Transforming Health Information Workforce: Reality 2016 is the successor to Vision 2016: A Blueprint for Quality Education in HIM, which was developed by visionary AHIMA members and leaders in 2007. The agenda and focus have been refined into Transforming Health Information Workforce: Reality 2016, based on research and discussion with stakeholders and workforce leaders.

The Council for Excellence in Education (CEE) guides the academic community through improvements to education, coursework, and curricula of associate, baccalaureate, and graduate programs in HIM. The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), an independent accrediting organization, establishes and enforces standards for educational programs.

- Accredited programs, as well as programs in candidacy, must demonstrate that their curriculum meets or exceeds the professional course contents, as established by the CEE, and is
- Delivered in an appropriate sequence of didactic, laboratory, and professional practice activities.

The Commission on Certification for Health Informatics and Information Management (CCHIIM) creates and maintains credentialing examinations to ensure an entry level of competence, based on a job analysis of current credentialed employees (those in the workforce about three to five years). The CEE and CCHIIM have worked together to ensure a high level of consistency at the domain and subdomain levels for both the curricula and examinations.

### Transforming Health Information Workforce: Reality 2016 Core Tenets

1. Encourage HIM professionals to obtain graduate degrees. Expand academic programs to offer more graduate programs.
2. Enhance opportunities for individuals with associate’s degrees through specialty tracks.
3. Invest in faculty and member development in areas of research, data integrity, and data governance.
4. Increase the number of graduate-prepared HIM professionals by creating eligible pathways for individuals with doctoral or master’s degrees.

### HIM Curriculum Maps

The curriculum maps were built to reflect changes in the workforce. Professionals in health information management (HIM), industry leaders, and educators developed these maps as a guide to accurately and adequately prepare students in HIM.

1. The side-by-side curriculum map demonstrates the base educational requirements across all three levels (associate, baccalaureate, and graduate) and programs are encouraged to meet and exceed the level of education.
2. Each map (associate, baccalaureate, and graduate) includes specific curricular considerations which are the topics covered in the program.
3. Programs may add curricular considerations as appropriate to their community of interest.

#### Relates to Transforming Health Information Workforce Reality 2016 Core Tenets:

- Encourage HIM professionals to obtain graduate degrees. Expand academic programs to offer more graduate programs.
- Enhance opportunities for individuals with associate’s degrees through specialty tracks.

#### The following features are included in the proposed curriculum revisions found on the AHIMA Foundation website:

1. The content included in the maps is the baseline programs are required to meet.
2. Programs are encouraged to exceed the requirements as necessary to fulfill the needs of their community of interest.
3. Refer to the individual level maps for curricular components for the associate, baccalaureate, and graduate program level.
4. Sufficient time will be provided for schools to transition to the new requirements.
The diagram below depicts the high level steps involved with the curriculum development and revision process.

### Timeline for Delivery of Completed Curricula to CAHIIM for Implementation.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Post draft curricula to Communities of Practice (COP).</td>
<td>Completed</td>
</tr>
<tr>
<td>To post on three COP’s: Assembly on Education, AHIMA COP, State Leaders COP.</td>
<td></td>
</tr>
<tr>
<td>2. Sent direct notification to all program directors (by e-mail)</td>
<td>Completed</td>
</tr>
<tr>
<td>3. Open comment period for external and internal stakeholders</td>
<td>Completed</td>
</tr>
<tr>
<td>4. As comments are received they will be reviewed and responses sent/posted as appropriate.</td>
<td>Completed</td>
</tr>
<tr>
<td>5. Open Forum at Faculty Development Institute/Assembly on Education Symposium to address comments received to date and other questions/comments</td>
<td>Completed</td>
</tr>
<tr>
<td>6. Consolidate comments/make final revisions</td>
<td>Completed</td>
</tr>
<tr>
<td>7. Final draft available for review at AHIMA 85th Annual Convention and Exhibit in Atlanta</td>
<td>October 26 – October 31, 2013</td>
</tr>
<tr>
<td>8. Final revisions based on commentary from convention made</td>
<td>November 4 – December 13, 2013</td>
</tr>
<tr>
<td>9. Final curricula presented to CAHIIM for implementation</td>
<td>December 16, 2013</td>
</tr>
<tr>
<td>10. Implementation of curricula by CAHIIM</td>
<td>Dependent on CAHIIM implementation but may be approximately, January 1, 2015</td>
</tr>
</tbody>
</table>

### Associate Specialty Tracks

The Associate Education Coalition (AEC), an advisory body to the CEE, has developed modules for specialty tracks that can be implemented in the existing associate level program, or as a post-associate certificate. The first five specialty tracks introduced at the 2013 Assembly on Education Symposium include:

1. Coding
2. Clinical Documentation Improvement (CDI)
3. Registries
4. Practice Management
5. Data Analysis

### Relates to Transforming Health Information Workforce Reality 2016 Core Tenents:

- Enhance opportunities for individuals with associate's degrees through specialty tracks.
Educational Perspectives in Health Informatics and Information Management
Online Journal
eduperspectives.ahima.org

Educational Perspectives in Health Informatics and Information Management (EPHIIM) is a scholarly, peer-reviewed research journal whose mission is to advance teaching and learning in health informatics and information management and to improve workforce practices through evidence-based research and scholarly consideration. To read the latest issue visit the EPHIIM website at eduperspectives.ahima.org

Relates to Transforming Health Information Workforce Reality 2016 Core Tenet:

- Invest in faculty and member development in areas of research, data integrity, and data governance.

Manuscript Categories:

- Current Concepts in Health Information Management
- Sounding Board
- A Piece of My Mind
- Research Paper
- Historical Research
- Systematic Review or Meta-Analysis of Literature
- Systematic Review
- Meta-analysis
- Education Article
- Case Study
- Methodological and Evaluation Article
- Theory Building Paper
- Commentary
- Proceeding of Peer-Reviewed Presentations

Please feel free to e-mail us at reality2016@ahimafoundation.org with your feedback regarding the highlights of Reality 2016 as included in this communication.