



VIEW

Advancing the Value of Health Informatics and Information Management Practice through Quality Education

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CAHIIM VIEW is a periodic, online publication of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). **CAHIIM VIEW** is designed to share news, viewpoints, observations, useful information, updates from the CAHIIM Commissioners, helpful tips, FAQs, and new developments in the realm of accreditation and academe. A copy of each issue is archived on the CAHIIM Web site for your reference. We look forward to your comments and questions.

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New Section VIII in APAR

The AHIMA *Knowledge Clusters* for associate and baccalaureate academic programs have been the foundation for building curricula for several decades. A new set of *Knowledge Clusters* were distributed in 2005 with a commitment by all CAHIIM-accredited programs, to incorporate these content areas at specified learning levels by academic year 2007–2008. It was determined that the APAR Version 3.0 would incorporate templates to capture your: (1) synopsis of curriculum, indicating each HIM professional course number, course title, and credit and contact hours, (2) the course or courses where specific *Knowledge Clusters* are taught, and (3) the course or courses where specific AHIMA *entry-level curriculum competencies* are addressed.

Completing the synopsis of curriculum and Section VIII will give you and your staff concrete data on which courses typically contain a laboratory component, the number and range of professional practice experience hours, total credit hours by type of HIM program, and other data that was not previously available on accredited programs.

Knowledge Cluster Content Assessment

At the 2007 Assembly on Education Summer Symposium, many educators in attendance recommended replacing the existing "Competency Levels" legend on the Knowledge Clusters document with "Bloom's Taxonomy"—a more widely known education taxonomy classification system. Therefore, at this time the competency levels

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Newly elected for 2008

- Angela Kennedy, MEd, MBA, RHIA, CPHQ, Ruston, LA will be joining the CAHIIM Board on January 1, 2008.

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required for each knowledge cluster content area remain the same, but the new legend will reflect Bloom's Taxonomy language. Please note that a review of the taxonomy levels for the *Knowledge Clusters* is being conducted by the Education Strategy Committee, both in response to requests by educators and in coordination with CAHIIM's development of accreditation standards for a master's level HIM curriculum, where taxonomy levels will be adjusted for the 2008-2009 academic year across all academic levels: associate's, baccalaureate's and master's degrees.

Bloom's Taxonomy is a classification system that provides a standard system for classifying the goals or outcomes of an educational experience and constructive help on building a curriculum. Bloom's Taxonomy helps outline learning objectives so that it becomes easier to plan learning experiences and prepare evaluation devices.

Bloom, Benjamin S., *Taxonomy of Education Objectives*, Book 1: Cognitive Domain. Longman Inc., 1954

| Bloom's Taxonomy | Explanation |
|---|--|
| 1 = Knowledge: The remembering (or recalling) of appropriate, and previously learned information | <ul style="list-style-type: none"> • Observation and recalling information • Classifications and categories (of major ideas) • Knowledge of major principles and theories of subject matter • <i>Learning objectives phrasing:</i> list, define, describe, identify, match, select, label, reproduce, state |
| 2 = Comprehension: Grasping the meaning of information | <ul style="list-style-type: none"> • Translate knowledge into a new context • Interpret facts, infer causes • Predict consequences • <i>Learning objectives phrasing:</i> convert, discuss, estimate, explain, generalize, give examples, restate in own words, summarize, distinguish, differentiate, interpret |

Important Notices

- **Annual Program Assessment Report (APAR)**

APAR enhancements and programming to incorporate a new Section VIII have moved this year's start date forward to late November. A letter and updated instructions will be mailed to each program director prior to the start date. We recommend that you print out last year's report and prepare your information on paper to maximize data entry time and disruptions. A template for the new Section VIII was mailed in July 2007. It also appears on the CAHIIM Web site under the [Annual Program Assessment Report](#) category.

- **A special one-day workshop: *Preparing for CAHIIM Initial Accreditation*** will be held in the CAHIIM/AHIMA offices on **March 6, 2008**. The workshop is designed to assist developing programs seeking initial accreditation, on the fundamentals of CAHIIM accreditation, interpretation of Standards, and completing the self-assessment process. The price for the day-long program is \$200. To register please download and complete the online registration form on the CAHIIM Web site or contact: Benjamin Reed at

**3 = Application:
Applying previously learned information to new situations to solve problems**

- Identify the best answer
- Solve problems using required skills or knowledge
- Determine, discover, assess, articulate
- *Learning objectives phrasing:* apply, demonstrate, calculate, solve, modify, change, classify, discover, solve, teach, utilize

**4 = Analysis:
Breaking down information and inferring (or finding evidence) to support divergent conclusions**

- Break down, differentiate, discriminate
- Recognize, infer, point out
- Illustrate, outline, prioritize
- *Learning objectives phrasing:* diagram, distinguish, organize parts, recognize hidden meanings, identify components, arrange, select, explain, infer, prioritize

**5 = Synthesis:
Applying prior knowledge and skills to create a new or original whole**

- Use old ideas to create new ones
- Predict and draw conclusions
- Adapting divergent knowledge toward a new synthesis
- *Learning objectives phrasing:* adapt, anticipate, collaborate, combine, compare, compose, design, devise, facilitate, negotiate, reconstruct, reorganize, substitute, revise, design, invent

**6 = Evaluation:
Judging the value of material based on personal values and opinions resulting in an end product**

- Assess value of theories and presentations
- Make choices based on reasoned argument
- Verify the value of evidence presented
- *Learning objectives phrasing:* Appraise, decide, recommend, convince, judge, support, conclude, critique, defend, reframe

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- **November 1, 2007—Deadline for presentation abstracts for the 2008 AHIMA convention:** www.ahima.org/abstracts
- **March 21, 2008—FORE Grant-in-Aid and Dissertation Assistance application deadline.**
- **April 25, 2008—FORE Undergraduate and Graduate Scholarship application deadline.** Routinely inform your students (and your admissions office) of the availability of scholarships to assist with their formal education.
- **CAHIIM Panel of Accreditation Reviewers—*Recruiting Additional Panel Members now:*** CAHIIM is seeking additional Panel members for the future. If you have a master's or doctoral degree, a minimum of three (3) years teaching experience, and a willingness to serve in this capacity, please forward a letter or email stating your interest, a copy of your curriculum vita, and two letters of reference to George Payan, accreditation manager at george.payan@cahiim.org
- **July 12–16, 2008—Assembly on Education Summer Symposium,**

| <i>OLD</i> Competency Levels | <i>NEW</i> Bloom's Taxonomy |
|------------------------------|-----------------------------|
| 1 = Awareness | 1 = Knowledge |
| 2 = Literacy | 2 = Comprehension |
| 3 = Concept | 3 = Application |
| 4 = Detailed Understanding | 4 = Analysis |
| 5 = Skilled Use | 5 = Synthesis |
| | 6 = Evaluation |

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Vision 2016: A Blueprint for Quality Education in Health Information Management

Vision 2016 will be tracked by CAHIIM as various explorations and analyses are conducted over the next few years by AHIMA as well as by other volunteer groups, and internal and external stakeholders, to determine appropriate pathways and career development to ensure a solid future for the HIM profession through education. Educators are encouraged to discuss with colleagues, administrators, students, advisory committee, etc. and share findings on the AOE CoP. The Vision 2016 Blueprint can be found on the AHIMA Web site under HIM Resources/Emerging Issues.

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Standards Made Easy

Louisville, KY.

- **August 4–9, 2008 Research Training Institute** offered through FORE with a focus on *training health information managers to conduct evidence-based research*. This is a wonderful opportunity to join with colleagues to build your research pursuits and strengthen your campus presence. For details and application procedures go to: www.ahima.org/fore
- **CAHIIM Welcomes two new staff members:**
Linde Tesch, RHIA, Education Quality Manager joined the CAHIIM staff in March 2007. Some of you met Linde at AOE and in the CAHIIM booth at the 2007 AHIMA National Convention. Her contact information is: linde.tesch@ahima.org or (312) 233-1547.
- **Benjamin Reed, Jr., BA, Administrative Coordinator** joined the CAHIIM staff September 4, 2007. Benjamin has been with AHIMA over two years as a customer service representative and is currently a graduate student at Keller working toward an MBA. His contact information is: Benjamin.reed@ahima.org or (312) 233-1548

CAHIIM Staff

In each issue of **CAHIIM VIEW** we will provide some useful tips to help you interpret and use the *CAHIIM Standards* for continual program improvements.

Standard II.A.1. Curriculum.

The program must assess the appropriateness and effectiveness of the curriculum required to meet these *Standards* with the results of the assessment used as the basis for ongoing planning and appropriate action.

Interpretation II.A.1. An annual assessment of the curriculum is required to determine where and when improvements are needed, and must be conducted using feedback from students, faculty, graduates, advisory committees, employers, and other relevant sources. At least one target outcome must be related to curriculum content, knowledge clusters, and improvements and effectiveness in approach to curriculum competencies.

Suggestions to meet this standard: As you prepare your documentation for this year's APAR report cycle, consider real improvements you would like to make in your HIM curriculum. All continuing accredited programs are required to have at least one measurable target outcome with a plan of action steps within the APAR system. Perhaps some ideas have been expressed by your advisory committee, graduates, or faculty or (if you attended AOE or the AHIMA national convention) you may have walked away with a least one new idea to inject more creativity into your HIM program to better prepare students for the challenges of today's electronic workplace. It may involve implementing a new practice resource, revising course content, or taking a new approach to learning activities. These are considered improvements to curriculum and can be listed as "Action Steps" to support a target outcome, and as such, implementation into the curriculum can be measured during the next year and reported in the next cycle. Encourage all faculty to seek new approaches to improving student learning and the courses they teach.

Should you wish to add others to our mail list, please provide their name and e-mail address to: benjamin.reed@ahima.org

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CAHIIM—the Commission on Accreditation for Health Informatics and Information Management Education—is the accrediting organization for degree-granting programs in health informatics and information management. CAHIIM serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM) professionals. For information about the Association, go to www.cahiim.org.

This newsletter is sent to all CAHIIM accredited programs for maintenance of accreditation. For general questions or to unsubscribe from this email, please contact CAHIIM staff at <http://cahiim.org/contact.asp>.