



Council for Excellence in Education
Health Informatics and Health Information Management

2018 Health Information Management Graduate 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		REVISED: Domain I. Data Structure, Content, and Information Governance		Rationale
Competency	Bloom's Level	Competency	Bloom's Level	
I.1. Evaluate types of health care organizations, services, and personnel, including interrelationships and needs of stakeholders across health care delivery systems.	5	I.1 Assess healthcare delivery systems across diverse stakeholder perspectives.	5	I.1 Simplified the language and elements of the competency.
I.2. Develop strategies for the management of information.	6	I.2. Develop strategies for the management of information.	6	I.4 Revised the verb and context of the competency based on feedback and support laddering across the degree levels.
I.3. Develop strategies to achieve data integrity with data governance standards.	6	I.3. Develop strategies to achieve data integrity with data governance standards.	6	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.
I.4. Evaluate health record content for compliance across the health care continuum.	5	I.4. Integrate health record requirements across the health industry.	5	
I.5. Design data dictionaries in compliance with governance standards.	6	I.5. Analyze the impact of classification systems, clinical vocabularies, and nomenclatures on the healthcare continuum.	5	
		I.6. Design data dictionaries in compliance with governance standards.	6	

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. Develop privacy strategies.	6	II.1. Develop privacy strategies for health information.	6	II.1 and II.2 Applied context to the competencies to provide clarity and laddering across the degree levels.
II.2. Develop security strategies.	6	II.2. Develop security strategies for health information.	6	III.3 Changed from compliance considerations to compliance requirements.
II.3. Determine compliance considerations throughout the health information life cycle.	5	II.3. Determine compliance requirements throughout the health information life cycle.	5	

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, institutional, and health care statistics.	5
III.3. Create visual representations of data.	6
III.4. Propose evidence based research.	6
III.5. Design 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 Recommend solutions using health informatics strategies.	5
III.2. Perform data analysis of health information within a statistical application.	4
III.3. Present data visually through a computerized application.	6
III.4. Propose a research initiative for organizational effectiveness.	6
III.5 Create organizational knowledge with database management techniques.	6
III.6. Recommend organizational strategies for the exchange of health information.	5

Rationale
III.1 Simplified the language and elements of the competency.
III.2 Revised based on Bloom's Taxonomy structure and laddering across degree levels.
III.3 Revised to provide laddering across degree levels.
III.4 Revised to provide the appropriate Bloom's competency structure and to add context.
III.5 DM Revised to clarify the competency.
III.6 DM Revised to clarify the competency.

Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Analyze classification systems, clinical vocabularies and nomenclatures and the impact on the health care continuum.	4
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 health care.	5
V.2. Develop strategies for compliance with health care laws, regulations, and standards.	6
V.3. Evaluate key components of risk management.	5
V.4. Evaluate how health care policy-making both directly and indirectly impacts the regional, national and global health care delivery systems.	5
V.5. Develop strategies for detecting and preventing fraud.	5

REVISED: Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Assess legal processes impacting health information.	5
V.2. Develop strategies for compliance with external forces.	6
V.3. Evaluate risk management strategies across the health continuum.	5
V.4. Evaluate the impact of policy on health care.	5
V.5. Recommend strategies for detecting and preventing healthcare fraud.	5

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. Leverage fundamental leadership skills.	5
VI.2. Recommend strategies for change on processes, people, and systems.	5
VI.3. Determine human resource strategies for organizational best practices.	5
VI.4. Formulate data-driven decisions to meet strategic goals.	6
VI.5. Evaluate financial management tools and processes to meet strategic goals.	5
VI.6. Recommend strategies that promote cultural understanding and diversity.	5
VI.7. Develop strategies based on ethical standards of practice.	6
VI.8. Conduct consumer engagement activities.	6
VI.9. Evaluate principles of management.	5
VI.10. Design training programs.	6
VI.11. Manage projects based on project management techniques.	5

REVISED: Domain VI. Organizational Management & Leadership	
Competency	Bloom's Level
VI.1. Leverage fundamental leadership skills.	5
VI.2. Recommend strategies for organizational change.	5
VI.3. Determine human resource strategies for organizational best practices.	5
VI.4. Formulate data-driven decisions to meet strategic goals.	6
VI.5. Recommend financial management processes.	5
VI.6. Recommend strategies that promote cultural diversity.	5
VI.7. Develop strategies based on ethical standards of practice.	6
VI.8. Assess consumer engagement activities.	5
VI.9. Propose a training program for a health care work force.	6
VI.10. Recommend project management methodologies to meet intended outcomes.	5

Rationale
VI. 5 And VI.6 Simplified the language of the competency.
VI. 8 Revised competency from Bloom's level 6 to Bloom's level 5.
VI.9 This competency was removed. The principles of management are embedded within the other competencies.
VI.9 (formerly VI.10) and VI.10 (formerly VI.11) Revised the verb and context of the competency.

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.