

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 6 to Bloom's level 4 and added context.
VI.10. Changed the verb from Recommend to compare.

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.