Certificate Level Core Competencies
Health Information Technology Certificate - Technical Specialist Role

Domains I-VI represent core content that all health information technology roles should demonstrate competency in at the noted Bloom's level. Domain VII is specialty content that technical role specialists must be able to demonstrate specific competency in at the noted Bloom's level.

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations - Schools to enter recommended teaching topics for each competency
Domain I. Regulatory **and Compliance**		
1. Adhere to licensure, certification, and accreditation requirements	3	●
2. Recognize the various regulatory (local and federal government) agencies involved with EHR/EMR implementation and use.	2	●
3. Promote compliance with policies, procedures, and standards of information governance	3	●
4. Adhere to policies and procedures for the exchange of health data and information.	3	●
Domain II. Quality and Risk Management		

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1. Identify trends utilizing audit trails and data quality monitoring reports	3	●
2. Utilize quality improvement tools (e.g. cause and effect diagram) and techniques to monitor, report, and improve processes.	3	●
3. Demonstrate knowledge of Quality Reporting Programs (MIPS, PQRS).	3	●
4. Examine the effectiveness of patient care initiatives by analyzing, tracking and trending data e.g., Quality and Resource Use Reports (QRUR).	4	●
5. Identify risk management activities that limit exposure liability (e.g, down-time planning, contingency planning).	3	●
Domain III. Technology		
Subdomain III.A. User Support		
1. Demonstrate ability to utilize, troubleshoot, and resolve audiovisual and technical problems	3	●
2. Demonstrate the knowledge and skills to use and troubleshoot computer systems	3	●
3. Take part in monitoring system performance, troubleshooting, and responding to user issues	4	
4. Identify problem areas, end-user needs, network infrastructure, and interoperability requirements (e.g. ancillary systems)	3	
5. Demonstrate the use of virtual training software and meeting tools.	3	
Subdomain III.B. Healthcare Technology		

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1. Define best practices within the specific scope of health IT practice	1	●
2.Model behavior and/or reason that supports EHR/EMR use.	3	●
3. Collaborate in health information exchange activities	4	●
4. Apply policies and procedure to ensure the accuracy and integrity of health data	3	●
5. Collaborate in the selection, implementation, and maintenance of health information systems	4	●
6. Identify, examine, and verify current hardware, software, network infrastructure, interface and interoperability requirements.	4	●
7. Illustrate the systems development life cycle	2	●
8. Examine the future state of health IT	4	●
9. Validate EHR interoperability	3	●
10. Describe data collection capture and structure	2	
11. Utilize data capture tools to extract data	3	
Subdomain III.C. Security		
1. Apply security measures to the internal use and external exchange of electronic health information.	3	●
Domain IV. Leadership		
Subdomain IV.A. Healthcare organization operations		

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1. Apply methods to redirect or redefine the use of resources that provide efficient results.	3	●
2. Identify the roles and responsibilities of various providers and disciplines in each healthcare setting	3	●
3. Describe the skills. roles, and values of leaders.	2	●
4. Illustrate an organizational chart of a healthcare facility or department.	2	●
5. Summarize the characteristics of successful and effective teams and the responsibilities of team leadership.	2	●
Subdomain IV.B. General Leadership		
1. Apply processes or methods to redirect or redefine a consensus or positive resolution.	3	●
2. Promote awareness, knowledge and skills along the continuum of cultural competence.	3	●
3. Demonstrate knowledge, skills and attitude of cultural diversity, supporting a productive workplace environment.	2	
4. Recognize how an organization's mission and values influences the organizational culture (e.g. policies and procedures)	2	●
5. Summarize project management methodologies.	2	●
6. Implement a training plan and customize the delivery of information for the specific audience.	3	●
Domain V. Workflow and Data Management		
1. Utilize tasks, steps, activities and communications that make up workflow.	3	●

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Competency	Level	
2. Analyze data with skills of inspection, data cleansing, transforming, and modeling data to support and conclude decision-making.	4	●
3. Utilize data for facility-wide outcomes reporting.	3	●
4. Plan and deliver presentations using the appropriate graphical and presentation tools.	3	●
5. Utilize tools and techniques to monitor, report, and recommend process improvements.	3	●
6. Utilize standard tools to validate data collection and reporting.	3	●
7. Demonstrate personal and project time management tools (milestones, cutover time period, task prioritization, etc).	3	●
8. Identify current workflow processes and mapping of clinical process data to provide input for workflow redesign using performance improvement models (e.g. Lean, Six-Sigma).	3	●
9. Demonstrate the knowledge and skill of analyzing, designing, documenting or managing a process or program.	3	●
Domain VI. Common Employability Skills		
1. Demonstrate comprehension of relevant and required skills including oral and written communication.	3	●
2. Identify appropriate stakeholders to facilitate effective outcomes.	3	●
3. Utilize appropriate medical terminology in communication with healthcare providers and facilitators.	3	●
4. Demonstrate competency in the use of the Internet (including search engines) and general office applications (word processing, presentation, spreadsheet, and database	3	●

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software).		
Domain VII. Technical Role Specialty Content Requirements		
1. Examine data elements and database structure to verify reliability and integrity	4	●
2. Analyze clinical document architecture standards to contribute to effective interoperability between systems (e.g., HL7, FHIR, CDA).	4	●
3. Examine interface reliability between systems	4	●
4. Demonstrate linguistically appropriate services are respectful of and responsive to the health beliefs, practices and needs of diverse population served.	3	●
5. Apply principles of critical thinking to designing, controlling, and redesigning business operations and processes in health IT functions.	3	●
6. Implement software development life cycle principles to ensure effective implementation of healthcare technologies	3	●
7. Apply technical standards and specifications to the analysis and implementation of hardware and software	3	●

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BLOOM'S TAXONOMY – REVISED FOR AHIMA COMPETENCIES

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Demonstrate, Discover, Educate, Identify, Implement, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Leverage, Manage, Mitigate, Oversee, Recommend
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose

The layout for the levels and categories was adapted from Lorin W. Anderson and David R. Krathwohl's *A Taxonomy For Learning, Teaching, and Assessing,* Abridged
edition, Allyn and Bacon, Boston, MA 2001.

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