2018 Health Information Management Curriculum

Revision Process

With the utilization of a survey tool for each degree level, the Curricula workgroup was able to develop a strategic approach to the revision to the curriculum. In addition to the survey results, feedback from the presentation of the curricula at AOE and during three webinars was also taken in to consideration.

The responses from the draft curriculum surveys for each degree level were reviewed utilizing a quantitative and qualitative approach and prioritizing the curriculum revisions. While all competencies were reviewed, some competencies were identified as a high priority in addressing the revisions. First, an analysis of all the responses on the Bloom's level questions was completed to categorize each competency as a High, Moderate, or Low priority based on the percentage of responses indicating if the Bloom's taxonomy level was too high or too low. In addition, Competencies that were the same Bloom's Taxonomy level across all degree levels were identified as a high priority. All individual comments were reviewed as each competency was reviewed individually within its degree level and across all degree levels.

The following revisions described below relate to the curriculum as a whole. Revisions as they relate to individual competencies are provided with the revised curriculum.

Rationale

Broad Based competencies
The curriculum has been designed with a priority on flexibility. It is critical for programs to have the freedom to create activities that reflect value in their unique service areas. Innovation and relevance are cornerstones to meaningful education and demonstrate value to employers. Though the competency may indicate a broad content area, the activity should be designed to align with the spirit of the competency and at the indicated level of learning. The Bloom's Taxonomy level listed with the competency is the level of accomplishment, not the level of introduction. It is also the minimum requirement. Educators may make the decision to teach a competency at a higher level, as appropriate for the program.

Specific terminology has been removed from the competencies and has been placed in the curricular guidance. For example broad terms such as laws and regulations have been used in place of the specific regulation. Names of laws and regulations, such as HIPAA are provided in the corresponding curriculum guidance.

Statistics in the 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.

Coding Role

With a reliance on tools and systems, the Coding role is changing. Technology and ICD 11 will impact the way coding is conducted. Coding continues to be covered at the foundational level in the Associate competencies and at a deeper level in the Revenue Management pathway. The new competencies will provide programs the flexibility to provide specific content, as appropriate to their service areas, preparing students for the unique nature of their marketplaces. Currently, educational institutions adjust the level of coding education based on market demand and geographic location.

Bloom's table

The revised Bloom's table included with the competencies has been created to provide a common language for the AHIMA competencies specifically. Using other Bloom's tables may confuse efforts to create activities at the appropriate level. The Bloom's Taxonomy level listed with the competency is the level of accomplishment, not the level of introduction. It is also the minimum requirement. Educators may make the decision to teach a competency at a higher level, as appropriate for the program. Updated definitions of the Bloom's taxonomy levels have been provided with the final version of the competencies.

Curricular Guidance

Curricular Guidance resources have been developed for each academic level. These are currently in a draft format and will need to be revised with the final curriculum. The intention is to provide educators with suggested learning resources, examples, potential websites, and other ideas for educators' consideration only. In a spirit of academic freedom, it is ultimately each educator's responsibility to choose whichever learning resources they prefer to use in their courses, curriculum and program. There is no expressed nor implied guarantee that using a listed resource meets a given HIM competency, Bloom's level or accreditation standard. The new Curricular Guidance resources replace the previous Curricular Considerations and are now maintained separately from the HIM Curricular Competencies, which provides much more flexibility with keeping the Curricular Guidance resources current. Content suggestions for a specific competency provided through the surveys will be added to the Curricular Guidance documents.

Specialization track in the Associate Degree

The Associate Degree curriculum has been designed with a core curriculum that is required for all associate degree level program and additional competencies that represent a Data Management (DM) and Revenue Management (RM) specialty tracks. The determination of DM and RM as curricular pathways was identified after analysis of a number of sources including the HIMR Market Research results. These pathways will provide stronger foundations for Associate students and will allow programs to tailor activities reflecting current demands of their unique marketplaces. When developing the curriculum, it was the intent that Institutions must choose at least one program pathway and can adopt both program pathways, at their discretion. The survey and open session feedback is very resistant to this change.

Certification & Accreditation

All comments received from the survey have been provided to CAHIIM and CCHIIM.