



HIM Reimagined

Transformation starts with you.

AHIMA's HIM Reimagined (HIMR) initiative aims to ensure that current and future professionals are prepared for the future of HIM in the rapidly changing environment that is a result from changes in healthcare, technology, and education. The HIMR initiative was led by a core HIMR team whose work spanned nine-months – from June 2016 to March 2017. With significant input from many stakeholders including: members of the AHIMA Board; members of the CAHIIM; The Commission on Certification for Health Informatics and Information Management (CCHIIM) and AHIMA Foundation Boards; members of the House of Delegates; CSA leaders; external reviewers from HIMSS, HFMA, CHIME and others; and, following multiple public comment periods, the HIMR team developed four recommendations:

1. Increase the number of AHIMA members who hold relevant graduate degrees (e.g. HIM, Health Informatics, MBA, MD, M.Ed, PhD, etc.) to 20 percent of total membership within 10 years.
2. In collaboration with other health and health-related organizations, in the public and private sectors, build a mechanism to ensure availability of research that supports health informatics and information management.
3. Increase the opportunities for specialization across all levels of the HIM academic spectrum through curricula revision, while retaining a broad foundation in health information management and analytics.
4. Boost the RHIA credential to be recognized as the standard for HIM generalist practice and the RHIT (+Specialty) as the technical level of practice.

Visit the [HIM Reimagined](https://www.ahima.org/HIMR) website to learn more.

In recognition of **recommendation #4** the RHIT to RHIA proviso opportunity became available in July of 2017. CCHIIM amended the eligibility criteria to sit for the [RHIA Certification Exam](#) for individuals who hold the RHIT. Individuals who have the RHIT will be eligible for the RHIA exam through December 31, 2021, if they have received a baccalaureate degree or higher from a regionally accredited institution or nationally recognized accreditor (official sealed transcripts must be sent to AHIMA for verification); and received their RHIT credential on or before August 31, 2018; and have complied with the Standards for Maintenance of the RHIT credential. These time-limited criteria are a provision of the HIM Reimagined Initiative, which aims to prepare HIM professionals for the jobs of the future.

To date 177 individuals have passed the RHIA exam under the proviso and 111 are awaiting testing dates.

In response to HIMR **recommendation #3**, the Council for Excellence in Education (CEE) Curriculum Workgroup developed the draft for 2018 HIM Curricula Competencies and related resources. The draft competencies aim to align HIM education with the skills and knowledge required to meet long-term future HIM workforce needs. The updated competencies will serve as the new foundation to prepare HIM professionals for current, evolving, and future roles in the healthcare workforce.

The development of the 2018 HIM Curricula Competencies draft involved thoughtful and purposeful intent to deliver a carefully crafted educational roadmap across all academic levels. Each academic level is composed of six common domains, representing the areas of mastery important for all HIM students and practitioners, regardless of academic degree.

Domain I. Data Structure, Content, and Information Governance

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

Domain III. Informatics, Analytics, and Data Use

Domain IV. Revenue Cycle Management

Domain V. Health Law & Compliance

Domain VI. Organizational Management & Leadership

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Each academic level features the following:

- Competencies
- Associated AHIMA-revised Bloom's Taxonomy Levels
- At the associate degree level, schools may elect to teach one or both of two specialty tracks; Data Management (DM) and Revenue Management (RM). Each student would enroll in the DM and/or RM specialty track. The DM and/or RM competencies are to be completed in addition to the other curricular competencies at the Associate Level
- Curriculum Guidance - separate documents that provide educators with suggested learning resources, examples, potential websites, and other ideas for educators' consideration

Additional resources developed by the CEE Curriculum Workgroup:

- Side-by-Side Progression document outlines the progression of the competencies and AHIMA-revised Bloom's Taxonomy Levels, across all three academic levels.
- Curriculum Crosswalk maps the competencies from the draft 2018 HIM Curricula Competencies to the 2014 HIM Curricular Competencies.
- The Supporting Body of Knowledge has been updated to include Math Statistics, along with Medical Terminology, Pathophysiology and Pharmacology, Anatomy and Physiology, and Computer Concepts and Applications. The addition of Math Statistics supports the need for students to have a stronger statistics foundation.

All HIM professionals have a vested interest in the draft competencies. Key aspects of the draft 2018 HIM Curricula Competencies include:

- **Progression:** Provides a foundation in which HIM skills and knowledge can be acquired in a learning progression across all academic levels.
- **Transferability:** Provides a more streamlined framework for academic credits to seamlessly transfer between academic programs.
- **Stackable:** Aligns certification processes and credentials with workforce, industry, and education needs.
- **Laddering:** Closely related to progression and transferability in education and industry. Both are critical components of HIMR, 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 plan their career progression. While there is no "one-size-fits-all" approach, AHIMA is well-prepared to support HIM professionals' career path planning, preparation, and development to position themselves for the professional practice roles of the future. Additional resources include JAHIMA articles, publications, meetings, webinars, and certifications; many resources are available to help existing HIM practitioners reach their career goals.



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Action item: To review and comment on the draft competencies, visit [Academic Curricula Competencies](#), review the background information posted under the “Draft 2018 HIM Competencies” tab, review the materials on the tabs for each academic level, and then submit your comments via the official survey links at the bottom of each page. Please encourage others to do so as well. **The public comment period closes September 14. Make sure your voice is heard!**

After further refinement following the public comment period, the final competencies are planned to be handed-off to CAHIIM in December 2018.

At the same time as the draft 2018, HIM curricula competencies are being vetted, CCHIIM is starting its work on aligning existing certifications with HIMR and other demands. However, until the competencies are finalized CCHIIM cannot make their final decisions on potential revisions to the existing certification titles and credentials. Watch for further updates on this timeline as they become available.