HEALTH INFORMATION MANAGEMENT STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
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NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

NEVADA DEPARTMENT OF EDUCATION

VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

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ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Health Information Management.

STANDARDS DEVELOPMENT MEMBERS

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Health Information Management standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Randi Hunewill, Education Programs Supervisor
Health Sciences and Public Safety
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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Health Information Management program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Health Information Management program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Health Information Management	HIM

Example: HIM.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Health Information Management	2	3	4

CONTENT STANDARD 1.0 : IDENTIFY CAREERS IN HEALTH INFORMATION MANAGEMENT	
PERFORMANCE STANDARD 1.1 : EXAMINE THE HISTORY OF HEALTH INFORMATION MANAGEMENT	
1.1.1	Explain the relationship between healthcare and information management
1.1.2	Describe the evolution of health information management
PERFORMANCE STANDARD 1.2 : EXPLORE CAREERS	
1.2.1	Identify career pathways in health information management
1.2.2	Differentiate between different healthcare environments
1.2.3	Define roles and responsibilities in healthcare
PERFORMANCE STANDARD 1.3 : UNDERSTAND WORKING INFRASTRUCTURE	
1.3.1	Describe the relationship between health information management and external/internal customers
1.3.2	Practice excellent customer service
1.3.3	Define Continuum of Care
1.3.4	Describe regulatory agencies and professional standards

CONTENT STANDARD 2.0 : DEMONSTRATE COMMUNICATION SKILLS	
PERFORMANCE STANDARD 2.1 : APPLY EFFECTIVE COMMUNICATION SKILLS	
2.1.1	Demonstrate effective communication in verbal and written forms
2.1.2	Distinguish between formal and informal communication
2.1.3	Recognize the need to adapt and apply effective communication skills to various audiences and circumstances
2.1.4	Develop and apply effective teamwork skills

CONTENT STANDARD 3.0 : IDENTIFY AND UTILIZE DATA MANAGEMENT	
PERFORMANCE STANDARD 3.1 : DEMONSTRATE COMPUTER SKILLS: HARDWARE, SOFTWARE, AND DATA	
3.1.1	Analyze and apply effective hardware integration skills
3.1.2	Create and utilize word processing and spreadsheets
3.1.3	Utilize a scheduling application
3.1.4	Perform a query in a database and format a query report
PERFORMANCE STANDARD 3.2 : PERFORM DATA INTEGRATION	
3.2.1	Acquire and apply the proper process for scanning and digital information conversion
3.2.2	Apply formatting and indexing to existing information
3.2.3	Aggregate existing and new data into a database

CONTENT STANDARD 4.0 : APPLY CLINICAL TERMINOLOGY	
PERFORMANCE STANDARD 4.1 : RELATE CLINICAL TERMINOLOGY TO THE PRINCIPLES OF ANATOMY AND PHYSIOLOGY	
4.1.1	Understand and apply proper medical terminology
4.1.2	Describe the need for compliant clinical documentation
4.1.3	Describe the use and importance of International Classification of Diseases 10th revision (ICD-10) and Current Procedural Terminology (CPT) coding systems
PERFORMANCE STANDARD 4.2 : EXAMINE PATHOPHYSIOLOGY	
4.2.1	Define and explain pathophysiology and its physiological processes
4.2.2	Identify the most common chronic diseases
PERFORMANCE STANDARD 4.3 : EXAMINE PHARMACOLOGY	
4.3.1	Define pharmacology
4.3.2	Identify and describe the top five lab tests in a clinical setting

CONTENT STANDARD 5.0 : EXPLORE HIPAA/ETHICS

PERFORMANCE STANDARD 5.1 : RESEARCH LEGISLATION

5.1.1	Summarize the Health Insurance Portability and Accountability Act (HIPAA)
5.1.2	Define medical ethics
5.1.3	Discuss patient's rights

PERFORMANCE STANDARD 5.2 : EVALUATE PRIVACY

5.2.1	Define protected health information
5.2.2	Define confidentiality and release of information as it relates to protected health information
5.2.3	Define "who needs to know"
5.2.4	Explain use, disclosure, and proper destruction of protected health information

PERFORMANCE STANDARD 5.3 : UNDERSTAND SECURITY AND ACCESS

5.3.1	Describe a security user access agreement form
5.3.2	Recognize components of risk identification and mitigation
5.3.3	Investigate the impact of cybersecurity

PERFORMANCE STANDARD 5.4 : RESEARCH REGULATIONS AND COMPLIANCE

5.4.1	Define and describe the role of the Office for Civil Rights
5.4.2	Research and explain Nevada Revised Statutes in relation to health information management
5.4.3	Describe the purpose of auditing and compliance
5.4.4	Describe the process of reporting violations

CONTENT STANDARD 6.0 : RECOGNIZE AND MANAGE PATIENT RECORDS	
PERFORMANCE STANDARD 6.1 : EXAMINE PATIENT RECORDS	
6.1.1	Identify components of patient records in different healthcare environments
6.1.2	Compare and contrast paper records versus electronic records
6.1.3	Identify who is permitted to document in patient records
6.1.4	Assess the patient record for documentation integrity
6.1.5	Research and compare state and federal laws regarding record retention and destruction
PERFORMANCE STANDARD 6.2 : DEMONSTRATE WORKFLOW PROCESS	
6.2.1	Use health record data collection tools (such as input screens, document templates, digital conversion)
6.2.2	Verify accurate collection of proper patient demographic and insurance information
6.2.3	Demonstrate the process for successfully scheduling an appointment, registering/admitting a patient into a clinic or healthcare facility, and discharging a patient from a clinic visit/facility admission
6.2.4	Demonstrate the process for successfully fulfilling a “release of information” request
6.2.5	Demonstrate the process for reporting and developing a mitigation plan for a breach of electronic protected health information (PHI)

CONTENT STANDARD 7.0 : UNDERSTAND HEALTH INFORMATICS	
PERFORMANCE STANDARD 7.1 : EXPLORE HEALTH INFORMATICS	
7.1.1	Examine the history of health informatics
7.1.2	Understand the purpose and requirements of "meaningful use"
7.1.3	Define and discuss the benefits and challenges to interoperability
7.1.4	Examine the value of a health information exchange, electronic health records, and electronic medical records
7.1.5	Explore future trends of health informatics (e.g. telehealth)
PERFORMANCE STANDARD 7.2 : EXPLORE CONSUMER INFORMATICS	
7.2.1	Define consumer health informatics
7.2.2	Explain patient-centered care
7.2.3	Explain the benefits of patient portals

CONTENT STANDARD 8.0 : UNDERSTAND THE REVENUE CYCLE	
PERFORMANCE STANDARD 8.1 : UNDERSTANDING REVENUE	
8.1.1	Define revenue and the revenue drivers in healthcare
8.1.2	Outline the revenue cycle in healthcare
8.1.3	Explain revenue sources within healthcare (Medicaid, Medicare, private insurance, etc.)
PERFORMANCE STANDARD 8.2 : UNDERSTAND BILLING AND REIMBURSEMENT	
8.2.1	Discuss the impact of coding
8.2.2	Outline the billing process
8.2.3	Discuss principles of reimbursement

CROSSWALKS AND ALIGNMENTS OF HEALTH INFORMATION MANAGEMENT STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Health Information Management Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Health Information Management program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Health Information Management Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Health Information Management program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Health Information Management Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Health Information Management program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Health Information Management Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Health Information Management program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Health Information Management Standards are crosswalked to the Health and Public Safety Career Cluster™ and the Health Science Career Pathway.

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CROSSWALK OF HEALTH INFORMATION MANAGEMENT STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: IDENTIFY CAREERS IN HEALTH INFORMATION MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Math: Statistics and Probability – Conditional Probability and the Rules of Probability** SCP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).

1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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CONTENT STANDARD 2.0: DEMONSTRATE COMMUNICATION SKILLS

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 3.0: IDENTIFY AND UTILIZE DATA MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
3.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
3.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Math: Algebra – Creating Equations** ACED.A.1 Create equations and inequalities in one variable and use them to solve problems. **Math: Number & Quantity – Quantities** NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Math: Number & Quantity – Quantities** NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 4.0: APPLY CLINICAL TERMINOLOGY

Performance Indicators	Nevada Academic Content Standards
4.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

4.2.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STANDARD 5.0: EXPLORE HIPAA/ETHICS

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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5.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

5.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
5.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 6.0: RECOGNIZE AND MANAGE PATIENT RECORDS

Performance Indicators	Nevada Academic Content Standards
6.1.2	**English Language Arts: Writing Standards** W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
6.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
6.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD 7.0: UNDERSTAND HEALTH INFORMATICS

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards** W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
7.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards** W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7.1.5	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism
7.2.2	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.2.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD 8.0: UNDERSTAND THE REVENUE CYCLE

Performance Indicators	Nevada Academic Content Standards
8.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
8.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ALIGNMENT OF HEALTH INFORMATION MANAGEMENT STANDARDS AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Health Information Management Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	5.4.3
4. Model with mathematics.	8.1.2
5. Use appropriate tools strategically.	3.1.2
6. Attend to precision.	
7. Look for and make use of structure.	8.2.2
8. Look for and express regularity in repeated reasoning.	6.2.3

ALIGNMENT OF HEALTH INFORMATION MANAGEMENT STANDARDS AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Health Information Management Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	3.1.4 3.2.3
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.1 2.1.2

CROSSWALKS OF HEALTH INFORMATION MANAGEMENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Health Science Career Cluster™ (HL)	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.2.1; 4.1.1; 7.1.1; 8.1.1
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	1.2.1, 1.2.2, 1.2.3; 5.2.4
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	5.1.1, 5.1.3, 5.2.1
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality healthcare.	1.2.1, 1.2.3; 8.1.2, 8.2.1
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	5.1.1, 5.1.2, 5.4.1; 7.1.2
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	2.1.3, 2.1.4; 5.1.2

Health Informatics Career Pathway (HL-HI)	Performance Indicators
1. Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.	1.3.4; 5.4.1, 5.4.2
2. Describe the content and diverse uses of health information.	1.1.1, 1.1.2; 5.2.4, 6.1.1, 6.1.3
3. Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.	3.1.2; 7.1.4, 7.2.3