

Self-Assessment; based on the 2018 Coding Certificate Competencies

under the AHIMA Professional Certificate Approval Program (PCAP)

***This document includes* one example *of how to assess a single student learning outcome (curricula competency) in each domain covered under the 2018 PCAP Coding Certificate Competencies. Every program should insert additional rows into this document, add the remaining 2018 PCAP Coding Certificate Competencies, and then conduct a full assessment to outline how each student learning outcome is achieved for the entire set of curricula competencies in your medical coding certificate program. When completing this document, each program should have at least one example for every student learning outcome within the relevant domains. The goal of this Self-Assessment is to promote alignment, reduce redundancy across courses and ensure content is being addressed at the appropriate Bloom’s Taxonomy level.***

## Glossary of Terms

**Assessment Methods**: How is the program teaching that objective/Student Learning Outcome? How do you ensure the student is learning the concept (what kinds of tasks will reveal the students have achieved the learning outcome)?

**Bloom’s Taxonomy:** Bloom’s Taxonomy levels are used to measure how well a student is expected to master a concept. Bloom’s Taxonomy is a classification system that divides the way people learn into three domains: 1. cognitive (intellectual outcomes, mental skills), 2. affective (growth in feelings or emotional areas), and 3. psychomotor (manual or physical skills). Bloom’s cognitive domain serves as the measurement scale for the student learning outcomes included in the curricula.

**Domain:** A broad category of related content. The Domains specify the HIM body of knowledge and practice.

**Objective:** What is the student going to learn? This must be written in measurable terms, quantitatively or qualitatively (rubric, number of correct, etc.)

**Student Learning Outcome**: A behavior; what the learner will be able to do; a condition - how will the learner be able to do it. It should be measurable at a minimally acceptable standard and demonstrate how well the learner is able to do the task. Measurement of success is through assessment of achievement of the stated student learning outcome. Additional resources on aligning student learning outcomes and objectives can be found at: <http://www.cmu.edu/teaching/assessment/howto/basics/objectives.html>

| **Program Self-Assessment** |
| --- |
| **2018 Domains** | **Student Learning Outcome example** (the desired Bloom’s Taxonomy Level is listed in parentheses following the student learning outcome) | **Objectives:** | **Assessment Methods** (*Are they Measurable*)? | Are Objectives in Syllabus/Course Numbers? | Notes  |
| I. Data Structure, Content and Information Governance | I.1. Describe health care organizations from the perspective of key stakeholders. (2) | Student will be able to describe aspects of various healthcare organizations (acute care hospitals, urgent care centers, sole and group physician practices, nursing homes, etc.) from the perspective of key stakeholders (provider, patient, staff, volunteer, executive, family, etc.).  | * Student is given a table which lists various facilities in the far-left column and various stakeholders across the top of the columns. Student is readily able to “fill-in” the grid at the intersection of each row and column. A rubric is used to grade the responses.
 |  |  |
| II. Information Protection: Access, Use, Disclosure, Privacy, and Security |  II.1. Apply privacy strategies to health information. (3) | Student will be able to correctly determine whether requested information should/should not be released and why. | * Given a sample patient release of information scenario and a sample facility release of information policy, student records her/his responses as to whether the requested information should/should not be released and defends their responses with rationale from the ROI scenario and the policy. A rubric is used to grade the responses.
 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| III. Informatics, Analytics, and Data Use | III.6. Describe the concepts of managing data. (3) | Student will be able to describe the concepts of managing data (e.g. acquisition, validation, processing, protection, storage, etc.). | * Student lists and correctly describes the concepts of managing data (e.g. acquisition, validation, processing, protection, storage, etc.). A rubric is used to grade the responses.
 |  |  |
| IV. Revenue Cycle Management |  IV.1. Determine diagnosis and procedure codes and groupings according to official guidelines. (5) | Student will be able to accurately assign diagnosis and procedure codes and groupings to various patient case coding scenarios. | * Given a set of patient case coding scenarios, student accurately assign diagnosis and procedure codes and groupings using at least one encoder application as well as all available and appropriate coding references. Goal is 95% accuracy. A rubric is used to grade the responses.
 |  |  |
| V. Health Law & Compliance | V.1. Apply legal processes impacting health information. (3) | Student is able to differentiate the legal health record from the designated record set. | * A quiz question asks the student to differentiate the legal health record from the designated record set, and the student is readily able to do so. A rubric is used to grade the responses.
 |  |  |
| VI. Organizational Management & Leadership | VI.1. Demonstrate fundamental leadership skills. (3) | Student demonstrates effective written communication. | * A writing project is assigned in which the student is presented with a business scenario which requires an email communication; the student writes and submits the email to the instructor. A rubric is used to grade the email.
 |  |  |