



# Draft 2018 Health Information Management Graduate Degree Curriculum Competencies

## Additional Notes

Pink shading indicates a 2018 HIM Competency where the skill and knowledge requirement is applicable across the associate, baccalaureate, and graduate academic levels. However, the AHIMA-revised Bloom's Taxonomy level at which the skill or knowledge is taught is typically higher at the baccalaureate and graduate academic levels.

Curriculum Guidance is provided in a separate document.

## Domain I. Data Structure, Content, and Information Governance

Competency	Bloom's Level
I.1. Evaluate types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	5
I.2. Develop strategies for the management of information.	6
I.3. Develop strategies to achieve data integrity with data governance standards.	6
I.4. Evaluate health record content for compliance across the healthcare continuum.	5
I.5. Design data dictionaries in compliance with governance standards.	6

## Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security

Competency	Bloom's Level
II.1. Develop privacy strategies.	6
II.2. Develop security strategies.	6
II.3. Determine compliance considerations 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, inferential, institutional, and healthcare 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

## Domain IV. Revenue Cycle Management

Competency	Bloom's Level
IV.1. Analyze classification systems, clinical vocabularies and nomenclatures and the impact on the healthcare 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

<b>Domain V. Health Law &amp; Compliance</b>	
<b>Competency</b>	<b>Bloom's Level</b>
V.1. Interpret legal concepts and processes that impact healthcare.	5
V.2. Develop strategies for compliance with healthcare laws, regulations, and standards.	6
V.3. Evaluate key components of risk management.	5
V.4. Evaluate how healthcare policy-making directly and indirectly impacts regional, national and global healthcare delivery systems.	5
V.5. Develop strategies for detecting and preventing fraud.	5

<b>Domain VI. Organizational Management &amp; Leadership</b>	
<b>Competency</b>	<b>Bloom's Level</b>
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

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

**AHIMA-revised Bloom’s Taxonomy for 2018 HIM Curriculum Competencies**

Note: In this modified Bloom’s Taxonomy table, a verb is listed at only one Taxonomy Level. In other Bloom’s Taxonomy tables, a verb such as “analyze” may be listed at two different levels. However, in the AHIMA competency documents, a verb represents the level at which it is shown on this modified Bloom’s table.

<b>Taxonomy Level</b>	<b>Category</b>	<b>Definition</b>	<b>Verbs</b>
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present