HEALTH INFORMATION MANAGEMENT CURRICULUM FRAMEWORK

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
HEALTH INFORMATION MANAGEMENT

PROGRAM TITLE:	**HEALTH INFORMATION MANAGEMENT**
STATE SKILL STANDARDS:	**HEALTH INFORMATION MANAGEMENT**
STANDARDS REFERENCE CODE:	**HIM**
CAREER CLUSTER:	**HEALTH AND PUBLIC SAFETY**
CAREER PATHWAY:	**HEALTH SCIENCE**
PROGRAM LENGTH:	**3 LEVELS (L1, L2, L3C)**
PROGRAM ASSESSMENTS:	**HEALTH INFORMATION MANAGEMENT** **WORKPLACE READINESS SKILLS**
CTSO:	**HOSA**
GRADE LEVEL:	**9-12**
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	**AHA HEALTHCARE PROVIDE CPR**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Health Information Management industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Health Information Management
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
    - Science (based on the Next Generation Science Standards)
    - English Language Arts (based on the Common Core State Standards)
    - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

HEALTH INFORMATION MANAGEMENT Core Course Sequence	
HEALTH INFORMATION MANAGEMENT	**LEVEL**
Health Science I	L1
Health Information Management I	L2
Health Information Management II	L3

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

HEALTH INFORMATION MANAGEMENT Core Course Sequence with Complementary Courses	
HEALTH INFORMATION MANAGEMENT	**LEVEL**
Health Science I	L1
Health Information Management I	L2
Health Information Management II	L3
Health Information Management Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills," have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Health Science I
ABBR. NAME:	**HEALTH SCI I**
CREDITS:	**1**
LEVEL:	**L1**
CIP CODE:	**51.0000**
PREREQUISITE:	**None**
CTSO:	**HOSA**

COURSE DESCRIPTION

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 1.1 :   Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators :   1.1.1-1.1.4

Performance Standard 1.2 :   Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators :   1.2.1-1.2.5

Performance Standard 1.3 :   Apply Mathematics in Healthcare Practice

Performance Indicators :   1.3.1-1.3.7

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS

Performance Standard 2.1 :   Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators :   2.1.1-2.1.7

CONTENT STANDARD 3.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 3.1 :   Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators :   3.1.1-3.1.14

Performance Standard 3.2 :   Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators :   3.2.1-3.2.3

Performance Standard 3.3 :   Demonstrate Professional and Ethical Standards Impacting Healthcare

Performance Indicators :   3.3.1-3.3.7

CONTENT STANDARD 4.0 : DEMONSTRATE METHODS OF COMMUNICATING IN THE HEALTHCARE SETTING

Performance Standard 4.1 :   Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators :   4.1.1-4.1.11

Performance Standard 4.2 :   Utilize Written and Electronic Communication

Performance Indicators :   4.2.1-4.2.5

CONTENT STANDARD 5.0 : **DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING**

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 : **INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE**

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Health Information Management I**
ABBR. NAME:	**HLTH INFO MGMT 1**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0707**
PREREQUISITE:	**Health Science I**
CTSO:	**HOSA**

COURSE DESCRIPTION

This course is designed to familiarize students with computerized account management and to help students develop the confidence and skills necessary to become successful in health information management. Areas of study include identification of careers in HIM, communication skills, utilizing and identifying data management using various software programs, and clinical terminilogy and principles of anatomy and physiology. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : IDENTIFY CAREERS IN HEALTH INFORMATION MANAGEMENT

Performance Standard 1.1 :   Examine the History of Health Information Management

Performance Indicators :   1.1.1-1.1.2

Performance Standard 1.2 :   Explore Careers

Performance Indicators :   1.2.1-1.2.3

Performance Standard 1.3 :   Understand Working Infrastructure

Performance Indicators :   1.3.1-1.3.4

CONTENT STANDARD 2.0 : DEMONSTRATE COMMUNICATION SKILLS

Performance Standard 2.1 :   Apply Effective Communication Skills

Performance Indicators :   2.1.1-2.1.4

CONTENT STANDARD 3.0 : IDENTIFY AND UTILIZE DATA MANAGEMENT

Performance Standard 3.1 :   Demonstrate Computer Skills: Hardware, Software, and Data

Performance Indicators :   3.1.1-3.1.4

Performance Standard 3.2 :   Perform Data Integration

Performance Indicators :   3.2.1-3.2.3

CONTENT STANDARD 4.0 : APPLY CLINICAL TERMINOLOGY

Performance Standard 4.1 :   Relate Clinical Terminology to the Principles of Anatomy and Physiology

Performance Indicators :   4.1.1-4.1.3

Performance Standard 4.2 :   Examine Pathophysiology

Performance Indicators :   4.2.1-4.2.2

Performance Standard 4.3 :   Examine Pharmacology

Performance Indicators :   4.3.1-4.3.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Information Management Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Health Information Management II**
ABBR. NAME:	**HLTH INFO MGMT II**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**51.0707**
PREREQUISITE:	**Health Information Management I**
CTSO:	**HOSA**

COURSE DESCRIPTION

This course is a continuation of Health Information Management I. This course allows advanced health information management students to develop their knowledge and skills learned in Health Information Management I. Emphasis will be placed on HIPAA and legal ethics, management of patient records, health informatics, revenue cycle and regulations. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment, and be prepared for postsecondary education.

TECHNICAL STANDARDS

CONTENT STANDARD 5.0 : EXPLORE HIPAA/ETHICS

Performance Standard 5.1 : Research Legislation

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Evaluate Privacy

Performance Indicators : 5.2.1-5.2.4

Performance Standard 5.3 : Understand Security and Access

Performance Indicators : 5.3.1-5.3.3

Performance Standard 5.4 : Research Regulations and Compliance

Performance Indicators : 5.4.1-5.4.4

CONTENT STANDARD 6.0 : RECOGNIZE AND MANAGE PATIENT RECORDS

Performance Standard 6.1 : Examine Patient Records

Performance Indicators : 6.1.1-6.1.5

Performance Standard 6.2 : Demonstrate Workflow Process

Performance Indicators : 6.2.1-6.2.5

CONTENT STANDARD 7.0 : UNDERSTAND HEALTH INFORMATICS

Performance Standard 7.1 : Explore Health Informatics

Performance Indicators : 7.1.1-7.1.5

Performance Standard 7.2 : Explore Consumer Informatics

Performance Indicators : 7.2.1-7.2.3

CONTENT STANDARD 8.0 : UNDERSTAND THE REVENUE CYCLE

Performance Standard 8.1 : Understanding Revenue

Performance Indicators : 8.1.1-8.1.3

Performance Standard 8.2 : Understand Billing and Reimbursement

Performance Indicators : 8.2.1-8.2.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills
Performance Indicators : 1.1.1-1.1.7
Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills
Performance Indicators : 1.2.1-1.2.10
Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills
Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Health Information Management Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	**Health Information Management Advanced Studies**
ABBR. NAME:	**HLTH INFO MGMT AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**51.0707**
PREREQUISITE:	**Health Information Management II**
CTSO:	**HOSA**

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program, and whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team, and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Integrated Healthcare Management
- Information Governance
- Informatics and Data Analytics
- Breach Management