John Milam

- Dr. John Milam is the Executive Director of Knowledge to Work, a U.S. Department of Labor TAACCCT grant at Lord Fairfax Community College in Middletown, Virginia.
- He has held a variety of faculty and institutional research positions and spent many years developing IPEDS data applications for NCES. He serves on the board of the Competency-Based Education Network (C-BEN).
- Dr. Milam has a Ph.D. (1989) in higher education administration from the University of Virginia and holds a B.A. and M.A. from Goddard College.

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Snapshot: Lord Fairfax Community College

- Offers CBE programs in IT, health information management, admin technology, & supervision
- Aligns programs w/ national competency frameworks from AHIMA, ACM, IAAP, & others
- Includes work w/ AHIMA on new competency framework & certification for IT in HIM
- Partnerships w/ AHIMA, Microsoft, Merlot, Saylor Academy, & others; uses IMS Global, CCCOER, & C-BEN resources
- Software created for CBE tracking, personalized learning plans, & extended transcripts
- Provided career coach, workforce navigator, & ABE instructors/corrections; employability skills; support TAA-eligible
- Promotes free, low-cost OER, w/ digital librarian & faculty-curated resources; faculty direct assessment committee
- Pushes learning plans, competencies, & OER out to the world w/ free new portal at http://highered.org

Competency mapping to courses

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Health Information Management Degree Domains	Knowledge Clusters	Assessed in Courses
Domain: Health Data Management		
I.A. Subdomain: Health Data Structure, Content, and Standards 1. Collect and maintain health data (such as data elements, data sets, and databases). 2. Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. 3. Apply policies and procedures to ensure the accuracy of health data. 4. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.	**Health Data Structure, Content, and Standards*** • Data versus information (Analyzing, 4) • Health information media (such as paper, computer, web-based) (Analyzing, 4) • Structure and use of health information (individual, comparative, aggregate) (Analyzing, 4) • Health record data collection tools (forms, screens, etc.) (Analyzing, 4) • Data sources (primary/secondary) (Analyzing, 4) • Data storage and retrieval (Analyzing, 4) • Healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS) (Understanding, 2)	HIM141 Fundamentals of Health Information Management HIM130 Healthcare Information Systems HIM250 Health Data Classification Systems I (ICD Coding)
I.B. Subdomain: Healthcare Information Requirements and Standards 1. Monitor and apply organization-wide health record documentation guidelines. 2. Apply policies and procedures to ensure organizational compliance with regulations and standards. 3. Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. 4. Assist in preparing the organization for accreditation, licensing, and/or certification surveys.	Healthcare Information Requirements and Standards • Type and content of health record (paper, electronic, computer-based, e-health-personal, web-based) (Evaluating, 5) • Health record documentation requirements (such as accreditation, certification, licensure) (Evaluating, 5) • Data quality and integrity (Analyzing, 4)	HIM141 Fundamentals of Health Information Management HIM130 Healthcare Information Systems HIM231 Health Records Applications I

*** Denotes the highest Bloom's Taxonomy level at which the competency is assessed. 1 = Remembering 2 = Understanding 3 = Applying 4 = Analyzing 5 = Evaluating**

CBE Extended Transcript (eT)

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LFCC
Lord Fairfax Community College

Lord Fairfax Community College
173 Skirmisher Lane
Middletown, VA 22645-1745
United States

Competency Based Education Extended Transcript

Date Issued: 04/06/2016 4:41 PM
Name: Student, Test
Student ID: 1234567

Programs

Catalog	Program Code	Program Name
15-16	OSA.CERT	Certificate in Office Systems Assistant

Certificate in Office Systems Assistant

Fall 2015 (2154)

New Educational Activity Completed

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Document Production	Format documents using generally accepted business practices	Pass
Technical Skills	Database and Records Management	Research and discuss records management need for maintaining records and recorded information	Pass
Technical Skills	Database and Records Management	Develop skills in using the systems and procedures required in the information cycle	Pass
Technical Skills	Database and Records Management	Apply the principles of filing as they apply to records management systems	Pass
Technical Skills	Database and Records Management	Apply problem solving skills to select appropriate technology involved in records management specialized functions	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Maintain high standards for quality work and responsiveness in providing office administrative services	Pass
Interpersonal Skills	Select career goals with thought and care, value work and the benefits it brings, and adjust to the inevitable changes in the working world.	Apply new technical and business information/knowledge to practical use on the job	Pass

Prior Competency Verified

Competency Domain	Competency SubDomain	Competency Name	Mark
Technical Skills	Proofreading and Editing Skills	Demonstrate proficiency in proofreading and editing skills, including grammar, spelling, sentence structure, and punctuation	Pass
Technical Skills	Proofreading and Editing Skills	Compose clearly written business correspondence using correct grammar, punctuation, and sentence construction	Pass
Technical Skills	Proofreading and Editing Skills	Write business letters, reports, and memorandums following correct format and creating a good impression on the reader	Pass

CBE Extended Transcript (eT) – cont.

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Technical Skills	Proofreading and Editing Skills	Edit business manuscripts using the revision symbols used by professional editors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Display high standards of ethical conduct and behaviors	Pass
Interpersonal Skills	Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision	Pursue appropriate learning activities contributing to lifelong professional growth	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Describe the environment of business in the United States	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Identify the role of organization in the achievement of business goals	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Determine the role of automation in achieving a firm's objectives	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the fundamentals of small business	Pass
Office Administration Procedures & Theory/Business	Constantly Changing Workplace/Business	Explore the realm of international business	Pass
Other Program Requirements		College Composition I (ENG 111) Competencies	Pass
Other Program Requirements		Approved Social/Behavioral Science Elective Competencies	Pass
Other Program Requirements		Introduction to Business (BUS 100) Competencies	Pass
Other Program Requirements		Orientation to Virtual Assistance (SDV 101) Competencies	Pass
Other Program Requirements		Introduction to Mathematics (MTH 120) Competencies	Pass

New Educational Activity Verified Course Credit Equivalence

Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
AST 234	Records and Database Management	4	4	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 102	Keyboarding II	1	1	100.0%	3	3.0

Prior Competency Verified Course Credit Equivalence

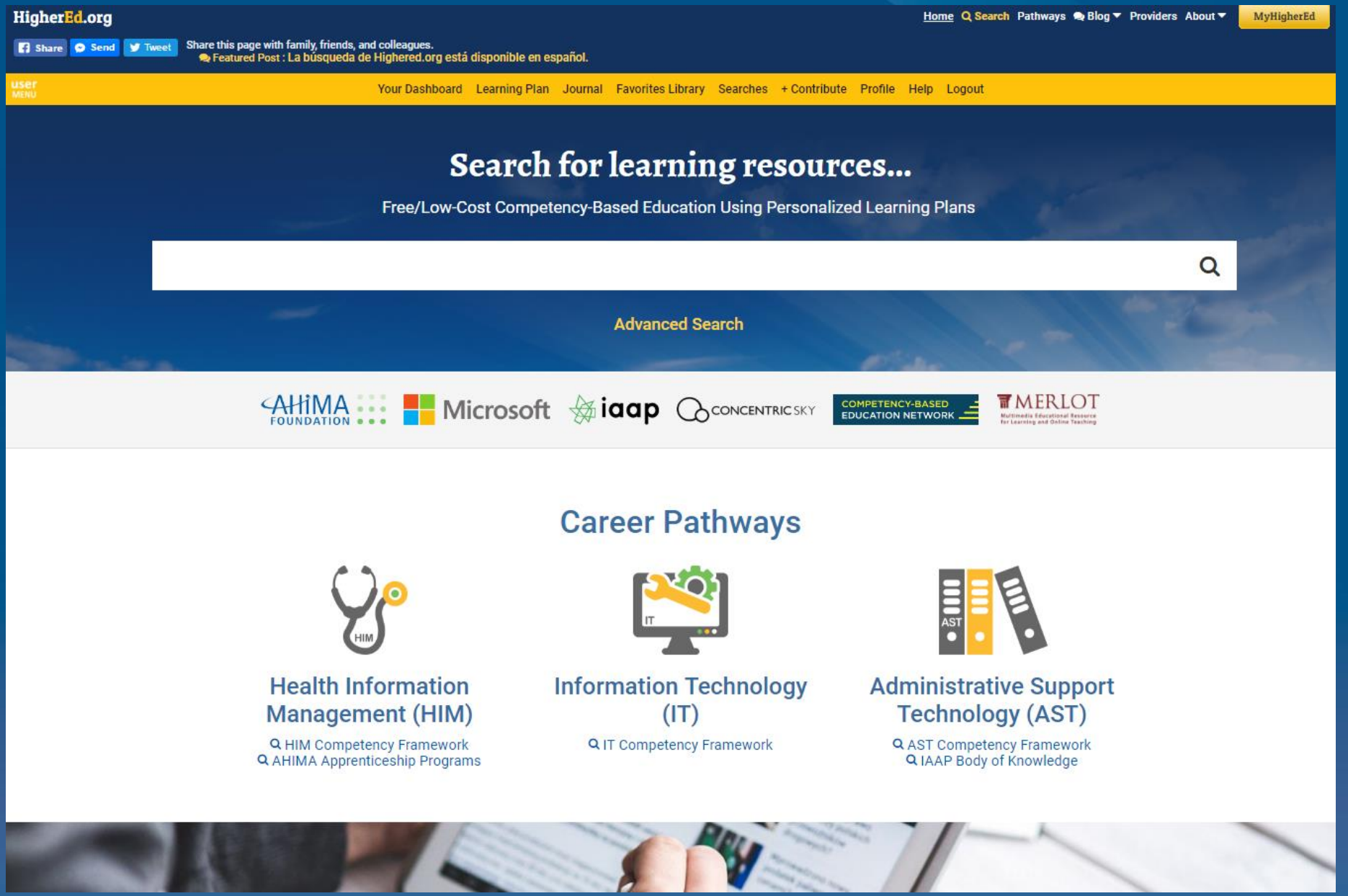
Course	Course Description	Total Competencies	Verified	% Verified	Course Credit	Credit Equivalency
SDV 101	College Success Skills	11	1	9.1%	1	0.0
PSY 120	Human Relations	1	1	100.0%	3	3.0
MTH 120	Introduction to Mathematics	1	1	100.0%	3	3.0
ENG 111	College Composition I	2	2	100.0%	3	3.0
BUS 100	Introduction to Business	7	7	100.0%	3	3.0
AST 206	Professional Development	24	2	8.3%	3	0.2
AST 107	Editing and Proofreading Skills	4	4	100.0%	3	3.0

Spring 2016 (2162)

New Educational Activity Completed

- Nothing to Report -

New learning ecosystem at highered.org



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Search for learning resources...

Exact Words | Display Your Saved Search | OR

clinical database | Search

You may change the search type to use exact or expanded words above. Search a keyword above before refining your search results using the filter options below.

Total Results: 514 Learning Resources (52 pages)

Advanced Filters not applied (You may apply Advanced Search Filters below) ✖ Reset Search

Advanced Search Filters

- Date Range
- Cost
  - Free (162)
  - Paid (223)
- Language
- Subject
- Resource Type
- Recognition Type
- Media Type
- Copyright License
- Recognition Availability
- Accessibility Options
- Save Search & Filter (optional)

APPLY ADVANCED FILTERS

Show 10 | Sorted By Most Relevant

Database : Database Models

Provided By: YouTube.com

The database management software is the program used to create and mange the database. The database model is the architecture the DBMS used to store objects within that database. Lesson 3 in our "Database"series. This is part of our Introduction to Computers lecture series.

Creator: Mr. Ford's Class
Resource Type: Presentation
Series: Lesson 08 Database (Introduction to Computers)
Cost: Free
Created: 07/17/2014
HIM Competency Framework
AST Competency Framework
IT Competency Framework
Resource Link

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Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs

Source: American Health Information Management Association (AHIMA)

This article describes the importance of clinical documentation improvement programs.

Resource Link

Creator: Mary Butler
Publisher: American Health Information Management Association (AHIMA)
Resource Type: Text - article
Date Created: 07/01/2014
Cost: Free
Copyright License: All Rights Reserved

Media Type: Webpage
Language: English
Subject: Health Information Management

Education Level: Professional or technical credential, Bachelor's degree, Associate's degree
Intended Audience: Learner
Learning Management System Required: No
Recognition Availability: No

Keywords: clinical documentation improvement (CDI), medical records management, medical records, electronic health records (EHRs), health care

Competencies Associated with this Learning Resource:

Click the competency to search associated learning resources. The number of available resources is displayed in parentheses. Click Q to view all competencies for the framework associated to that competency.

- Clinical Documentation on the Job Competencies: Articulate the implications of accurate coding with respect to research, public health reporting, case management and reimbursement (3)
- Clinical Documentation on the Job Competencies: Educate providers and other members of the healthcare team about the importance of the documentation improvement program and the need to assign diagnoses and procedures when indicated, to their highest level of specificity (5)
- Clinical Documentation on the Job Competencies: Articulate the implications of accurate coding (4)

Related Resources

Medical Billing and Coding Online

To help you learn more about the medical billing industry, and determine if it is the right career path for you, MedicalBillingandCodingOnline.com provides free online courses that will introduce you to the field.

Resource Type: Career information, Text **Cost:** Free
Resource Link

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Career Pathway — Health Information Management (HIM)

- HIM Competency Framework
- Search Related Resources

What is HIM?

Health information is the data related to a person's medical history, including symptoms, diagnoses, procedures, and outcomes. Health information records include patient histories, lab results, x-rays, clinical information, and notes. A patient's health information can be viewed individually, to see how a patient's health has changed; it can also be viewed as a part of a larger data set to understand how a population's health has changed, and how medical interventions can change health outcomes.

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

Who is an HIM professional and what do they do?

HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records (EHRs). They ensure a patient's health information and records are complete, accurate, and protected.

Health information management (HIM) professionals often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch pointin the healthcare delivery cycle. HIM professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. Health information professionals care for patients by caring for their medical data. More specifically, health information professionals:

- Review patients' records for timeliness, completeness, accuracy, and appropriateness of data
- Organize and maintain data for clinical databases and registries
- Track patient outcomes for quality assessment
- Use classification software to assign clinical codes for reimbursement and data analysis
- Electronically record data for collection, storage, analysis, retrieval, and reporting
- Maintain confidentiality of patients' records

Where are Health Information professionals employed?

A variety of different settings, environments, and employers, including hospitals, medical offices, and skilled nursing facilities. Additionally, as health information technology becomes more ubiquitous, places like academic institutions, consulting agencies, government agencies, and healthcare software companies will also become key players.

Why HIM?

Scope of knowledge!
HIM students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills.

Job Outlook!
An aging population requiring more medical services, along with an increasing number of individuals who have access to health insurance because of federal health insurance reform, will lead to more reimbursement claims from insurance companies. Due to factors like these, the Federal Bureau of Labor Statistics projects that employment of health information technicians will grow 15 percent from 2014 to 2024, making it much faster than the average for all occupations. Health information technology (HIT) and Health Informatics (HI) will also be key players, leading to opportunities in the technical side of managing health information.

Displays competency maps

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Health Information Management (HIM) Competency Framework

Read more about HIM Career Pathway

Click on a Competency to search for related Learning Resources. The number of available resources is displayed in parentheses.

Health Data Management

Health Data Structure, Content, and Standards

- Apply policies and procedures to ensure the accuracy of health data. (10)
- Collect and maintain health data (such as data elements, data sets, and databases). (11)
- Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. (9)
- Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases. (11)

Healthcare Information Requirements and Standards

- Apply policies and procedures to ensure organizational compliance with regulations and standards. (16)
- Assist in preparing the organization for accreditation, licensing, and/or certification surveys. (4)
- Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. (11)
- Monitor and apply organization-wide health record documentation guidelines. (15)

Clinical Classification Systems

- Adhere to current regulations and established guidelines in code assignment. (20)
- Apply diagnosis/procedure codes according to current nomenclature. (19)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on. (13)
- Resolve discrepancies between coded data and supporting documentation. (12)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (13)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (15)
- Validate coding accuracy using clinical information found in the health record. (14)

Reimbursement Methodologies

- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (10)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (11)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (14)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (9)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (14)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (9)

Health Statistics, Biomedical Research, and Quality Management

Healthcare Statistics and Research

- Collect, maintain, and report data for clinical indices/databases/registries to meet specific organization needs such as medical research and disease registries. (7)
- Collect, organize, and present data for quality management, utilization management, risk management, and other related studies. (8)
- Comprehend basic descriptive, institutional, and healthcare vital statistics. (2)

Quality Management and Performance Improvement

- Abstract and report data for facility-wide quality management and performance improvement programs. (7)
- Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. (8)

Interpersonal Skills

Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision

Displays job role competencies

Hospital Coder/Coding Professional

The HIM (Health Information Management) Hospital Coder will use coding conventions and guidelines to abstract, analyze, and accurately assign ICD (International Classification of Diseases) and CPT (Current Procedural Terminology) principle and secondary diagnostic and procedural codes to inpatient, ambulatory, and hospital outpatient medical records. The HIM Hospital Coder will query physicians when diagnosis is unclear, audit records, and perform peer reviews. This position must utilize encoder, grouper, and other Health Information Management software often including Electronic Health Records. Job requirements include a current credential such as RHIA (Registered Health Information Administrator), RHIT (Registered Health Information Technician), CCA (Certified Coding Associate) or other designated credential from a nationally recognized organization. Preferred candidates will hold an associate's degree or higher in Health Information Management; although those with a certificate in coding from an approved coding program will be considered.

Hide Competencies for Hospital Coder/Coding Professional

Health Data Management

- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (14)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (18)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (13)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (29)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (17)
- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (13)
- Resolve discrepancies between coded data and supporting documentation. (16)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (14)
- Adhere to current regulations and established guidelines in code assignment. (39)
- Validate coding accuracy using clinical information found in the health record. (20)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on. (18)
- Apply diagnosis/procedure codes according to current nomenclature. (39)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (33)

Hospital Coder on the Job Competencies

- Participate in compliance (fraud and abuse), HIPAA (Health Insurance Portability and Accountability Act of 1996), and other organization specific training (0)
- Communicate with physicians and other care providers to ensure appropriate documentation (2)

Hide View

AHIMA Foundation website | Appendix A - Work Process Schedule PDF (provided by AHIMA Foundation)

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Manage your credentials & custom goals

Toggle most recent activity panel

LEARNING RESOURCE	LEARNING RESOURCE	COMPETENCY	COMPETENCY
What can Schrödinger's cat teach us about quantum mechanics? - Josh Samani Read more on HigherEd.org Visit this Resource	Aspectos fundamentales de redes Read more on HigherEd.org Visit this Resource	Modify a system to improve data confidentiality or regulatory compliance. Search resources related to this competency	Assign and sequence ICD-10-CM codes Search resources related to this competency

Competencies (Showing All Credentials & Custom Goals)

Filter Showing All | Sort By Default | Show 10 | Refresh Page

	Due Date	Achieved	Competency Domain	Competency Name (Click to search associated Resources)
1	04/11/2017	☐	Access & Authentication	Differentiate between public and private data. (12)
0		☐	Access & Authentication	Modify a system to improve data confidentiality or regulatory compliance. (39)
0		☐	Access & Authentication	Summarize the flow of data through a computer network scenario. (29)
0		☐	Attacks & Crimes	Demonstrate professional behavior in response to an ethically challenging scenario in computing. (17)
0		☐	Clinical Documentation on the Job Competencies	Apply regulations pertaining to CDI activities (28)
0	04/13/2017	☐	Clinical Documentation on the Job Competencies	Articulate the implications of accurate coding (48)
0		☐	Clinical Documentation on the Job Competencies	Articulate the implications of accurate coding with respect to research, public health reporting, case management and reimbursement (42)
1	04/01/2017	☑	Clinical Documentation on the Job Competencies	Assign and sequence ICD-10-CM codes (128)
0		☐	Clinical Documentation on the Job Competencies	Assign appropriate DRG codes (17)
0		☐	Clinical Documentation on the Job Competencies	Assign Current Procedural Terminology [CPT] and/or Healthcare Common Procedure Coding System [HCPCS] codes (44)

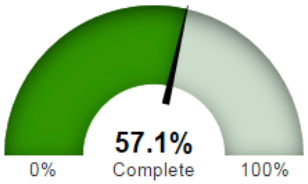
|< | < Previous | 1 of 4 | Next > | >|

Showing 1-10 of 39

MyHigherEd Dashboard

Welcome back John!

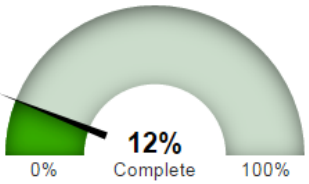
Personalized Learning Plan Summary



AHIMA Foundation Health Information Management Data Analyst

Total Competencies	14
Competencies Achieved	8
% Complete Overall	57.1%
Estimated Completion	September 21, 2017*

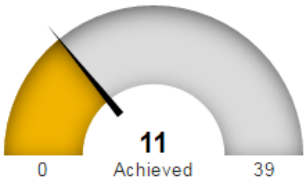
WORK ON THIS



My Dream Job

Total Competencies	25
Competencies Achieved	3
% Complete Overall	12.0%
Estimated Completion	September 23, 2017*

WORK ON THIS



Total Competencies
(Showing All Credentials & Custom Goals)

Total Competencies	39
Total Achieved	11
Total Remaining	28

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*Estimated Completion Date: Your estimate completion date is based on your present activity and may change greatly based on an increase or decrease of action.

Competency Due Dates (Next 5 Not Achieved)

Competency	Date Due
Past Due: Validate results through qualitative and quantitative analyses to confirm findings	03/25/2017
Past Due: Integrate data from internal or external sources in order to provide data for analysis and/or reporting	03/31/2017

CBE Research at highered.org/cbe

https://highered.org/cbe

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CBE Links

A curated list of CBE-related materials is provided below by category. These are made available as an activity of HigherEd.org and the Competency-Based Education Network.

Search

- New CBE Links (7) New
  Links added in the past 14 days.
- Accreditation Resources (7)
  Information from regional accrediting agencies about approval to offer CBE and direct assessment
- Assessment and Quality (7)
  Efforts to ensure quality and academic integrity in CBE program design and assessment
- Blog Postings/Articles/Other (14)
  Articles, blog postings, and other online publications about CBE that don't fit into other categories.
- Case Studies (20)
  Institutional case studies about implementing and managing CBE programs
- CBE Design Models/Effective Practices (11)
  Program design models and documentation of effective practices for creating CBE
- CBE Institutions (3)
  Institutions with CBE programs that are early adopters and incorporate effective practices
- Competency Frameworks (7)
  Nationally recognized competency frameworks
- Conferences and Webinars (12)
  Conferences with significant CBE-related sessions. Includes specific webinars with materials available.
- Costs, Finance, and Affordability (6)
  Studies and models related to CBE costs, finances, and affordability
- Credentials (3)
  Connecting credentials and competencies
- Data and Analytics (1)
  Performance measures, metrics, analytics, and data structures for understanding CBE
- Definitions, Terms, and Glossaries (1)
  Efforts to clarify CBE-related terminology
- Direct Assessment (4)
  Resources besides USDE about direct assessment. Includes institutions currently offering direct assessment CBE programs
- Employer Perspectives (5)
  Studies and policy work related to employer needs and perspectives about CBE

COMPETENCY-BASED EDUCATION NETWORK

CBE Links — Introduction to and History of CBE

Return to Category List

Search

Publications describing the history of CBE

- 7 Key Takeaways from the 2016 Competency-based Education Summit (D2L Conference, 2016)
- 7 Things You Should Know about Competency-Based Education (ELI, 2014)
- Advancing Competency-Based Pathways to College and Career Readiness (Achieve, 2014)
- An Overview: The Architecture to Support Competency-Based Learning (Cengage, 2016)
- Competency-Based Degree Programs in the U.S. Postsecondary Credentials for Measurable Student Learning and Performance (CAEL, 2012)
- Competency-Based Education Ecosystem Framework (C-BEN, 2015)
- Competency-Based Education: History, Opportunities, and Challenges (Ford, 2014)
- Competency-Based Education: Innovations in Teaching and Learning Research Brief 1 (CIC, 2015)
- Frequently Asked Questions (CBEInfo.org)
- How did we get here? A brief history of competency-based higher education in the United States (Nodine, 2016)
- Measuring What Matters: Competency-Based Learning Models in Higher Education (Voorhees, 2001)
- Shifting gears in the classroom—movement toward personalized learning and competency-based education (Camacho and Legare, 2016)
- The Currency of Higher Education: Credits and Competencies
- The Field of CBE in Higher Education and K12 (Sturgis, 2017)
- Three Principles of Competency-Based Learning: Mission, Mission, Mission
- What Competency-Based Education Looks Like - Infographic (ACE, 2014)

Have a link to share? Email John Milam at jmilam@lfcc.edu.

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