

Comparison: Draft 2018 HIM Curricula Competencies and 2014 Competencies

Draft 2018 HIM Curricula Competencies	2014 HIM Curricula Competencies
6 Domains	6 Domains
Subdomains - No	Subdomains - Yes
<p>Competencies</p> <ul style="list-style-type: none"> • Broadly-defined competencies represent the areas of mastery important for all HIM students and practitioners, regardless of academic degree; span across all academic levels • The Associate-level allows the selection of additional Data Management and/or Revenue Management competencies (programs may select one specialty track or both) • Much broader in nature, which provides programs with much more flexibility to meet employer needs within their region 	<p>Competencies</p> <ul style="list-style-type: none"> • Very detailed and very specific competencies; less flexibility to meet employer needs • Specialty competencies were not required but were recommended
AHIMA-revised Bloom’s Taxonomy table is the official source for determination of required Bloom’s Taxonomy levels	
Curriculum Guidance resources will be maintained separately, which will provide greater flexibility to adapt content according to evolving program needs	
Supporting Body of Knowledge includes Pathophysiology and Pharmacology, Anatomy and Physiology, Medical Terminology, Computer Concepts and Applications, Math Statistics	Supporting Body of Knowledge includes Pathophysiology and Pharmacology, Anatomy and Physiology, Medical Terminology, Computer Concepts and Applications and Statistics
<p>Key considerations in the draft 2018 HIM Curricula Competencies:</p> <p>Progression - the competencies provide a foundation in which HIM skills and knowledge can be acquired in a learning progression or hierarchy across all academic levels</p> <p>Transferability - provides a more-streamlined framework for academic credits to seamlessly transfer between academic programs</p> <p>Stackable - align certification processes and credentials with workforce, industry and education needs</p> <p>Laddering - is closely-related to progression and transferability, in education as well as within industry. Both are critical components of HIM Reimagined, intended to deliver a thoughtful, purposeful educational roadmap across all academic levels and professional practice. Academic competencies outline progression and transferability through the academic environment. AHIMA’s Career Map demonstrates promotion and transition pathways for HIM practitioners to move from entry to mid to advanced to mastery-level positions</p>	Curriculum model met workforce and education needs at that time; industry is evolving and requires a new curriculum model to meet current and future workforce and education needs