

**HEALTH INFORMATION MANAGEMENT PROGRAM
BACCALAUREATE DEGREE
STUDENT HANDBOOK**



**WESTERN KENTUCKY UNIVERSITY
Program of Health Information Management
Bowling Green, Kentucky 42101
(270) 745-3548**

W E L C O M E

We are pleased to welcome you into the baccalaureate degree Health Information Management (HIM) Program. This handbook is designed to serve as an introduction and guide to information concerning this program. While student policies that are special to this program are explained in the handbook, please contact the faculty should you have any questions.

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TABLE OF CONTENTS

TOPIC	PAGE
I. Introduction.....	4
II. Goals.....	5
III. Program Requirements	5
IV. WKU Quality Enhancement Plan.....	8
V. Experiential Learning & Professional Practice Experience ...	8
VI. Advisement.....	9
VII. Confidentiality Statement.....	9
VIII. Academic Retention & Program Policies	9
IX. Student Engagement.....	10
X. Awards	10
XI. Student Complaint Procedure.....	10

APPENDICES

A - HIM Program Curriculum	11
B- HIM Program Confidentiality Pledge.....	14
C - HIM Program Policy Statements.....	15
D - HIM Release and Waiver of Liability and Assumption of Risk Agreement.....	18
E - HIM Core Performance Standards.....	19
F - AHIMA Code of Ethics	21
G- WKU Evaluation Plan.....	23

I. INTRODUCTION

Health information management (HIM) is a diverse yet evolving field that incorporates medicine, management, finance, information technology, and law into one dynamic career path. The major in health information management is designed to prepare students with skills and competencies in health data management, data analytics, and informatics, information governance, privacy and security, compliance, clinical documentation improvement, revenue cycle management, medical coding, administering health information technology and administrative and clinical workflow. For more information on careers in the HIM profession go to [AHIMA's Career Map](#).

Job opportunities exist in multiple settings throughout the healthcare industry. These organizations include hospitals, multispecialty clinics and physician practices, long-term care, mental health, and other ambulatory care settings. The profession has seen significant expansion in nonpatient care settings, with careers in managed care and insurance companies, software vendors, consulting services, government agencies, education, and pharmaceutical companies.

According to the Bureau of Labor Statistics the median annual wage for medical and health services managers was \$110,680 in May 2023. Earnings vary by type and size of the facility and level of responsibility. Employment in the field is projected to grow 28% from 2022 to 2032. Other occupations appropriate to this major include health information technologists and medical registrars with a median pay of \$62,990 annually (2024). Medical record specialists have a median pay of \$48,780 per year (2024). The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations. In addition, the federally mandated use of the electronic patient record will require that graduates be knowledgeable in managing computerized health information.

The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)*. Graduates of the baccalaureate program will be eligible to apply to take the Registered Health Information Administrator (RHIA) national certification examination administered by the American Health Information Management Association (AHIMA**) to become a credentialed health information administrator.

II. MISSION AND GOALS

Mission: The Mission of the Health Information Management Program at Western Kentucky University is to provide a comprehensive education, providing students with the skills needed to meet the demands of the healthcare industry and community.

To produce HIM graduates who will meet the entry-level competencies.

Following completion of clinical practice, students will receive satisfactory evaluations from their clinical supervisor.

Students will demonstrate the HIM entry-level competencies by meeting the 2026 CAHIIM Competency requirements.

To offer a high-quality professional curriculum that is continually assessed and improved.

Each CAHIIM Competency (Appendix H) for Health Information Management (HIM) Education at the Baccalaureate Degree Level will be included in the content of at least one course (Appendix A).

Graduating Students will indicate satisfaction with the preparation received through the program's curriculum.

All professional practice sites will provide a satisfactory experience.

The curriculum will reflect current practice within the profession.

Faculty members will advise all HIM students before registration.

The HIM Advisory Committee will review the curriculum to ensure it meets the community's needs.

The specific curriculum requirements of the HIM program are included in this handbook (Appendix A). Students should become familiar with these requirements at the onset of the program. These requirements apply to all students enrolled in this program, and the student should make plans early to comply with all requirements. Because course materials are constantly revised, students should check with their instructor before purchasing any Health Information Management course material.

III. PROGRAM REQUIREMENTS

A. Admission Requirements

Acceptance into the baccalaureate degree HIM program is based on a selective admission process. Western Kentucky University (WKU) is an equal opportunity employer and educational institution committed to providing equal employment and educational opportunities to all individuals. In accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendment Act of 2008, WKU does not discriminate against individuals on the basis of their race, color, ethnicity, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, physical or mental disability, the intersection of these identities or any other characteristic protected under applicable federal, state, or local law. This nondiscrimination policy and practice applies to admissions, employment, and access to and treatment in WKU's educational programs and activities in admission to career and technical education programs and/or activities, or employment practices. In addition, WKU will not conduct business with any vendor who exhibits discriminatory and/or harassing behavior(s). <https://www.wku.edu/eo/nondisc.php>

Applicants for the program are selected based upon the following criteria:

successful completion of HIM 100 (or equivalent) with a grade of "C" or higher and an overall GPA of at least a 2.0.

2. official acceptance to Western Kentucky University. Admission to the college or university does not guarantee admission to the program.

formal application to the Program of Health Information Management.

Students must submit an application to the Program of Health Information Management by

December 1 for admission to the spring semester and by May 1 for admission to the fall semester. Students submitting applications at other times during the calendar year will be assessed on an individual basis. The application may be obtained at <http://www.wku.edu/healthinformationmanagement/>

required criminal background report. (The criminal background report must be initiated through [Student PreCheck](#) or a previous criminal background report completed within the past year may be submitted).

Prior to participating in any professional practice experience (PPE) students are required to provide a recent criminal background report, current immunization records, results of a current drug screen, and professional practice liability insurance. The professional practice sites can deny a student professional practice placement based on the site requirements, including OIG exclusion. Failure to be placed for professional practice experience may result in the student's inability to graduate from the program.

B. Program Acceptance*

Many courses require membership in the American Health Information Management Association in order to access the Body of Knowledge. Please refer to www.ahima.org for additional information on membership.

Additional required documentation **before the Professional Practice Experience (PPE) in HIM 495 includes:**

- a. proof of rubella, rubeola and mumps immunity by positive antibody titers or 2 doses of MMR;
- b. varicella immunity, by positive test for immunity or proof of varicella immunization;
- c. evidence of current immunizations against diphtheria, tetanus, and pertussis within the last ten years
- d. proof of hepatitis B immunization or declination of vaccine
- e. tuberculin test (two-step TB skin test [TST] or QuantiFERON –TB Gold [QFT-G] and/or chest x-ray results with appropriate follow-up within one month of PPE start date
- f. negative drug screen (minimum 7 panel) **within one month of PPE start date or as determined by the PPE site** (a positive drug screen will result in dismissal of program and the student will not be able to participate in the Professional Practice Experience).
- g. proof of student professional liability insurance. Insurance can be obtained through www.proliability.com. At a minimum, students must have \$1,000,000/\$3,000,000 coverage.

h. additional background report.

*the above requirements for the PPE may be modified, expanded, or waived by the PPE site (for example, the PPE site may have additional requirements or, if the student is an employee of the PPE site, the site may waive the requirements).

Copies of the above will be submitted to the Professional Practice Experience (PPE) site upon request. Students who do not submit the above information by the deadline may be dropped from the program without further notice. Students may reapply to the program the following semester.

IV. WKU QUALITY ENHANCEMENT PLAN

In support of the mission of Western Kentucky University Evidence & Argument, the WKU Quality Enhancement Plan, seeks to help students develop abilities in Evidence-Gathering, Sense-Making, and Argumentation. Curriculum has been developed to meet these skills. More information on the Quality Enhancement Plan can be found at [Evidence & Argument Quality Enhancement Plan](#).

V. EXPERIENTIAL LEARNING AND THE PROFESSIONAL PRACTICE EXPERIENCE

The purpose of experiential learning is for the student to actively participate in real-world activities to promote their learning, engagement, self-reflection, and skills. Experiential Learning can occur within the classroom setting or outside of the classroom setting.

Students starting in their first semester of the HIM program and continuing through their last semester will engage in experiential learning through classroom activities that simulate the real-world. Students will use software such as EHRGO, a simulated electronic health record; VLab, a healthcare virtual lab comprised of software applications, such as 3-M coding software, drChrono, EDCO Solcom EDMS, Meditech, and Nuance Clintegrity Encoder; Tableau, Excel, Mediasite Video Recording, and other software. Students will also work with real-world databases, laws, standards, regulations, research, and other sources and complete projects and activities as they would in a job.

As the final course in the curriculum, the HIM student will complete external experiential learning through a three (3) to six (6) credit hours professional practice experience (PPE) onsite or remotely. Professional Practice Experience (PPE) requirements will be determined based on previous professional practice experience and/or a voluntary submission of a portfolio describing work experience. The HIM 495 Capstone Professional Practice Experience course is required and tuition must be paid. The student must also successfully complete a comprehensive mock examination to show entry-level competencies.

During the PPE students are expected to submit daily or weekly summaries to the PPE faculty. After the PPE the students are expected to submit a Project Report and an Organization Report to both the clinical supervisor and PPE faculty. After completion of the PPE, the students must complete a survey related to their preparation for the course.

Approved sites include acute care hospitals, ambulatory care centers, long term care facilities, health departments, psychiatric facilities, health insurance agencies, or other appropriate sites who offer experience in health/medical management. **Students are responsible for contacting the HIM director or equivalent at the site requesting PPE placement. Upon acceptance by the site, the student must submit this information to the faculty coordinator for final approval.** Each PPE site is required to have a current memorandum of agreement with the University; the student is responsible for contacting the HIM PPE Coordinator **at least 3 months prior to the PPE start date** to initiate this process. **If a PPE will begin during the fall term the student is responsible for completing this process five months prior to the PPE start date.**

The PPE may be completed at a site in which the student is currently or has been previously employed in the health information/medical record department. However, this activity is a

planned student learning experience and should not be regarded as strictly work experience. In addition, the student cannot complete the PPE in their current job position. The student will be responsible for personal expenses, which may include meals, lodging and transportation.

A student handbook outlining the requirements of the PPE course will be given to the students before the experience. Special projects and reports will be assigned at this time. During the PPE sessions, the student will be responsible to the clinical supervisor in the assigned healthcare facility and the program's clinical faculty coordinator. A student is expected to dress appropriately and conduct him/herself in a professional and ethical manner. One of the student's major responsibilities is to preserve the confidentiality of all medical and personal information concerning patients, as well as all information concerning the activities of the facility and its staff.

Students should be aware of the need to have complete automobile insurance coverage for themselves or any other student that they may be transporting. The University is not responsible for providing such coverage.

Students are required to provide for themselves complete health insurance coverage in case of accident or illness that might occur during their clinical experience. Neither Western Kentucky University nor the clinical agency is responsible for providing such insurance coverage.

Each student must understand that there may be dangers, hazards and risks inherent in, associated with, or arising out of program activities. Students must assume all responsibility and liability for these risks.

VI. ADVISEMENT

A member of the program's faculty should advise all beginning students in the Health Information Management Program. Additionally, each semester before pre-registration, the student must contact this advisor to discuss next semester's schedule. Students with mid-term deficiencies and/or other academic problems that may interfere with their progress may be referred for counseling or tutoring.

VII. CONFIDENTIALITY STATEMENT

Both in the online learning environment and the clinical practice setting, the student will be handling confidential patient information. A confidentiality pledge signed by the student is required upon program acceptance and is retained in the student's file (Appendix B).

VIII. ACADEMIC RETENTION & PROGRAM POLICIES

A student who makes below "C" in any HIM course is required to repeat the course. Any student whose cumulative GPA for one semester is 2.0 or below is encouraged to change into another field of study, or continue in the program for a semester on a probationary basis. If the student chooses to continue and completes another semester with a cumulative GPA of 2.0 or below, he/she will not be permitted to continue in the program. The student may apply for readmission once the cumulative GPA is 2.0 or above. In keeping with University policy,

graduation from the program requires a minimum cumulative GPA and WKU GPA of 2.0 and a minimum GPA of 2.0 in Health Information Management courses. The HIM program does not require a minor.

A statement of policies outlining the academic objectives and professional responsibilities expected of the student, a confidentiality statement, and a general release and waiver of liability and assumption of risk agreement will be signed by the student at the time of completing the HIM Application and retained in their student file (Appendices A, and B, C).

IX. STUDENT ENGAGEMENT

The members of the HIM program faculty are committed to the continuous enhancement of educational quality. In accordance with the University's quality enhancement plan, engagement activities will be incorporated throughout the curriculum.

X. AWARDS

Students in the baccalaureate degree Health Information Management program are eligible for the Kentucky Health Information Management Association (KHIMA) Award for Outstanding Student for WKU. This award is presented once each year to a graduating student. Grade point average, volunteerism, and other accomplishments may be considered in the selection.

XI. STUDENT COMPLAINT PROCEDURE

The student complaint procedure for resolving a complaint concerning a faculty member can be found online in the [WKU Handbook](#).

APPENDIX A

Program Description:

The Health Information Management bachelor's degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM*). Graduates of the program are eligible to take the American Health Information Management Association's (AHIMA)** certification examination for the designation of Registered Health Information Administrator (RHIA).

The major in health information management is designed to prepare the graduate HIM professional with skills and competencies in health data management, data analytics and informatics, information governance, privacy and security, compliance, clinical documentation improvement, revenue cycle management, medical coding, health information technology management, and administrative and clinical workflow. Students will focus on operations management essential to ensuring an accurate and complete medical record and cost-effective information processing.

A student's application to the baccalaureate degree program will be considered following:

Admission to WKU

Earning a grade of C or higher in the introductory course, HIM 100 (or equivalent course or departmental exam)

Submitting a criminal background report

Earning an overall GPA of 2.0

Prior to participating in any professional practice experience (PPE) students are required to provide a recent criminal background report, current immunization records, results of a current drug screen, and professional practice liability insurance. The professional practice sites can deny a student professional practice placement based on the site requirements, including OIG exclusion. Failure to be placed for professional practice experience may result in the student's inability to graduate from the program. At selected healthcare institutions, there may be additional certifications, training seminars, or other requirements that a student must meet to be eligible for training at the chosen facility. It is the responsibility of the student to ensure that all institutional requirements are met prior to the participation in the PPE. Students are responsible in part or in full for any costs incurred to meet such requirements. Policies, standards, and requirements should be obtained directly from the program office or at <http://www.wku.edu/healthinformationmanagement>.

For more information on job opportunities in the HIM profession go to [AHIMA's Career Map](#).

Required Program Courses

HIM 100-Health Data Content & Structure (4)

HIM 225-Legal Issues in HIM (2)

HIM 230-Computer Systems & Applications
in HIM (3)

HIM 250-ICD Coding (4)

HIM 252-Healthcare Payment Systems (3)

HIM 290-Medical Terminology (2)

HIM 291-Advanced Medical Terminology (2)

HIM 292-Pharmacology & Lab Diagnostics (2)

HIM 330-Electronic Health Records (3)

HIM 350-Health Informatics Research (3)²

HIM 353-Management of Clinical Classification
Systems (3)

HIM 422-Clinical Quality Assessment &
Performance Improvement (3)

HIM 430-Health Data Management & Analytics (3)

HIM 450-Application & Analysis of HIM Theory (3)

HIM 495-Capstone Professional Practice
Experience (3-6)

PH 383-Biostatistics in Health Sciences OR

MATH 183 Introductory Statistics

OR SOCL 300 Social Statistics (3)

BDAN 305 Data Modeling and Analysis (3)

BDAN 250 Introduction to Analytics (3)

BIOL 131- Human Anatomy & Physiology (4)

HIM 421-Health Information Leadership & Mgmt. (3)

Choose from the following required courses (6 hours)

BDAN 310- Business Data Analytics (3)

BDAN 320- Web Analytics (3)

BDAN 330- Structured Data Analysis (3)

BDAN 350- Data Management (3)

BDAN 410- Decision Support Systems Analysis and Design (3)

BDAN 420- Predictive Modeling (3)

BDAN 430- Data Visualization and Digital Dashboards (3)

BDAN 440- Special topics- Analytics & Information Systems (3)

DATA 301- Big Data with ITS Applications (3)

CIS 320- Personal Information Technologies with Artificial Intelligence (3)

CIS 321- Emerging Technologies with Artificial Intelligence (3)

PROGRAM TOTAL HOURS: 61-64

TOTAL 96-99 + (21-24 general electives) = 120 total hours (All B.S. graduating students must have 120 credit hours to graduate: NOTE: BIOL 131 counts in both Colonnade and Program)

¹Note requirements listed in WKU Colonnade Program; refer to <http://www.wku.edu/colonnade/> for more information.

²PH 383 or equivalent must be taken before HIM 350, 422, 450.

Job Opportunities: Job opportunities exist in multiple settings throughout the healthcare industry. These organizations include hospitals, multispecialty clinics and physician practices, long-term care, mental health, and other ambulatory care settings. The profession has seen significant expansion in nonpatient care settings, with careers in managed care and insurance companies, software vendors, consulting services, government agencies, education, and pharmaceutical companies.

Job Growth and Income: According to the Bureau of Labor Statistics the median annual wage for medical and health services managers was \$110,680 in May 2023. Earnings vary by type and size of the facility and level of responsibility. Employment in the field is projected to grow 28% from 2022 to 2032. Other occupations appropriate to this major include health information technologists and medical registrars with a median pay of \$62,990 annually (2024). Medical record specialists have a median pay of \$48,780 per year (2024). The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations. In addition, the federally mandated use of the electronic patient record will require that graduates be knowledgeable in managing computerized health information.

Accreditation: The HIM baccalaureate degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). * Graduates are eligible to take the Registered Health Information Administrator (RHIA) examination.

Program Admission:

The applicant must be officially accepted to Western Kentucky University and complete HIM 100 before his/her program application can be considered. Admission to the college or university does not guarantee admission to the program. Applicants are considered on a competitive basis.

Apply to the Program of Health Information Management by December 1 for admission to the spring semester and by May 1 for admission for the fall semester; late admission may be considered.

To be admitted, the applicant must complete HIM 100 (or equivalent) with a grade of C or higher, submit criminal background report, and have an overall GPA of 2.0.

HIT/HIM courses from a CAHIIM-accredited degree will be substituted as equivalency transfer credit for lower division courses.

Many HIT/HIM courses from non-CAHIIM accredited associate degree programs are automatically accepted into HIM. Otherwise, courses will be reviewed on a case-by-case basis for transfer equivalency. Students may also receive WKU credit for successfully passing (70%) the corresponding WKU course departmental exam.

All HIM courses must be completed with a "C" or higher.

Please contact the department office at 270-745-3548 for further information or visit <http://wku.edu/healthinformationmanagement>

*CAHIIM(cahiim.org)
233 North Michigan Avenue, 21st Floor
Chicago, IL 60601-5800

**AHIMA (ahima.org)
233 North Michigan Avenue, Suite 2150
Chicago, IL 60601-5800 6/24

APPENDIX B
WESTERN KENTUCKY UNIVERSITY
HEALTH INFORMATION MANAGEMENT PROGRAM
CONFIDENTIALITY PLEDGE

1. Patient records contain confidential information. They are to be protected as they are important to each patient, to the healthcare facility from which the records were obtained, and to the educational program.
2. In the educational setting, the medical information should be read in its entirety to help the student familiarize him/herself with the content of a patient record and to encourage the understanding of medical terminology.
3. Discussion of a patient's record outside the learning management system, classroom or laboratory setting is prohibited and will be grounds for dismissal from the program.
4. Any duplication of patient information is strictly prohibited and will result in dismissal from the program.
5. Only students who are enrolled in selected Health Information Management courses may have access to the patient records in the educational program.
6. During clinical experience the student will be expected to follow the rules both of the educational institution and of the healthcare facility with regards to confidentiality of information and release of information.

I have read the above statements and understand them fully. I realize that any failure to maintain the confidential nature of the patient records, both in the educational program and in the clinical experience, will result in my dismissal from the program.

Student's Signature

Date

APPENDIX C
WESTERN KENTUCKY UNIVERSITY
HEALTH INFORMATION MANAGEMENT PROGRAM
BACCALAUREATE DEGREE
POLICY STATEMENTS

Western Kentucky University (WKU) is an equal opportunity employer and educational institution committed to providing equal employment and educational opportunities to all individuals. In accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendment Act of 2008, WKU does not discriminate against individuals on the basis of their race, color, ethnicity, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, physical or mental disability, the intersection of these identities or any other characteristic protected under applicable federal, state, or local law. This nondiscrimination policy and practice applies to admissions, employment, and access to and treatment in WKU's educational programs and activities in admission to career and technical education programs and/or activities, or employment practices. In addition, WKU will not conduct business with any vendor who exhibits discriminatory and/or harassing behavior(s). <https://www.wku.edu/eoo/nondisc.php>

All program and academic advisement will be done in consultation with Health Information Management advisors.

Applicants for the program are selected based upon the following criteria:

Admission Requirements

Acceptance into the baccalaureate degree HIM program is based on a selective admission process and is based on space available. Applicants are considered on a competitive basis.

Applicants for the program are selected based upon the following criteria:

successful completion of HIM 100 (or equivalent) with a grade of "C" or higher and an overall GPA of at least a 2.0.

b. official acceptance to Western Kentucky University. Admission to the college or university does not guarantee admission to the program.

formal application to the Program of Health Information Management.

Students must submit an application to the Program of Health Information Management by December 1 for admission to the spring semester and by May 1 for admission for the fall semester. (Students may enroll as "seeking program admission" for one semester prior to applying to the program.) The application may be obtained at <http://www.wku.edu/healthinformationmanagement/>

required criminal background report. (The criminal background report must be initiated through [Student PreCheck](#) or a previous criminal background report completed within the past year may be submitted)

Prior to participating in any professional practice experience (PPE) students are required to provide a recent criminal background report, current immunization records, results of a current drug screen, and professional practice liability insurance. The professional practice sites can deny a student professional practice placement based on the site requirements, including OIG exclusion. Failure to be placed for professional practice experience may result in the student's inability to graduate from the program.

Additional items that may be considered for admission include personal and professional statement, previous awards, volunteer work, GPA and other items in application.

4. According to University policy, a candidate for graduation must have a GPA of at least 2.0 (a) in all credits presented for graduation whether earned at WKU or elsewhere, (b) in all credits completed at WKU, (c) overall in the major subjects and in the minor subjects, and (d) in the major subjects and in the minor subjects completed at WKU.

5. A student who makes below "C" in any HIM course is required to repeat the course. Any student whose cumulative GPA for one semester is 2.0 or below is encouraged to change into another field of study, or continue in the program for a semester on a probationary basis. If the student chooses to continue and completes another semester with a cumulative GPA of 2.0 or below, he/she will not be permitted to continue in the program. The student may apply for readmission once the cumulative GPA is 2.0 or above. In keeping with University policy, graduation from the program requires a minimum cumulative GPA and WKU GPA of 2.0 and a minimum GPA of 2.0 in Health Information Management courses. The HIM Program does not require a minor.

6. Unprofessional conduct or violation of the rules, regulations or policies of the University or Health Information Management Program may result in dismissal from the program.

7. Responsibility for all living and traveling expenses required for clinical experiences will be that of the student.

8. Students will be required to purchase professional liability insurance prior to the beginning of the Professional Practice Experience. At a minimum, students must have \$1,000,000/\$3,000,000 coverage.

9. Students are required to provide for themselves complete health insurance coverage in case of accident or illness that might occur during field trips, directed practice and/or clinical practice. Neither the University nor the clinical agency is responsible for providing such insurance coverage. Information concerning Academic Health Plans (Student Health Insurance Plan) is available through the WKU Health Services website.

10. Students should be aware of the need to have complete automobile insurance coverage for themselves or any other student that they may be transporting. The University is not responsible for providing such coverage.

11. Students are required to participate in clinical practice throughout the curriculum and are required to provide their own transportation. The University is not responsible for providing such transportation.

12. The student will be held responsible for the legal, ethical and appropriate management of all facets of their Health Information Management education. Dishonesty and cheating in any course work will not be tolerated. The program faculty will determine appropriate disciplinary actions. Each case will be considered individually, and depending on the seriousness of the offense, a student may be dismissed from the program in accordance with University policy.

13. Students will be required to complete professional practice experience. This course is required for graduation and tuition must be paid.

14. Unless the program director is notified in writing of extenuating circumstances, students are expected to complete at least one course in the HIM curriculum per semester. Failure to complete at least one course in the HIM curriculum for two consecutive semesters will result in the student's automatic withdrawal from the program. Students must reapply for admission to continue in the program.

15. A student who wishes to continue in the HIM program after having withdrawn for one or more semesters must apply for readmission to the HIM program. Unless approved by the program director, the applicant who is applying for program readmission will not receive credit for HIM courses taken five (5) or more years prior to

readmission unless the student successfully passes a departmental competency exam.

16. Additional required documentation prior to the Professional Practice Experience includes:

- a. proof of rubella, rubeola and mumps immunity by positive antibody titers or 2 doses of MMR;
- b. varicella immunity, by positive test for immunity or proof of varicella immunization;
- c. evidence of current immunizations against diphtheria, tetanus, and pertussis within the last ten years
- d. proof of hepatitis B immunization or declination of vaccine
- e. tuberculin test (two-step TB skin test [TST] or QuantiFERON –TB Gold [QFT-G] and/or chest x-ray results with appropriate follow-up within one month of PPE start date
- f. negative drug screen (minimum 7 panel) within one month of PPE start date (a positive drug screen will result in dismissal of program and the student will not be able to participate in the Professional Practice Experience).
- g. proof of student professional liability insurance. Insurance can be obtained through www.proliability.com. At a minimum, students must have \$1,000,000/\$3,000,000 coverage.
- h. additional background report

Copies of the above will be submitted to the PPE site upon request. Students who do not submit the above information by the deadline may be dropped from the program without further notice. Students may reapply to the program the following semester.

17. Students are required to have access to a personal computer capable of accessing the Blackboard learning management system. Browser compatibility information can be found at the following address: blackboard.wku.edu/

Signature _____

Date _____

Printed Name _____

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APPENDIX D
WESTERN KENTUCKY UNIVERSITY
Release and Waiver of Liability and Assumption of Risk Agreement

1. I desire to participate in the Health Information Management Program activities (hereinafter the "Activities"), during the time period of matriculation into the HIM program through my graduation. I understand and appreciate there may be dangers, hazards and risks inherent in, associated with, or arising out of the participation in the Activities, the transportation to and from the Activities, acts by third parties unrelated to the Activities, Activities not scheduled by Western Kentucky University (collectively referred to as "Western") that are in addition to and not related to the Activities (collectively referred to as the "Risks"). I recognize that these Risks could result in injury, illness or property loss or even death.

2. In exchange for the right to participate in the program activities, I hereby assume all responsibility and liability for these Risks, whether known or unknown, direct or indirect. On behalf of myself, my family, and my successors and assigns, I hereby release, waive, discharge and hold harmless Western from and against any and all claims, demands, liabilities, controversies or causes of action, damages, costs and/or expenses of any kind or nature whatsoever, that my hereafter accrue, relating to or arising out of the Activities, my participation in the Activities and/or Risks.

3. In the event of an accident or serious illness, I hereby authorize Western to obtain medical treatment for me and on my behalf. I hereby hold harmless and agree to indemnify Western from any claims, causes of action, damages and/or liabilities, arising out of or resulting from said medical treatment.

4. In signing this Agreement, I acknowledge and represent that I have carefully read this Agreement and understand its contents and that I sign this document of my own free will. I further state that I am at least (18) years of age and fully competent to sign this Agreement, that there are no health-related reasons or problems which preclude or restrict my participation in the Activities and that I have adequate health insurance necessary to provide for and pay for any medical costs that may be required or rendered to me as a result of injury or illness.

5. If I drive while participating in the Activities, I hereby warrant, represent and certify that I personally carry Automobile Liability Insurance applicable and effective in the place in which I will be driving, and that this insurance includes medical payment coverage in the event of an accident.

THIS IS A RELEASE OF LEGAL RIGHTS. BE CERTAIN YOU READ AND UNDERSTAND THIS RELEASE BEFORE SIGNING IT.

Signature _____ Date _____

Printed Name _____

APPENDIX E

Core Performance Standards for Admission and Progression

Admission to and progression in the Health Information Management program is not based on these standards. Rather, the standards will be used to assist each student in determining whether accommodations or modifications are necessary. The standards provide an objective measure upon which a student and the advisor base informed decisions regarding whether the student is "qualified" to meet requirements.

If a student believes that he or she cannot meet one or more of the standards without accommodation or modifications, the Health Information Management program will determine, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably. Reasonable accommodation is defined by the Americans with Disabilities Act (ADA) to include:

- (A) Making existing facilities...readily accessible to and usable by individuals with disabilities; and
- (B) job restructuring, part-time or modified work schedules, ...acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Issue	Standard	Some Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for decision making.	Make decisions in accordance with instructions, policies and procedures.
Interpersonal	Interpersonal abilities sufficient to interact with individuals and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport with patients/clients and members of the healthcare delivery team.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain procedures and policies; make presentations; and conduct meetings.
Motor Skills	Gross and fine motor skills sufficient for performing health information technology functions.	Operate computer and have sufficient keyboarding skills.
Hearing	Auditory ability sufficient to perform health information technology functions.	Hears and understands medical dictation.
Visual	Visual ability sufficient for performing health information technology functions.	Read video monitor display.
Computer	Computer skills sufficient for performing health information technology functions.	Utilize Office Software, such as Word and Excel, in addition, to other spreadsheet, database, analytics, and presentation software.

Disability Accommodations:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) must contact the Office for Student Accessibility Services in DSU-1074 of the Student Accessibility Resource Center. The SARC telephone number is (270) 745-5004; TTY: 270-745-3030; Video 270-288-0597 or email sarc.connect@wku.edu.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Once accessibility services/accommodations have been granted and initiated, the program or instructor with any questions or concerns. Also, if you believe that you are not receiving the accessibility services to which you are entitled, please address this concern immediately so discussion and/or adjustments can occur.

APPENDIX F
AHIMA Code of Ethics
<https://www.ahima.org/who-we-are/governance/ethics/>

Ethics:

The HIM professional has an obligation to demonstrate actions that reflect values. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these principles. ([See also AHIMA Mission, Vision, Values.](#))

The code is relevant to all AHIMA members and non-members holding an AHIMA certification. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

Members of the American Health Information Management Association may be subject to disciplinary action for unprofessional or otherwise inappropriate conduct or for adverse legal, regulatory, or credentialing actions, as described in the AHIMA Code of Ethics.

AHIMA Code of Ethics 2019

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants.

A Health Information Management professional shall:

Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.

Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the Health Information Management profession.

Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.

Refuse to participate in or conceal unethical practices or procedures and report such practices.

Use technology, data, and information resources in the way they are intended to be used.

Advocate for appropriate uses of information resources across the healthcare ecosystem.

Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional workplace.

Represent the profession to the public in a positive manner.

Advance Health Information Management knowledge and practice through continuing education, research, publications, and presentations.

Perform honorably Health Information Management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.

State truthfully and accurately one's credentials, professional education, and experiences.

Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.

Respect the inherent dignity and worth of every person.

Revised & adopted by AHIMA House of Delegates – (April 29, 2019)

r. 6/24

Appendix G- WKU HIM Program Evaluation Plan

Goal	Target Outcomes	Steps to Achieve each Target Outcome	Time Frame
<p><u>Curriculum Goal</u></p> <p>The program's mission and goals are outcome-focused and relevant to the mission of the sponsoring educational institution. The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement.</p>	<p>100% of CAHIIM Curriculum Requirements will be reviewed every year by faculty to assure that the program has course content reflective of those requirements and that content is meeting the needs of the communities of interest.</p>	<p>On an annual basis, faculty will assess CAHIIM Curriculum Requirements and verify that there is course content reflective of each curriculum requirement. In addition, curriculum will be discussed at the advisory committee to ensure that it is meeting the needs of the communities of interest. Course content will be modified based on review and feedback.</p>	<p>Annually</p>
<p><u>Faculty Development Goal</u></p> <p>The program will provide a plan for faculty that establishes or assesses the knowledge, skills, qualifications, and experience pertinent to the professional curriculum content that they are assigned to teach. This includes efforts to keep current in health information management and/or other relevant professional content and practice, as well as other components of advanced formal education.</p>	<p>100% of the faculty will be assigned course load based on their knowledge, skills, qualifications, education, and experience and each full-time faculty member will participate in at least one education-focused activity in their area of concentration and/or practice each year. Faculty are also required to maintain HIM-related certifications.</p>	<p>Prior to a course being assigned to a faculty member, the faculty member's current Curriculum Vita will be reviewed to assure competency to teach the course. Opportunities will be provided to each faculty member to participate in educational opportunities. In addition, professional certifications will be reviewed to assure they are current.</p>	<p>Annually</p>
<p><u>Students and Graduates Goal</u></p> <p>The program will provide assurance that the educational needs of students are met and that graduates demonstrate at least the AHIMA entry-level curriculum competencies.</p>	<p>Following the final PPE course (HIM 495), 100% of students will achieve a passing score of 80% on the mock RHIA examination, which is based on entry-level competencies.</p>	<p>According to University policy, all students are required to show evidence of knowledge in their major field(s) prior to degree completion (Culminating Assessment). Accordingly, students are required to complete the mock exam at the conclusion of the HIM 495-PPE course with a passing score of 80%; the exam is worth 10% of the student's grade for the course.</p>	<p>Annually</p>
<p><u>Communities of Practice Goal</u></p> <p>The program must indicate how it assesses and responds to the needs of its communities of practice, demonstrating how it translates those needs into an educated, competent workforce, and how the program inspires and supports its communities of practice.</p>	<p>A faculty member or student will speak on relevant topics or volunteer/engage in community of practice events or committees. Faculty will also nominate and encourage students to participate in state and national organizations. Target: 100%.</p>	<p>On an annual basis, faculty curriculum vitae will be reviewed for faculty participation as guest speakers or volunteering/engaging in events/committees to ensure that the needs of the community are being met. If requests for participation are received, these opportunities will be shared with faculty. The program director will also keep a record of student nominations/participation in community of practice, state, and national organizations.</p>	<p>Annually</p>

Goal	Target Outcomes	Steps to Achieve each Target Outcome	Time Frame
<u>Student Preparation:</u> Students are prepared for the clinical site professional practice experience	90% of the Clinical Site Supervisors will indicate that the students are prepared for the clinical site professional practice experience.	Clinical Site Supervisor Evaluations of students will be reviewed to determine whether the students are prepared for the professional practice experience.	Annually
<u>Advisory Committee Goal</u> Communities of Interest provide input on program goals, curriculum, needs, expectations and responsiveness to communities of practice.	100% of the time the Advisory Committee, comprised of members of the communities of practice, will provide input into program goals, curriculum, needs, expectations and responsiveness to the communities of practice.	The Advisory committee members will be queried for input on program goals, curriculum, needs, expectations, and responsiveness to communities of interest on an annual basis or more frequently, as needed. Minutes of the Advisory Committee will reflect this.	Annually



COMPETENCE ASSESSMENT CRITERIA FOR HEALTH DATA AND INFORMATION MANAGEMENT PROFESSIONALS AND LEADERS

**CAHIIM 2026 Health Information Management
Accreditation Standards Appendix A**

Updated June 2025

Baccalaureate Degree: The CAHIIM Future Education Model Performance Indicators are to be used for academic accreditation purposes only. CAHIIM Future Education Model Performance Indicators may NOT be released or redistributed in any form. CAHIIM Future Education Model Performance Indicators may not be used for presentation or publication. CAHIIM Future Education Model Performance Indicators are distributed to College and Universities for the sole purpose of academic accreditation.

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Introduction

CAHIIM is the CHEA-designated academic accreditor for Health Informatics and Health Information Management. CAHIIM accredits education programs by evaluating the program quality, guided by a set of expectations and quality indicators defined in the board-approved accreditation standards. CAHIIM reviews the evidence of a quality program through a self-study completed by program directors, a peer review process and a site visit followed by a peer team report and council deliberation based on the accreditation standards, including an approved competency model that aligns with the education curriculum.

To serve the public interest and to align accreditation activities with CHEA's (2006) requirements, CAHIIM guides improvement in effective practices in student learning through the CAHIIM accreditation standards, which align with a hybrid competency-based education model. In a competency-based education model, courses and assessments are aligned to a competency model, which defines what students must be able to do upon graduation and not just what they must know. Central to the CAHIIM academic accreditation standards are validated performance indicators aligned to Miller's pyramid. These indicators provide criteria to measure student competence outcomes and define the minimum competence of the student upon graduation. Measuring student competence against these indicators is an accreditation responsibility that supports employability and continuing higher Education (C-BEN, 2017).

Monitoring and documenting student competence is central to determining the quality of educational institutions and programs. The core idea of a competency-based model is that all students will master the desired competence upon graduation. (National Center for Higher Education Management Systems, 2020). Defining the required competence "encourages an analytic approach to assessment, teaching and learning. A competency model breaks down Competence appropriately, supporting high-quality teaching, assessment and certification" (Vitello et al., 2021, p. 5.).

Competency Framework

The three-tier hierarchy competency frame includes competency units comprising competence assessment statements and associated performance indicators. The performance indicators are a central aspect of the CAHIIM Accreditation Standards, as they provide the measurement criteria that define the expected competence of the student upon graduation and aid in degree differentiation, which has clear implications for educational practice, including assessment (Kentucky Department of Education, 2023; Vitello et al., 2021). This new model anchors, specifies and guides the student assessment strategy as the performance indicators are used as criteria to assess the student's competence in various situations and in completed coursework, as well as experiential learning or supervised practice experiences (C-BEN, 2017; Kentucky Department of Education, 2023; Lane et al., 1995).

Miller's Pyramid

The CAHIIM HIM competency model aligns with Miller's Assessment Pyramid. Miller's Pyramid level (knows/knows how, shows and does) is mapped to each competence assessment statement and performance indicator to inform the programs at what level of the Miller's Pyramid students are assessed throughout the program. At the highest pyramid level, Miller's Pyramid evaluates student

competence mastery using work-based or performance-based assessments (C-Ben, 2017; University of Saskatchewan, n.d.; Norcini, 2003).

Shifting to an accreditation process focusing on student achievement of competence is a new pedagogy approach for HIM programs. The standards deviate from a prior model that was based on the Revised Bloom's Taxonomy of learning, a defined hierarchy of the continuum of learning or the pedagogical interchange and metacognition that should occur with the student rather than assessing what the student can do in an authentic or genuine work setting (Al-Eraky & Marei, 2016; University of Arkansas, 2022; University of Saskatchewan, n.d.).

CAHIIM Accreditation Standards

Programs map the performance indicators to the curriculum to ensure that all indicators are addressed in coursework or curriculum materials. All students will be assessed using a summative assessment on each competence assessment statement to monitor mastery of the minimum expectations upon graduation.

Like past CAHIIM accreditation evaluation processes, programs provide two summative assessments as examples of how the competence assessment statement is assessed at the defined Miller's pyramid level. Programs are not required to assess every performance indicator to demonstrate compliance with accreditation standards. However, each performance indicator is substantially addressed through the curriculum.

All performance indicators must be addressed (three-digit number) in the program through learning activities, course readings, student-to-student or educator/facilitator-to-student interactions or substantially noted in resource materials.

Each competence assessment statement (two-digit number) **must be assessed** by the end of the program through summative assessments. All performance indicators **DO NOT** need to be assessed.

Programs may add performance indicators and competencies of their own or from profession-specific organizations.

Baccalaureate Degree Future Education Model
Competencies for Health Data and Information Management Professionals and Leaders ©

Unit 1: Applied Sciences and Health Systems

Unit 2: Professionalism

Unit 3: Health Law and Policy

Unit 4: Data Management

Unit 5: Informatics and Data Analytics

Unit 6: Clinical Coding

Unit 7: Financial and Revenue Cycle Management

Unit 8: Quality, Risk Management and Safety

Unit 9: Operational Management

Unit 10: Leadership

Unit 11: Research, Education and Scholarly Activities

Unit 1: Applied Sciences and Health Systems

Competence Assessment Statements Students upon graduation will demonstrate competence in:	Performance Indicators
1.1 Written and Oral Communications (does)	1.1.1 Use proper grammar and spelling in written communications. (does) 1.1.2 Ensure thorough and logical explanations are founded on evidence-based information and written reports include proper scholarly or professional literature citations. (does) 1.1.3 Select or develop graphical representations and images to enhance communications and demonstrate appropriate understanding. (does)
1.2 Technology Competence (does)	1.2.1 Use digital technology, networks, and communication tools to find, evaluate, and communicate information. (does) 1.2.2 Use software packages that allow for the analysis and presentation of the data. (does)
1.3 Anatomy and Physiology (shows)	1.3.1 Identify musculoskeletal and physiological body systems and functions. (knows) 1.3.2 Integrate knowledge of body systems and functions in decision-making. (shows)
1.4 Medical Terminology (does)	1.4.1 Integrate prefixes, suffixes, word roots, and combining forms of medical terms. (does) 1.4.2 Interpret proper phrases and terms of diseases, pathological conditions, and systems of the body. (knows) 1.4.3 Use medical terminology and abbreviations within the correct context. (does)
1.5 Pathophysiology and Pharmacology (knows)	1.5.1 Recognize the physical and functional changes that occur with disease, injury, and the human life cycle. (knows) 1.5.2 Describe diagnostic and therapeutic tests and procedures in disease processes and interventions. (knows) 1.5.3 Identify generic and brand names and the indications for commonly prescribed drugs and agents. (knows) 1.5.4 Identify contraindications and side effects associated with drug therapies. (knows)
1.6 Healthcare Service Delivery (knows)	1.6.1 Identify types of healthcare organizations and systems. (knows) 1.6.2 Recognize the scope of healthcare services in various settings. (knows)

	1.6.3 Differentiate the scope of practice of health professionals and healthcare services in various settings. (knows)
1.7 Statistical Concepts and Analytical Tools (does)	1.7.1 Apply knowledge of descriptive statistical methods for continuous and categorical data. (knows) 1.7.2 Choose the appropriate statistical method and perform statistical analysis. (shows) 1.7.3 Calculate differential (descriptive) and inferential statistics and solve fundamental statistical problems. (does) 1.7.4 Interpret data and communicate results to various audiences. (does)
1.8 Population Health (shows)	1.8.1 Apply knowledge of epidemiology, human and environmental biology and behavioral sciences when collecting and analyzing data. (shows) 1.8.2 Examine how the determinants of health influence population health and well-being of individuals, groups, communities, and populations. (knows) 1.8.3 Articulate factors that influence local, state, and national health and social legislation and policy. (knows) 1.8.4 Examine patterns of illness and injury in populations to prevent and control health problems. (shows) 1.8.5 Identify optimal ways to capture determinants of health from the documentation. (knows) 1.8.6 Examine the trends and current issues that impact community, population and global health, such as new and reemerging diseases that spread through immigration, travel and international trade. (Show)

Unit 2: Professionalism

Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
2.1 Patient and Professional Advocacy Efforts (shows)	2.1.1 Advocate for health information services and resources that benefit patients, the organization and the population. (shows) 2.1.2 Educate others on the scope of practice and role of health information management professions. (shows) 2.1.3 Write proposals for equipment, resources, and new technologies. (shows) 2.1.4 Engage in policy advocacy efforts that impact HIM practice. (Shows)

2.2 Self-Reflection (does)	<p>2.2.1 Self-reflect on experiences and personal opinions, learn from others, and identify growth areas. (does)</p> <p>2.2.2 Recognize when services are beyond personal competence and consult or refer services to others. (does)</p> <p>2.2.3 Consider the relationship between the health information management role and the responsibilities of other team members. (knows)</p> <p>2.2.4 Engage in continuing education and professional development. (does)</p>
2.3 Professional Behaviors (shows)	<p>2.3.1 Recognize ethical issues and identify potential actions that support a positive outcome. (shows)</p> <p>2.3.2 Identify and manage potential and actual conflicts of interest. (shows)</p>
2.4 Ethical Frameworks and Decision-Making (Shows)	<p>2.4.1 Evaluate and apply ethical frameworks to provide professional guidance. (Shows)</p> <p>2.4.2 Apply bioethics to identify and critically analyze moral questions and to manage ethical dilemmas. (Shows)</p>

Unit 3: Health Law and Policy	
Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
3.1 Health Information Legislation, Regulations, and Policy (does)	<p>3.1.1 Apply knowledge of the US legal system and legislative process. (knows)</p> <p>3.1.2 Interpret legislation, regulation and judicial processes that impact health information management. (does)</p> <p>3.1.3 Identify licensure and accreditation standards that impact health information management. (knows)</p> <p>3.1.4 Modify or develop policies and procedures citing legislation and regulations. (does)</p>
3.2 Privacy, Security and Confidentiality (does)	<p>3.2.1. Apply privacy and security legislation when collecting, retaining, using, releasing, and destroying personal and health information. (shows)</p> <p>3.2.2. Compare federal, state, and local privacy and security legislation and recommend actions to address discrepancies. (does)</p> <p>3.2.3. Use physical, technical, and administrative controls to ensure safeguards are in place to protect assets. (shows)</p>

	<p>3.2.4. Identify the vulnerabilities and the risk of unauthorized access. (knows)</p> <p>3.2.5. Investigate privacy breaches and communicate findings to mitigate future risks and support transparency. (shows)</p> <p>3.2.6. Evaluate health information management policies and procedures and recommend changes to ensure compliance with legal requirements. (does)</p> <p>3.2.7. Identify potential and real cyber risks and define processes to mitigate and manage risks. (shows)</p> <p>3.2.8. Validate legal documents to protect patients and the organization. (shows)</p> <p>3.2.9. Participate in a review of a health information compliance plan to assess the level of compliance within the health system. (does)</p>
3.3 Healthcare Fraud and Abuse (does)	<p>3.3.1 Differentiate between healthcare fraud and abuse as defined in legislation. (knows)</p> <p>3.3.2 Identify the reporting requirements associated with healthcare fraud and abuse. (knows)</p> <p>3.3.3 Create documentation integrity metrics to monitor coding activities. (shows)</p> <p>3.3.4 Analyze data to identify trends and patterns of intentional or unintentional financial abuse and fraud. (does)</p> <p>3.3.5 Create reports that justify concerns and allegations of intentional or unintentional healthcare fraud and abuse. (does)</p>
3.4. State and Federal Reporting (does)	<p>3.4.1 Identify required elements for reporting vital statistics and notifiable diseases, abuse, and deaths. (knows)</p> <p>3.4.2 Analyze physician and practitioner-compliant data to evaluate compliance with state regulatory, credentialing, and licensure requirements and recommend an improvement compliance plan. (does)</p>

Unit 4: Data Management	
Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
4.1 Health Record Life Cycle (does)	<p>4.1.1 Identify the content of the health record and documentation. (knows)</p> <p>4.1.2 Apply understanding of the health record life cycle. (shows)</p> <p>4.1.3 Enter, export and sort health records data. (does)</p>

	<p>4.1.4 Analyze workflow within an electronic health record. (does)</p> <p>4.1.5 Identify components and interactions of software applications in the electronic health record. (shows)</p>
4.2 Technology Procurement and Evaluation (shows)	<p>4.2.1 Identify health record requirements for various health organizations, including virtual environments. (knows)</p> <p>4.2.2 Participate in interoperability needs analysis. (shows)</p> <p>4.2.3 Evaluate various systems to identify the potential impact of interoperability, data exchange, data integrity and compliance with regulatory requirements and processes. (shows)</p> <p>4.2.4 Map electronic health record components and software integration data elements to ensure seamless data exchange. (does)</p>
4.3 Data Configuration (does)	<p>4.3.1 Follow interoperability standards to ensure data sharing across systems. (knows)</p> <p>4.3.2 Create a dictionary with referential integrity requirements and parameters. (does)</p> <p>4.3.3 Explore data collection templates, flow sheets and forms, and identify purposes for collecting data and the required data elements. (does)</p>
4.4 Advanced Digital Applications (does)	<p>4.4.1 Examine the trends, applications, benefits, and risks of AI and machine learning. (knows)</p> <p>4.4.2 Identify various artificial intelligence applications and other advanced technologies used in healthcare operations. (knows)</p> <p>4.4.3 Identify the ethical implications of using artificial intelligence in healthcare operations. (shows)</p> <p>4.4.4 Analyze the credibility and reliability of the data generated by advanced technologies. (does)</p> <p>4.4.5 Audit data generated from artificial intelligence and advanced technologies. (does)</p>
4.5 System Configuration and Interoperability (shows)	<p>4.5.1 Apply system configuration practices to optimize the safe use of electronic health records. (knows)</p> <p>4.5.2 Complete interoperability needs analysis to ensure data integration is seamless. (shows)</p> <p>4.5.3 Anticipate and plan for changes in policies and procedures related to implementing a new system. (knows)</p> <p>4.5.4 Engage in the reconciliation of data to ensure accurate data sharing. (shows)</p>

Unit 5: Informatics and Data Analysis

Competence Assessment Statements	Performance Indicators
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Students upon graduation will demonstrate competence in:	
5.1 Data Collection and Databases (does)	5.1.1 Determine appropriate data collection methods considering end-user perspectives and needs. (shows) 5.1.2 Acquire data from databases and different data sources through a single query and reporting interface. (does) 5.1.3 Conduct queries with database management technology, including views, transactions, stored procedures, and joins. (does)
5.2 Database Architecture and Design (does)	5.2.1 Create physical and logical relationship diagrams for the EHR database function. (does) 5.2.2 Create relational databases and construct database commands. (does) 5.2.3 Query databases to search for, compile and modify data sets. (does) 5.2.4 Write rules for queries defining data elements and parameters for running the queries. (does)
5.3 Descriptive, Diagnostic and Predictive Analytics (does)	5.3.1 Evaluate data to ensure the application of statistical formulas in computing healthcare statistics. (does) 5.3.2 Identify data type and appropriate statistical application for the analysis. (shows) 5.3.3 Use software and digital applications to perform a variety of data analyses. (does) 5.3.4 Interpret, calculate, and summarize data using various analytic and digital applications. (does) 5.3.5 Use data mining and predictive modelling. (does) 5.3.6 Interpret, calculate, and summarize data for benchmarking, consumer, or research purposes. (does)
5.4 Data Use and Visualization (does)	5.4.1 Choose the type of visualization based on the audience and data set. (does) 5.4.2 Ensure correct data presentation to support accurate conclusions. (does) 5.4.3 Use various data analytic tools to create a visual display of data. (does) 5.4.4 Write a comprehensive report to inform decisions. (does)

Unit 6: Clinical Coding

Competence Assessment Statements

Students upon graduation will demonstrate competence in:

Performance Indicators

6.1 Classification Systems, Nomenclature and Terminology (does)	6.1.1 Assess the appropriateness of coding selection utilizing various classification systems. (does) 6.1.2 Develop support for code assignment. (does) 6.1.3 Apply classification systems, methodologies, and approaches to assess data to identify patterns, trends, or differences. (does)
6.2 Payer Transmittals, Coding and Payment Procedures and Documentation (does)	6.2.1 Manage coding activities to facilitate optimal financial reimbursement. (does) 6.2.2 Identify and report required changes to the revenue cycle based on payor requirements. (shows) 6.2.3 Locate and navigate the CMS transmittal and other payor portals. (does)
6.3 Coding Validation (does)	6.3.1 Examine accurate code selection using coding technology resources (e.g., encoder and computer-assisted coding). (shows) 6.3.2 Recommend elements included in the design of audit trails and data quality monitoring programs. (does) 6.3.3 Identify discrepancies, potential quality of care, and billing issues. (shows) 6.3.4 Select optimal systems to improve coding efficiency, compliance, and accuracy. (shows) 6.3.5 Identify and correct problems with billing, coding, and documentation to improve accepted claims. (does) 6.3.6 Identify opportunities to improve workflow efficiency and effectiveness. (does)

Unit 7: Financial and Revenue Cycle Management

Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
7.1 Revenue Cycle Management (does)	7.1.1 Analyze revenue life-cycle management processes from the initial patient contact through billing, payment adjudication, and cash posting. (does) 7.1.2 Apply reimbursement methodologies and use payment systems for the continuum of care. (does) 7.1.3 Apply regulatory requirements for patient billing data collection, claim generation, and adjudication for reimbursement and compliance. (does) 7.1.4 Evaluate code assignment for accurate reimbursement from payer sources. (does)

	<p>7.1.5 Incorporate best practices in case mix management into the revenue cycle management process. (does)</p> <p>7.1.6 Manage payer contracts agreements, including health insurance, managed care organizations, and government-sponsored healthcare programs. (shows)</p>
7.2 Patient Encounters and Payers Responsibilities (shows)	<p>7.2.1 Facilitate prior authorization and insurance eligibility activities. (shows)</p> <p>7.2.2 Document patient encounters and data collection, including charge capture, coding, and charge entry. (does)</p> <p>7.2.3 Follow an established pricing estimate protocol to generate a transparent and compliant patient estimate of proposed services. (knows)</p> <p>7.2.4 Identify underpayments by payors or failure to capture revenue. (shows)</p> <p>7.2.5 Facilitate resolution of billing denials and appeals. (shows)</p>
7.3 Charge Capture, Coding, and Documentation (does)	<p>7.3.1 Conduct third-party payer reviews related to billing, eligibility, and enrollment. (does)</p> <p>7.3.2 Perform queries and analyze financial and administrative data to identify over- or inappropriate utilization of services and recommend solutions. (does)</p> <p>7.3.3 Analyze claims and appeals data to identify frequency, patterns and trends and create strategies to mitigate loss and identify opportunities. (does)</p> <p>7.3.4 Monitor financial and administrative data to identify trends and omissions and recommend mitigation strategies. (shows)</p> <p>7.3.5 Reconcile remittance advice and payment documentation for revenue cycle management. (shows)</p> <p>7.3.6 Develop payor report cards presenting data to justify conclusions and propose solutions to mitigate risks and loss. (does)</p>

Unit 8: Quality, Risk Management and Safety	
Competence Assessment Statements	
Students upon graduation will demonstrate competence in:	Performance Indicators
8.1 Continuous Quality Improvement and Total Quality Management (does)	8.1.1 Identify performance monitoring needs to support total quality management and continuous quality improvement initiatives. (does)

	<p>8.1.2 Identify performance measures to track and analyze trends and areas of improvement. (knows)</p> <p>8.1.3 Retrieve and analyze clinical quality measures to assess patient treatment quality and drive clinical action. (does)</p> <p>8.1.4 Audit the quality of patient records and report on issues and trends. (does)</p> <p>8.1.5 Retrieve and analyze patient record compliance data and report on findings. (does)</p>
8.2 Risk Management (does)	<p>8.2.1 Analyze risk reduction performance measures used to identify system errors. (shows)</p> <p>8.2.2 Measure, analyze and report data to monitor adverse events, errors, and accidents. (does)</p>
8.3 Compliance Audits (does)	<p>8.3.1 Examine the accuracy of coding technological resources to validate accurate code selection. (shows)</p> <p>8.3.2 Recommend elements included in the design of audit trails and quality monitoring programs. (does)</p> <p>8.3.3 Conduct an audit of health record data requirements and report on findings to promote workforce compliance with legal, regulatory, and accreditation requirements. (does)</p> <p>8.3.4 Evaluate the organization's preparedness for accreditation agency surveys relative to health information standards. (does)</p> <p>8.3.5 Compile and generate an audit report aligned with accreditation standards. (does)</p> <p>8.3.6 Make recommendations to resolve noncompliance issues. (does)</p> <p>8.3.7 Educate the workforce on accreditation agency requirements. (does)</p>

Unit 9: Operational Management	
Competence Assessment Statements	
Students upon graduation will demonstrate competence in:	Performance Indicators
9.1 Virtual Business Operations (does)	<p>9.1.1 Interact with people virtually in their communities and other regions, states, or nations. (does)</p> <p>9.1.2 Apply advanced communication skills, including creating and using visuals to support transparent, engaging, and accessible interactions. (does)</p> <p>9.1.3 Apply time management skills and productivity principles to ensure a conducive virtual environment. (does)</p>

9.2 Budget Management (does)	<p>9.2.1 Identify the broad financial imperatives facing the health systems and the basics of good financial stewardship. (knows)</p> <p>9.2.2 Apply knowledge of various financial statements such as balance sheets, profit and loss statements and cost reports. (knows)</p> <p>9.2.3 Compare capital budgeting models and the long-term benefits to health systems. (shows)</p> <p>9.2.4 Prepare budgets to determine expenses, set spending limits and create a tracking system. (does)</p>
9.3 Human Resources (shows)	<p>9.3.1 Apply time management principles to monitor and enhance personal productivity and the productivity of others. (shows)</p> <p>9.3.2 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (shows)</p> <p>9.3.3 Apply employment legislation and articulate risks associated with noncompliance. (shows)</p> <p>9.3.4 Assign responsibilities to various team members according to the scope of practice and competence. (shows)</p>

Unit 10: Leadership	
Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
10.1 Leadership Principles (does)	<p>10.1.1 Apply leadership skills to foster a sense of belonging, trust, transparency, connection, and empowerment. (does)</p> <p>10.1.2 Practice shared decision-making and understand its impacts on internal and external partners. (does)</p> <p>10.1.3 Build confidence and capacity in individuals and team members through leadership, coaching and mentoring. (does)</p>
10.2 Interprofessional Collaboration Activities and Initiatives (does)	<p>10.2.1 Identify professionals with legal authority to access electronic health records and their professional obligations to document patient care services. (knows)</p> <p>10.2.2 Seek and incorporate different perspectives to co-create goals and objectives. (does)</p> <p>10.2.3 Develop health information management training for various individuals, groups, and populations,</p>

	<p>in collaboration with interprofessional team members. (does)</p> <p>10.2.4 Serve as a resource and subject matter expert to the inter and intra-disciplinary team. (does)</p> <p>10.2.5 Recognize interprofessional dynamics and their influence on HIM processes. (shows)</p>
10.3 Project Management (does)	<p>10.3.1 Engage in strategic planning and goal and object setting. (does)</p> <p>10.3.2 Create a project Charter outlining the project scope. (does)</p> <p>10.3.3 Develop a detailed project plan, including budgets, schedules, and timelines. (does)</p> <p>10.3.4 Use predictive, agile and hybrid approaches to meet project requirements and goals. (does)</p> <p>10.3.5 Identify and track potential and actual risks to the project and organization. (does)</p> <p>10.3.6 Prepare and deliver business communications such as meeting agendas, presentations, business reports and project communication plans. (does)</p>
10.4 Critical Thinking (does)	<p>10.4.1 Apply innovative problem-solving methods and approaches drawn from knowledge of available resources, the body of knowledge and content. (does)</p> <p>10.4.2 Apply conflict resolution practices during difficult situations or conversations. (does)</p> <p>10.4.3 Analyze problems, promote solutions, and encourage decision-making. (does)</p> <p>10.4.4 Integrate evidence-informed practice, research principles and critical thinking into practice. (does)</p> <p>10.4.5 Articulate situational and emotional awareness when critically analyzing individual, team, and organizational functioning. (does)</p>

Unit 11: Research, Education and Scholarly Activities

Competence Assessment Statements	Performance Indicators
Students upon graduation will demonstrate competence in:	
11.1 Research and Evidence-based Practice (does)	<p>11.1.1 Determine the validity, reliability, and credibility of the information and research. (does)</p> <p>11.1.2 Analyze the research studies to determine the accuracy of the data analytics. (does)</p>
11.2 Knowledge Translation (does)	11.2.1 Assess the audience's readiness to learn and identify barriers to learning. (does)

	<p>11.2.2 Apply adult learning pedagogy and education principles when developing, modifying and delivering training materials. (does)</p> <p>11.2.3 Use digital modes and mediums and technology to create and deliver training material. (does)</p>
11.3 Research (shows)	<p>11.3.1 Identify types of research and appropriate data analysis methodology based on the data type. (knows)</p> <p>11.3.2 Differentiate among research methodologies, including qualitative and quantitative and recognize different data analysis methods. (shows)</p> <p>11.3.3 Identify steps associated with conducting clinical trials and explore ethical issues. (shows)</p> <p>11.3.4 Collect, code, retrieve and export research data. (shows)</p> <p>11.3.5 Apply IRB or human subject protection requirements when engaged in research activities. (knows)</p> <p>11.3.6 Interview research subjects to accurately collect data and apply human subject protection requirements and ethical research principles. (shows)</p> <p>11.3.7 Conduct statistical analysis of the research data and generate visualizations to support the interpretation of the data. (does)</p> <p>11.3.8 Manage research participant payment and billing for clinical research activities. (shows)</p>

Glossary of Terms

Academic Accreditation is "a review of the quality of higher education institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education" (CHEA, n.d.)

Accreditors "In the U.S. are private, nongovernmental organizations created for the specific purpose of reviewing higher education institutions and programs for quality." (CHEA, n.d.)

U.S. Recognized Accrediting Organizations are "institutional and programmatic accrediting organizations that are or have been recognized by the Council for Higher Education Accreditation or the U.S. Department of Education (USDE) or both." (CHEA, n.d.)

Advanced digital applications or technology refers to a broad term encompassing a range of technologies that are more advanced than what is currently used in everyday life. Current examples of advanced technology include artificial intelligence, speech and handwriting recognition, virtual reality and 3D visualization, real-time collaboration, enhanced user authentication, data mining, and knowledge management.

Competence is the ability to integrate and apply contextually appropriate knowledge, skills and psychosocial factors, including beliefs, attitudes, values and motivations) consistently perform within a specified domain (Mainz et al., 2024; Vitello, 2021).

Competencies are a broader set of knowledge, skill, judgment, and behaviors necessary to perform the role. The competencies inform the curriculum, but they do not define the coursework or content; instead, they describe what the student must be able to do upon graduation (Lane et al., 1995; OHWA, n.d.).

"Competencies are measurable and observable, reflecting an individual's ability to apply their learning, demonstrate mastery and adapt to various situations. Competencies work with academic standards. In Education, competencies are the basis for designing curriculum, instruction, and assessment, ensuring students are well-equipped for academic success, personal growth, and future careers (Kentucky Department of Education, 2023).

Competency-based Education is "a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education" (American Association of Colleges of Nurses, n.d.)

The U.S. Department of Education more narrowly defines this term as Education that organizes academic content according to competencies—what a student knows and can do—rather than following a more traditional scheme, such as by course.

Competency Model is a framework to identify and define the skills, knowledge, and attributes necessary for successful performance in a given role or responsibility.

Critical Thinking is the ability to objectively analyze and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to form beliefs and guide action about an issue or situation (ACEND, guidance doc).

Determinants of Health are the combination of structural determinants, including political, cultural, economic and the natural environment, for example, the land, climate change, political and social structure, and the person's characteristics, behaviors and circumstances in which they are born, grow up, live, work and play for example income and social status, Education, housing, social support networks, genetics, health services, gender and age. The intersection of these determinants impacts the health of individuals, groups and communities in different ways (National Collaborating Centre for Determinants of Health, 2023; WHO, 2017).

Ethical Frameworks are decision-making guidance tools useful for reasoning about what course of action may provide the most approach to resolving moral issues or dilemmas.

Evidence-based information and research involve a process that results in applying the best available evidence for decision-making.

Miller's Pyramid was articulated by psychologist George Miller, who proposed a framework for assessing Competence. At the lowest level of the pyramid is knowledge (knows), followed by competence (knows how), performance (shows how), and action (does). In this framework, Miller distinguished between action and the lower levels of competence. Action focuses on what occurs in practice or in work-based settings rather than in an artificial situation. Work-based or performance-based assessment methods target this highest level of the pyramid and collect information about performance in practice (Norcini, 2003).

Performance Indicators provide a measurement to assess the students' progression toward or achievement of a set of competencies (Kentucky Department of Education, 2023; Lane et al., 1995).

System configuration includes creating and maintaining the physical environment in which the system will operate, as well as implementing the required hardware and software infrastructure. (The Office of the National Coordinator for Health Information Technology, 2014)

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