



Draft 2018 Health Information Management CURRICULUM CROSSWALK (2018 Curricula mapped to 2014 Curriculum Maps)

Council for Excellence in Education
Health Informatics and Health Information Management

The entries in this crosswalk document are not necessarily exact matches from the previous version of the curriculum maps. This document is intended to provide guidance to programs as they transition to the new curriculum; however, a thorough assessment should be conducted in each academic program.

Additional Notes
DM: Competency for Associate Degree Data Management Specialty Track.
RM: Competency for Associate Degree Revenue Management Specialty Track.
Associate Degree: Schools may elect to teach one or both specialty tracks. Each student would enroll into either the DM or RM specialty track. The DM and RM competencies are to be completed in addition to all other competencies, specific to the program’s specialization.
Curricula Guidance is provided in a separate document.
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.

Domain I. Data Structure, Content, and Information Governance					
Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
I.1. Identify types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	VI.A.1 I.B.4 VI.F.3	I.1. Analyze types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	I.D.3 III.D.4 VI.F.5	I.1. Evaluate types of healthcare organizations, services, and personnel, including interrelationships and needs of stakeholders across healthcare delivery systems.	VI.F.4 I.D.3 III.B.5

Draft 2018 HIM Curriculum Crosswalk

I.2. Apply policies, regulations, and standards to the management of information.	I.B2 I.B.3 I.C.1 I.D.1 VI.F.4	I.2. Analyze strategies for the management of information.	I.C.4 I.C.1 I.E.1 III.B.1 III.B.2 VI.K.1	I.2. Develop strategies for the management of information.	I.D.1 I.E.1 I.C.1 I.C.2 I.C.3 I.D.3 I.D.4 I.E.1 III.B.1 III.B.3 III.B.4 III.B.5
I.3. Identify policies and strategies to achieve data integrity.	I.E.1 I.E.2	I.3. Evaluate policies and strategies to achieve data integrity.	I.D.2 I.D.4 III.G.1 III.G.2 III.G.3 III.H.4 III.H.5	I.3. Develop strategies to achieve data integrity with data governance standards.	I.C.1 I.C.2 I.C.3 III.H.1 III.H.2 III.B.4 III.H.3 V.D.1
I.4. Evaluate health record content for compliance across the healthcare continuum.	III.H.1	I.4. Evaluate health record content for compliance across the healthcare continuum.	I.B.1	I.4. Evaluate health record content for compliance across the healthcare continuum.	I.A.1 I.B.1
I.5. DM Evaluate data dictionaries and data sets for compliance with governance standards.	VI.K.1	I.5. Evaluate data dictionaries and data sets for compliance with governance standards.	I.C.1 I.C.2 I.C.3 I.E.1	I.5. Design data dictionaries in compliance with governance standards.	III.A.7 V.A.1 I.A.2 I.E.1

Draft 2018 HIM Curriculum Crosswalk

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security					
Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
II.1. Apply privacy strategies.	II.B.1 II.C.1 III.A.2	II.1. Recommend privacy strategies.	II.B.1 II.C.1	II.1. Develop privacy strategies.	II.B.1 III.B.2
II.2. Apply security strategies.	II.B.1 II.C.1	II.2. Recommend security strategies.	II.B.2 II.B.4 II.C.2 III.H.1 III.H.2	II.2. Develop security strategies.	II.B.1 III.B.2
II.3. Identify compliance considerations throughout the health information life cycle.	II.B.2 II.B.3 III.G.1	II.3. Analyze compliance considerations throughout the health information life cycle.	II.B.3	II.3. Determine compliance considerations throughout the health information life cycle.	III.B.1 II.C.1 V.A.2
Domain III. Informatics, Analytics, and Data Use					
Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
III.1. Utilize technologies for trend analysis, end-user support, decision making, and strategic planning.	III.B.1 III.B.2 III.C.1 III.D.2	III.1. Recommend technologies for trend analysis, end-user support, decision making, and strategic planning.	III.A.1 III.A.2 III.A.3	III.1. Recommend technologies for trend analysis, end-user support, decision making and strategic planning.	III.A.1 III.A.2 III.A.3 III.A.4 III.A.5 III.A.6 III.B.3 III.B.4 III.C.1 III.C.2 III.D.2 VI.C.1
III.2. Calculate basic descriptive, institutional, and healthcare statistics.	III..1	III.2. Interpret basic descriptive, inferential, institutional, and healthcare statistics.	III.D.1 III.D.2	III.2. Interpret basic descriptive, inferential, institutional, and healthcare statistics.	III.D.1 III.D.2
III.3. Create visual representations of data.	I.D.2 II.A.1	III.3. Create visual representations of data.	I.D.5	III.3. Create visual representations of data.	I.D.2 III.C.3

Draft 2018 HIM Curriculum Crosswalk

III.4. Identify common research methods.	III.E.1	III.4. Examine principles of research.	III.E.1 III.E.2	III.4. Propose evidence-based research.	III.E.1 III.E.2 III.E.3 VI.F.2 VI.H.2
III.5. DM Conduct queries using database management techniques.	II.A.1 III.C.2 VI.K.1	III.5. Conduct queries using database management techniques.	III.C.2 III.C.5 III.C.6	III.5. Design queries using database management techniques.	III.C.1 III.C.2 VI.C.1
III.6. DM Identify system specifications to determine interoperability and optimal efficiencies.	III.A.1	III.6. Identify system specifications to determine interoperability and optimal efficiencies.	III.A.5 III.A.6	III.6. Identify system specifications to determine interoperability and optimal efficiencies.	III.A.1 III.A.2 III.A.3 VI.C.1 VI.C.2

Domain IV. Revenue Cycle Management

Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
IV.1. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	I.A.1	IV.1. Utilize classification systems, clinical vocabularies, and nomenclatures.	I.A.1 I.A.2 I.A.3	IV.1. Analyze classification systems, clinical vocabularies and nomenclatures and the impact on the healthcare continuum.	I.A.1 I.A.2 V.B.1
IV.2. Recognize assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	1.A.2 I.A.3 I.A.4	IV.2. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	I.A.4 V.B.1 V.B.2 V.B.3 V.D.1 V.D.2	IV.2. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	V.B.1
IV.3. Describe components of revenue cycle management and clinical documentation improvement.	IV.A.1 V.B.1 V.B.2 V.D.1	IV.3. Manage components of revenue cycle.	IV.A.1 IV.A.2 IV.A.3	IV.3. Manage components of revenue cycle.	IV.A.1 IV.A.4 V.C.1
IV.4. RM Evaluate compliance with regulatory requirements and reimbursement methodologies.	I.B.1 V.D.1 V.D.2	IV.4 Evaluate compliance with regulatory requirements and reimbursement methodologies.	I.B.2 I.B.3 IV.A.4 V.C.1	IV.4. Evaluate compliance with regulatory requirements and reimbursement methodologies.	V.A.2 V.A.3 V.D.1 IV.A.2 IV.A.3

Draft 2018 HIM Curriculum Crosswalk

IV.5. RM Evaluate revenue cycle processes.	IV.A.2				
IV.6. RM Determine diagnosis and procedure codes according to official guidelines.	I.A.1 I.A.2 I.A.3 I.A.4				
Domain V. Health Law & Compliance					
Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
V.1. Articulate legal terms and processes that impact healthcare.	II.A.1 II.A.2 V.A.1	V.1. Interpret legal concepts and processes that impact healthcare.	II.A.1 II.A.2	V.1. Interpret legal concepts and processes that impact healthcare.	II.A.1
V.2. Demonstrate compliance with laws, regulations, and standards.	II.A.3 V.A.2 V.A.3	V.2. Evaluate compliance with healthcare laws, regulations, and standards.	II.A.2 VI.F.1	V.2. Develop strategies for compliance with healthcare laws, regulations, and standards.	II.A.1 III.B.3
V.3. Identify key components of risk management.	V.C.1	V.3. Analyze key components of risk management.	III.H.1	V.3. Evaluate key components of risk management.	V.C.1 VI.1.3
V.4. Analyze how healthcare policy-making directly and indirectly impacts regional and national healthcare delivery systems.	V.A.1 V.A.3 V.B.1 VI.F.2	V.4. Analyze how healthcare policy-making directly and indirectly impacts regional and national healthcare delivery systems.	V.A.1 V.A.2 VI.F.4	V.4. Evaluate how healthcare policy-making directly and indirectly impacts regional, national and global healthcare delivery systems.	III.B.2 III.G.1 III.F.1 V.A.3 VI.F.3
Domain VI. Organizational Management & Leadership					
Associate	Crosswalk to 2014	Baccalaureate	Crosswalk to 2014	Graduate	Crosswalk to 2014
VI.1. Demonstrate fundamental leadership skills.	VI.A.1 VI.A.2 VI.I.1	VI.1. Examine fundamental leadership skills.	VI.A.1 VI.A.2 VI.A.3 VI.A.4 VI.A.5 VI.A.6 VI.J.1 VI.J.2	VI.1. Leverage fundamental leadership skills.	III.A.5 III.B.5 VI.A.1 VI.A.2 VI.A.3 VI.D.1 VI.F.4 VI.F.5 VI.J.1 VI.k.2 VI.K.3

Draft 2018 HIM Curriculum Crosswalk

VI.2. Identify the impact of change on processes, people, and systems.	IV.B.1 VI.C.1	VI.2. Assess the impact of change on processes, people, and systems.	VI.B.1 VI.C.1 VI.C.2 VI.C.3	VI.2. Recommend strategies for change on processes, people, and systems.	III.A.6 IV.B.1 VI.C.1 VI.C.2 VI.D.1 VI.F.5 VI.J.1 VI.J.2
VI.3. Identify human resource strategies for organizational best practices.	VI.A.3 VI.D.1 VI.D.2 VI.D.3 VI.E.1 VI.E.2	VI.3. Analyze human resource strategies for organizational best practices.	VI.D.1 VI.D.2 VI.D.3 VI.D.4 VI.D.5	VI.3. Determine human resource strategies for organizational best practices.	VI.D.1 VI.E.1 VI.F.6
VI.4. Utilize data-driven performance improvement techniques for decision making.	VI.C.3 VI.F.1	VI.4. Leverage data-driven performance improvement techniques for decision making.	III.C.1 III.C.3 III.C.4 III.H.3 III.H.4	VI.4. Formulate data-driven decisions to meet strategic goals.	III.A.5 III.C.2 III.D.2 III.H.3 VI.C.1 VI.C.2 VI.F.1 VI.K.2
VI.5. Utilize financial management tools and processes to meet strategic goals.	VI.C.2 VI.E.2 VI.F.5 VI.G.3 VI.G.1 VI.G.2	VI.5. Analyze financial management tools and processes to meet strategic goals.	VI.G.1 VI.G.2 VI.G.3	VI.5. Evaluate financial management tools and processes to meet strategic goals.	VI.F.1 VI.F.2 VI.F.6 VI.G.1
VI.6. Facilitate behaviors that embrace cultural understanding and diversity.	VI.H.3 VI.H.4	VI.6. Facilitate behaviors that embrace cultural understanding and diversity.	VI.H.2 VI.H.3 VI.H.4	VI.6. Recommend strategies that promote cultural understanding and diversity.	VI.H.4 VI.H.5
VI.7. Assess ethical standards of practice.	VI.H.1 VI.H.2	VI.7. Assess ethical standards of practice.	VI.H.1	VI.7. Develop strategies based on ethical standards of practice.	VI.H.1 VI.H.3
VI.8. Conduct consumer engagement activities.	III.F.1	VI.8. Conduct consumer engagement activities.	III.F.1	VI.8. Conduct consumer engagement activities.	I.D.3 III.F.1

Draft 2018 HIM Curriculum Crosswalk

VI.9. Identify principles of management.	VI.J.1	VI.9. Examine principles of management.	VI.A.4 VI.F.3 VI.F.5	VI.9. Evaluate principles of management.	VI.K.1 VI.K.2 VI.K.3
VI.10. Evaluate training materials.	VI.E.1 VI.E.2	VI.10. Create training materials.	II.B.5	VI.10. Design training programs.	VI.H.3
		VI.11. Recommend project management tools & techniques.	VI.A.3 VI.F.6 VI.I.1 VI.I.2 VI.I.3 VI.I.4	VI.11. Manage projects based on project management techniques.	VI.I.1 VI.I.2 VI.I.3 VI.J.1

Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)

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.

Taxonomy Level	Category	Definition	Verbs
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