



2018 Health Information Management Curricula Competencies

Associate DM: Competency for Associate Degree Data Management Track

Associate RM: Competency for Associate Degree Revenue Management Track

Associate: The DM and RM competencies are to be completed in addition to all other competencies, specific to the program's chosen specialization. Curricula Guidance is provided in a separate document

Domain I. Data Structure, Content, and Information Governance					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
I.1. Describe health care organizations from the perspective of key stakeholders.	2	I.1. Compare diverse stakeholder perspectives through the delivery of health care services.	5	I.1 Assess healthcare delivery systems across diverse stakeholder perspectives.	5
I.2. Apply policies, regulations, and standards to the management of information.	3	I.2. Analyze strategies for the management of information.	4	I.2. Develop strategies for the management of information.	6
I.3. Identify policies and strategies to achieve data integrity.	3	I.3. Evaluate policies and strategies to achieve data integrity.	5	I.3. Develop strategies to achieve data integrity with data governance standards.	6
I.4. Determine compliance of health record content within the health organization.	5	I.4. Recommend compliance of health record content across the health system.	5	I.4. Integrate health record requirements across the health industry.	5
I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2	I.5. Utilize classification systems, clinical vocabularies, and nomenclatures.	3	I.5. Analyze the impact of classification systems, clinical vocabularies, and nomenclatures on the healthcare continuum.	5
I.6. Describe components of data dictionaries and data sets.	2	I.6. Evaluate data dictionaries and data sets for compliance with governance standards.	5	I.6. Design data dictionaries in compliance with governance standards.	6
I.6. DM Evaluate data dictionaries and data sets for compliance with governance standards.	5				

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
II.1. Apply privacy strategies to health information.	3	II.1. Recommend privacy strategies for health information.	5	II.1. Develop privacy strategies for health information.	6
II.2. Apply security strategies to health information.	3	II.2. Recommend security strategies for health information.	5	II.2. Develop security strategies for health information.	6
II.3. Identify compliance requirements throughout the health information life cycle.	3	II.3. Analyze compliance requirements throughout the health information life cycle.	4	II.3. Determine compliance requirements throughout the health information life cycle.	5

Domain III. Informatics, Analytics, and Data Use					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
III.1. Apply health informatics concepts to the management of health information.	3	III.1 Examine health informatics concepts for the management of health information.	4	III.1 Recommend solutions using health informatics strategies.	5
III.2. Utilize technologies for health information management.	3	III.2. Analyze technologies for health information management.	4	III.2. Perform data analysis of health information within a statistical application.	4
III.3. Calculate statistics for health care operations.	3	III.3. Interpret statistics for health services.	5	III.3. Present data visually through a computerized application.	6
III.4. Report health care data through graphical representations.	3	III.4 Examine health care findings with data visualizations.	4	III.4. Propose a research initiative for organizational effectiveness.	6
III.5. Describe research methodologies used in health care.	2	III.5. Compare research methodologies pertaining to health care.	5	III.5 Create organizational knowledge with database management techniques.	6
III.6. Describe the concepts of managing data.	3	III.6. Manage data within a database management system.	5	III.6. Recommend organizational strategies for the exchange of health information.	5
III.7. Summarize standards for the exchange of health information.	2	III.7 Identify standards for exchange of health information.	3		
III.6. DM Manage data within a database system.	5				
III.7. DM Identify standards for exchange of health information.	3				

Domain IV. Revenue Cycle Management					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
IV.1. Recognize assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	2	IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	5	IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	5
IV.2. Describe components of revenue cycle management and clinical documentation improvement.	2	IV.2. Manage components of the revenue cycle.	5	IV.2. Manage components of the revenue cycle.	5
IV.3. Summarize regulatory requirements and reimbursement methodologies.	2	IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.	5	IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.	5
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				

Domain V. Health Law & Compliance					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
V.1. Apply legal processes impacting health information.	3	V.1. Comply with legal processes impacting health information.	5	V.1. Assess legal processes impacting health information.	5
V.2. Demonstrate compliance with external forces.	3	V.2. Evaluate compliance with external forces.	5	V.2. Develop strategies for compliance with external forces.	6
V.3. Identify the components of risk management related to health information management.	3	V.3. Analyze components of risk management as related to a health organization.	4	V.3. Evaluate risk management strategies across the health continuum.	5
V.4. Identify the impact of policy on health care.	3	V.4. Analyze the impact of policy on health care.	4	V.4. Evaluate the impact of policy on health care.	5
				V.5. Recommend strategies for detecting and preventing health care fraud.	5

Domain VI. Organizational Management & Leadership					
Associate	Bloom's Level	Baccalaureate	Bloom's Level	Graduate	Bloom's Level
VI.1. Demonstrate fundamental leadership skills.	3	VI.1. Facilitate fundamental leadership skills.	4	VI.1. Leverage fundamental leadership skills.	5
VI.2. Identify the impact of organizational change.	3	VI.2. Assess the impact of organizational change.	5	VI.2. Recommend strategies for organizational change.	5
VI.3. Identify human resource strategies for organizational best practices.	3	VI.3. Analyze human resource strategies for organizational best practices.	4	VI.3. Determine human resource strategies for organizational best practices.	5
VI.4. Utilize data-driven performance improvement techniques for decision making.	3	VI.4. Leverage data-driven performance improvement techniques for decision making.	5	VI.4. Formulate data-driven decisions to meet strategic goals.	6
VI.5. Utilize financial management processes.	3	VI.5. Verify financial management processes.	4	VI.5. Recommend financial management processes.	5
VI.6. Examine behaviors that embrace cultural diversity.	4	VI.6. Examine behaviors that embrace cultural diversity.	4	VI.6. Recommend strategies that promote cultural diversity.	5
VI.7. Assess ethical standards of practice.	5	VI.7. Assess ethical standards of practice.	5	VI.7. Develop strategies based on ethical standards of practice.	6
VI.8. Describe consumer engagement activities.	2	VI.8. Facilitate consumer engagement activities.	4	VI.8. Assess consumer engagement activities.	5
VI.9. Identify processes of workforce training for health care organizations.	3	VI.9. Facilitate training needs for a healthcare organization.	4	VI.9. Propose a training program for a health care work force.	6
		VI.10. Compare project management methodologies to meet intended outcomes.	5	VI.10. Recommend project management methodologies to meet intended outcomes.	5

Supporting Body of Knowledge
Anatomy and Physiology
Computer Concepts and Applications
MATH Statistics
Medical Terminology
Pathophysiology and Pharmacology

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.