

CAHOM[®]

SUMMIT ON
HIGHER
EDUCATION

2026

AGENDA

Tuesday, September 22, 2026

CENTRAL TIMETIME

Welcome & Opening Remarks

9:00 - 9:05 AM

Angela Kennedy, EdD, MBA, RHIA

Update from the Board Chair

9:05 - 9:10 AM

Susan Carey, MHI, RHIT, FAHIMA

Federal Higher Ed Policy: What You Need to Know Now

9:10 - 10:10 AM

Jonathan Fansmith, ACE

Jonathan Fansmith, the Senior Vice President for Government Relations, will provide a federal relations update. This presentation will discuss legislation that is under consideration by Congress and actions taken by the current administration that are impacting higher education.

The Doctorate Decision: Evaluating Advanced Degree Options for Healthcare Professionals

10:10 - 10:40 AM

Kim Theodos, JD, MS, RHIA, CPHIMS

Lindsey Carswell, MHA, CBCS, RHIA

Meredith Magee, MHI, RHIA

Advance your career with confidence by exploring the key differences among doctoral degrees, including the EdD, PhD, JD, and DHA. This session combines clear comparisons of program structure, time commitment, cost, and professional outcomes with firsthand insights from four

educators who have completed different doctoral pathways. Walk away with practical guidance and real-world perspective to choose the doctorate that best aligns with your professional goals.

Break

10:40 – 10:50 AM

Updates from:

The College of Healthcare Information Management Executives (CHIME)

10:50 - 11:20 AM

The American Medical Informatics Association (AMIA)

11:20 – 11:50 AM

Update from Peregrine Global Services

11:50 – 12:20 PM

Lunch

12:20 – 12:50 PM

Updates from:

The American Academy of Professional Coders (AAPC)

12:50 – 1:20 PM

The National Cancer Registrars Association (NCRA)

1:20 - 1:50 PM

The Health Level Seven (HL7)

1:50 - 2:20 PM

The American College of Healthcare Executives (ACHE)

2:20 - 2:50 PM

Break

2:50 – 3:05 PM

Updates from:

The American Health Information Management Association (AHIMA)

3:05 – 3:35 PM

The International Federation of Health Information Management Associations (IFHIMA)

3:35 – 4:05 PM

The Healthcare Information and Management Systems Society (HIMSS)

4:05 – 4:35 PM

Consistency at Scale: An Instructional Design/Faculty Partnership for Sustaining Rigor Across Courses

4:35 – 5:05 PM

Karen Lankisch, PhD, RHIA, MHI, CHDA, CPC, CEHRS, CPPM

Alexander Vinolus, MEd

Tommy Taylor, BA

In this session, a collaboration of instructional design and faculty shares a practical partnership model for maintaining consistency and rigor across multiple courses each semester. Participants will learn repeatable workflows that reduce faculty burden, strengthen alignment, and improve the student learning experience, without sacrificing academic control or disciplinary integrity.

Adjourn

5:05 PM

Wednesday, September 23, 2026

CENTRAL TIMETIME

Welcome to Day 2

9:00 – 9:05 AM

Why Assessment and Student Learning Matter for Educational Quality—In Times of Accreditation Change

9:05 - 10:05 AM

Megan R. Good, PhD

Keston Fulcher, PhD

As accreditation expectations and policy conversations evolve, assessment is still relevant—but often framed too narrowly to capture educational quality or support real learning improvement. This session focuses on learning improvement as a central purpose of assessment. The presenters explore why improvement is so difficult to achieve, what it requires institutionally, and how institutions can move beyond compliance-oriented reporting toward more meaningful approaches. Drawing on a James Madison University case, the session also introduces learning research and development as a complementary way to make student learning more visible and actionable.

From Classroom to Care: Building Integrated Pathways for a Ready Healthcare Workforce

10:05 – 11:05 AM

Anthony Stanowski, DHA, FACHE

Elaina McAdams, DNP, RN, MBA, NEA-BC, FACHE

Wazim Buksh, MD

Kayla Banks, PhD, RN, NEA-BC

To meet the workforce demands of healthcare systems and communities requires aligning higher education, content, student/learners, clinicians, and health systems. A panel of C-Suite Executives will explore three process-driven innovations to accomplish this alignment: just-in-time CME integration, structured preceptor alignment, and system-level academic partnerships. Attendees will gain practical, scalable strategies to transform how learners, institutions, and health systems can accelerate workforce readiness and sustainability.

Break

11:05 – 11:15 AM

Scaling Success: A Weekly Collaborative Model for Student Retention

Mechel McKinney, MBA, RHIA

Gerry Gordon, MPH, CPC, CPB, CRC, CCS

Discover how the Academic Consulting Team (ACT) model leverages peer mentorship and data-driven outreach to reduce Student Academic Probation by over 10%. This session provides a scalable framework for integrating success coaching and federal work-study resources to improve student GPAs and long-term retention.

Upskilling Everyone: Insights from a Public Health Informatics Professional Development Initiative

Susan Fenton, PhD, RHIA, ACHIP, FAHIMA, FAMIA

This session examines the findings from a public health informatics professional development initiative available to the public. Attendees will explore how enrollment trends, learner motivations, and demographic data can inform educational program curriculum design and workforce alignment.

11:15 – 11:45 AM

Preparing HIM Graduates for Roles AI Cannot Replace*Dr. Laura Kathryn Neal, DM, MPH, MBA, FACHE*

AI is automating routine coding while creating demand for professionals who can audit algorithms, manage complex cases, and govern AI deployment. This session provides a curriculum redesign framework for preparing HIM graduates to fill these emerging roles. Participants leave with gap analysis tools and templates for their own programs.

Leveraging AI Tutors to Enhance Student Centered Learning in Health Informatics Higher Education*Abdul Hafeez, PhD*

This presentation explores the use of AI tutors and institutional AI agents in graduate health informatics courses. Student feedback shows improved engagement, stronger technical skills, and effective real-world application. Results suggest that thoughtfully integrated AI can enhance learning while supporting instructor oversight.

11:45 - 12:15 PM**Lunch****12:15 – 1:15 PM****From Overwhelmed to Optimized: Practical AI Strategies to Reclaim Time and Improve Healthcare Outcomes***Kaila Givens, DHS, MPH, RHIA*

This engaging and highly practical session demystifies AI and reframes it as a strategic productivity partner rather than a disruptive threat. Attendees will learn how to responsibly leverage AI tools to streamline workflows, improve organization, reduce administrative burden, and support data-driven decision-making across clinical, operational, and financial domains.

Miller's Pyramid through a Health Informatics Educational Lens*Josette F. Jones, RN, PhD, FAMIA**Christina Eldredge, MD, PhD, FAMIA**Stephen Bronsburg, PhD, MS, MHSA**Matthew Scotch, PhD, MPH*

The paper presents a conceptualization and operationalization of the Miller Pyramid. Each of the four levels is defined as a level of increasing complexity. The aim is to differentiate assessment in graduate and undergraduate education.

1:15 – 1:45 PM

From Curriculum Maps to Measurable Competence: Advancing HIIM Program Outcomes Through Data-Driven Alignment*Hertencia Bowe, EdD, MSA, RHIA, FAHIMA*

This session examines a data-driven competency alignment framework that reconceptualizes traditional curriculum maps as analytic performance models. Participants will gain insight into how alignment matrices, performance classification, and learning analytics can illuminate competency depth, instructional gaps, and measurable program outcomes in HIIM education.

AI-Powered Pedagogy: Elevating Teaching and Learning*Diane Dolezel, PhD, MSCS, RHIA, CHDA**Karima Lalani, PhD, MBA, RHIA, FACHE*

This session examines AI-powered pedagogy as a framework for enhancing teaching and learning in undergraduate and graduate Health Informatics and Health Information Management programs. Grounded in CAHIIM competencies, it highlights how AI can support authentic learning, assessment redesign, and faculty instructional practice. Participants will gain practical strategies to integrate AI responsibly while preparing students for the evolving HI/HIM workforce.

1:45 – 2:15 PM**Break****2:15 – 2:30 PM****From Theory to Practice: Bridging the Academia-Federal Auditing Gap for Coding Education***Charlene Livaudais, EdD, ACC, CAL, CPHIMS, CSPO, ITIL, MBRM, PMP, RHIA*

Drawing on experience as a former federal CMS CERT Program Director and now HIM Program Director and instructor, this session reveals critical gaps between how we teach coding and what federal auditors actually scrutinize. Learn

Advancing Workforce-Responsive Education in Health Informatics*Meghan Harper, PhD**Rebecca Meehan, PhD*

This presentation examines how rapid advances in artificial intelligence, digital health infrastructure, and evolving workforce demands are reshaping health informatics education. It highlights a stakeholder-engaged, workforce-responsive model that integrates

2:30 – 3:00 PM

why students who code accurately still fail audits, how systematic patterns matter more than individual accuracy, and actionable strategies to prepare your team—or yourself—for the reality of federal oversight and data integrity leadership.

microcredentialing, digital badging, and stackable credentials to better align academic preparation with industry needs and lifelong learning pathways.

From Orientation to Graduation: Collaborative Advising Strategies that Improve HIM Student Retention

Karen Lankisch, PhD, RHIA, MHI, CHDA, CPC, CEHRS, CPPM

Katie Hess, MA

This session showcases a collaborative, student-centered approach to retention in a Bachelor of Health Information Management program. By aligning the efforts of the program director, faculty, and academic advisor, the model emphasizes early connection through orientation, consistent advising, and shared communication throughout the student journey. The presentation will provide actionable strategies to strengthen partnerships, support HIM students, and improve retention through coordinated, relationship-driven advising practices.

Building AI Ready Health Informatics Graduates: Applying the Department of Labor's AI Competency Framework

Rebecca Reynolds, RHIA, CHPS

This presentation provides a roadmap using the Department of Labor AI competencies to guide AI implementation for the HI curriculum. Policy implications and examples will be provided for each of the AHIMA Domains.

3:00 – 3:30 PM

Break

3:30 – 3:45 PM

Amplifying Student Engagement Using Orientation and Program Resources

Barbara Flock, RHIA, CPHQ

This presentation will share a Canvas shell that all HIM students at Spokane Community College are enrolled in. The course is designed to prepare students for online learning, use Canvas efficiently, and identify key academic and support resources. In addition, all HIM students receive timely notification of job postings, program updates and important college information.

Health Misinformation as an Informatics Challenge

Renae Spohn, PhD, RHIA, CPHI, CPHQ, FAHIMA, FNAHQ

Health misinformation has become a critical challenge in digital healthcare ecosystems, affecting patient outcomes, trust, and health equity. This session explores health misinformation as an informatics problem involving data quality, technology platforms, clinical systems, and AI governance. Faculty will leave with practical tools and curriculum ideas for preparing students to address misinformation in healthcare settings.

3:45 – 4:15 PM

Beyond the Chart: AI vs. Human Expertise in Nursing Documentation

Andriana Semko, MBA, RHIA, CCS, CCS-P, CPC

This presentation explores how artificial intelligence and human clinical expertise compare in classifying nursing interventions from unstructured clinical documentation using standardized terminologies. Through a Health Information Management (HIM) lens, the session highlights the role of data governance, documentation integrity, and informatics competencies in preparing students for AI-enabled healthcare environments. Attendees will learn how HIM education can integrate emerging technologies while reinforcing human oversight to support quality, interoperability, and patient safety.

Reflections and Insights from Real-World Cases in AI and Learning

Joy Doll, OTD, OTR/L

Misty Swartz, PhD, RN

Steven Fernandes, PhD

Artificial intelligence (AI) is transforming both higher education and healthcare practice landscapes, driving key stakeholders to explore the opportunities and challenges it offers. This panel will present real-world use cases of students who used AI in their learning and examine the ethical implications.

4:15 – 4:45 PM

**Driving Data Literacy: Integrating Real-World
Crash Data Analytics into the HIM Curriculum**

Keshia Palsgrove, MBA, RHIA

Discover how real-world public health data can transform student learning. This presentation showcases a hands-on crash statistics quality improvement project that enhances Excel proficiency, analytical reasoning, and creative problem-solving while directly supporting competencies and workforce preparation in Health Information Management.

**Building AI Competencies in Health
Information and Informatics Education Using
Miller's Pyramid**

*Shannon H. Houser, PhD, MPH, RHIA, FAHIMA,
FHIMSS*

Cathy A. Flite, PhD, FAHIMA, RHIA

*Susan L. Foster, EdD, MBA, RHIA, CHPS, CHC,
CHPC, CIPP/US, CC, FAHIMA*

Angela Morey, PhD, RHIA, CPHIMS

This session presents a practical, competency-based framework for integrating AI across health information and informatics curricula using Miller's Pyramid, moving learners from foundational AI literacy to simulation-based practice and real-world performance. Using examples across associate, bachelor's, and graduate programs, presenters will demonstrate AI-enhanced assignments and strategies that align with CAHIIM expectations while embedding ethics, equity, and governance. Participants will leave with adaptable approaches to help students use, evaluate, and steward AI responsibly in professional roles.

4:45 – 5:15 PM

Adjourn

5:15 PM

Thursday, September 24, 2026

CENTRAL TIMETIME

Welcome to Day 3

9:00 AM

Leading Change in Accreditation and Workforce

9:00 – 9:15 AM

Angela Kennedy, EdD, MBA, RHIA

Academic Leadership Strategies to Reduce Burnout and Strengthen the Future HIM Workforce

Yvonne Beth Alles, DHA, MBA

This session explores academic leadership strategies that reduce burnout among HIM students and support the development of a resilient, well-prepared workforce. Participants will examine evidence-based approaches that enhance student engagement, strengthen learning outcomes, and improve long-term program sustainability.

Trends in Health Informatics and Information Management and Implications for Education and Workforce Development

Sanja Avramovic, PhD

This presentation examines national trends in workforce demand, graduate supply, and skill needs across the health informatics and health information workforce using large-scale labor market and education data from 2019–2024. Findings highlight persistent shortages, regional imbalances, and growing demand for hybrid technical and clinical competencies, revealing gaps between employer expectations and academic preparation. The session will discuss implications for curriculum design, workforce planning, and strategies to better align education with evolving healthcare data and technology needs.

9:15 – 9:45 AM

Building Systems, Not Survival: Practical Organization Strategies for Supporting Healthcare Faculty

Reagan Spengler, MHA, RDH

This session explores practical, systems-based strategies that help healthcare faculty and program leaders reduce inefficiencies, streamline workflows, and prevent burnout. Participants will learn how simple tools, templates, and repeatable processes can improve consistency, strengthen student engagement, and create more sustainable programs. Attendees will leave with actionable approaches they can implement immediately within their own courses or departments.

Building Workforce-Ready HIM Students Through a Data Experiential Learning Model

Jesus Lopez Calvo, RHIA, CHDA, CDC, CPB

This session showcases a practical model for building healthcare data analytics competencies via a structured experiential learning framework referred to as Data Club. Participant students gain experience in utilizing actual healthcare datasets and data analytics tools to close the gap between classroom learning and the competencies demanded by future employers. The session will address implementation strategies that can be easily adapted to different program sizes and resources.

9:45 – 10:15 AM

Reframing Health Information Education Through the Health Information Continuum

Leah Grebner, PhD, RHIA, CCS, FAHIMA

Angela Campbell, RHIA, MSHI, FAHIMA

This session introduces the Health Information Continuum as an educational framework for aligning HIM education with the full scope of contemporary health information practice. Participants will examine how moving beyond “traditional” and “non-traditional” role labels supports inclusive career messaging, clearer student advising, and stronger workforce

Make It Like You Mean It: Mastering the Higher Ed & Motherhood Juggle

Sandra Brightwell, EdD, RHIA, FAHIMA

This presentation offers a strategic framework for educator-moms to trade the exhaustion of "doing it all" for the precision of intentional integration. By applying the "Make It Like You Mean It" philosophy, you will learn to utilize high-impact workflows and boundary-setting to lead both your classroom and your family with purpose, not just pace.

10:15 – 10:45 AM

alignment. Practical examples and strategies will illustrate how the continuum can be incorporated into learning activities, advising resources, and other instructional materials.

Crossing the Finish Line: Improving RHIT Exam Attendance

Beatrice Avila, MEd, RHIA, CCS-P

Patricia Lamson, BS, RHIT

Melissa Torres, RHIT

Melinda Jalufka, BSHIM, RHIA

Julissa Avila, MHIM, RHIA, CEHRS

This presentation examines strategies to improve preparation for the Health Information Technology students that will sit for the American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT) exam. It highlights curriculum alignment, effective study techniques, and data-driven instructional improvements designed to increase student confidence and first-time pass rates. The session provides practical tools faculty and programs can implement strategies to strengthen student success, workforce high demand and overall program outcomes.

Supercharge your HIM Outcomes Dashboard using Canvas data

Barbara Flock, RHIA, CPHQ

During this session, we will discuss using Canvas Outcomes and Rubrics to set the foundation for tracking CAHIIM curriculum competencies and pulling the data into a dashboard. The session will share words of wisdom, including ethical and privacy considerations as well as practical tips for building a robust outcome reporting system

10:45 – 11:15 AM

Break

11:15 – 11:25 AM

Smart Course Design: Leveraging AI for HI/HIM Education

Amanda Walden, PhD, RHIA, CHDA

Michelle Crozier, PhD, MPH, CPH

Jillian Harrington, EdD, MHA, CCS, CCS-P, CPC, CPC-I, CPC-P, CEMC, MHP

This session demonstrates how generative AI can streamline course development, strengthen alignment with CAHIIM competencies, and enhance student engagement in HIM and HI education. Participants will learn practical, ethical, and accreditation ready strategies for integrating AI into teaching and curriculum design. Real world examples and implementation workflows will equip educators to confidently and responsibly apply AI in their own programs.

Leading Data-Driven Curriculum Enhancement in HIIM Programs: Improving Student Success, Retention, and Accreditation Outcomes

Hertencia Bowe, EdD, MSA, RHIA, FAHIMA

This session highlights how HIIM leaders leverage curriculum performance data to advance strategic curriculum enhancement that strengthens student success, retention, and accreditation readiness. Attendees will gain insight into leadership approaches grounded in measurable program outcomes and institutional accountability.

11:25 – 11:55 AM

Bulldogs Turn Up the Volume

Lindsey Carswell, MHA, RHIA, CBCS

Jamie Bahm, MHI, RHIA, CCS

This presentation highlights an innovative grant-funded partnership between Louisiana Tech University's Health Informatics & Information Management Department and the Hearing Center to establish a Medicare/Medicaid Billing Specialist role. The

Bridging the Workforce Gap: Using Technical Interviews to Enhance Learning and Assessment in Health Information Management and Informatics Education

Mallory Pate, RHIA, MHI

This session explores how technical interview methods can be integrated into health information management and health informatics curricula to enhance experiential learning and workforce readiness. Participants will learn

11:55 – 12:25 PM

initiative expands access to audiology services for underserved rural populations while providing students with hands-on experiential learning in revenue cycle management, coding, and compliance. Attendees will gain insight into how higher education can drive community impact, sustainability, and CAHIIM-aligned workforce readiness.

practical strategies for designing technical interview scenarios, assessment rubrics, and inclusive implementation models aligned with CAHIIM competencies. Real-world examples and instructional tools will be shared to support immediate classroom application.

Lunch

12:25 – 1:15 PM

The Future of Studying: Integrating Conversational AI Assistants in Higher Education

Karen Lankisch, PhD, RHIA, MHI, CHDA, CPC, CEHRS, CPPM

Linette Kallaos, RHIA, ODS, MHI

The integration of artificial intelligence (AI) in higher education is rapidly reshaping the academic environment, positively impacting student engagement and learning outcomes. This presentation investigates how students in the Cancer Registry Management Program at the University of Cincinnati Clermont utilize OpenAI tools, such as studybots or AI tutors, to learn the Commission on Cancer Standards Manual. This is an important manual to learn as students are preparing to pass the Oncology Data Specialist exam. Using a qualitative approach, we analyzed student feedback and performance

Miller's Pyramid vs. Bloom's Taxonomy: Are they Different?

Eva Davis, RHIT

This presentation examines two foundational educational frameworks—Bloom's Taxonomy and Miller's Pyramid—and their roles in understanding student learning and assessing competence. As educators increasingly emphasize competency-based education, it is essential to understand how learning progresses from knowledge acquisition to real-world performance. The session begins with an overview of Bloom's Taxonomy, including its hierarchical structure and its application in designing learning objectives and assessments. The presentation then introduces Miller's Pyramid, outlining its levels and how it is used to evaluate clinical and professional competence. Key similarities, differences, and purposes of

1:15 – 1:45 PM

data throughout an AI-integrated course. Findings indicated that the use of AI enhanced efficiency in information synthesis and personalized learning, helped to increase critical thinking. The results emphasize that AI-driven, interactions and personalized feedback improve learning outcomes.

each framework are explored, with particular attention to how they complement one another in measuring cognitive learning versus applied performance. By comparing these models, participants will gain insight into selecting appropriate instructional and assessment strategies that align with learning outcomes and competency expectations.

Redesigning HIM 3390: Strengthening Management Competencies for the Evolving HIIM Professional

Sara Boysen, MHIM

Danette Myers, PhD, RHIA

This session explores the comprehensive revision of an undergraduate Health Information Management course. Attendees will learn what prompted the curriculum updates, how content was redesigned to align with current AHIMA curricula competencies, and how changes support student readiness for leadership roles in today's healthcare environment.

Reimagining Professional Practice Experiences: Integrating AI, Simulation, and Virtual Preceptorships in HIIM Education

Natasha Freeman Cauley, EdD, MEd, MPH, FCAHIIM, RHIA, CHEP

This session introduces a scalable PPE model that combines virtual preceptorships, AI-enhanced simulation, and experiential learning to support competency-based practice. Attendees will explore practical strategies for designing and implementing learning experiences that ensure meaningful supervision and authentic assessment.

1:45 – 2:15 PM

Break

2:15 – 2:30 PM

Preparing Workforce-Ready HIM Professionals: Practical Approaches to Curriculum, Experiential Learning, and Professional Development

Yolanda Hill, PhD, MSHI, RHIA

Bridgette Stasher-Booker, PhD, MBA-IT, RHIA, CHTS-IM, MCCT, FACHDM

Ma'Kelsius McMeans, MHA, RHIA, C-PAR

This session highlights practical strategies for preparing HIM students for workforce readiness through curriculum alignment and experiential learning. Participants will explore everyday teaching and mentoring practices that strengthen professional competencies and adaptability. Transferable approaches for supporting student success will be shared.

Tracking CAHIIM Competencies with Canvas Outcomes: The Ohio State University HIMS Experience

Laurie A. Rinehart-Thompson, JD, RHIA, CHP, FAHIMA

Matthew Yoon, RHIA

Natalie Bott, RHIA

This presentation shares how the OSU Health Information Management and Systems (HIMS) baccalaureate degree program implemented Canvas Outcomes to support scalable, CAHIIM competency tracking per student across courses. Attendees will learn how competencies were mapped to assignments, embedded in rubrics, and surfaced through custom dashboards to improve transparency for students, faculty, and administrators. The session concludes with a look at digital badges and other approaches for showcasing student competency achievement.

2:30 – 3:00 PM

An International Project Relating to Coding, Coding Queries and Documentation Review by Indiana University Indianapolis and Manipal University-India Students

Lisa DesNoyers, MPH, RHIA

Nicole Van Andel, MS, RHIA, CHPS, CHDA, CDIP

This international project focuses on a collaboration between Indiana University Indianapolis and Manipal University- India students. Students were broken into three groups, and they coded two AHIMA Virtual Lab Patient Case Scenario cases utilizing the Emergency Department, Inpatient, Inpatient Discharge, and Inpatient Outpatient Operative Notes. After the cases were coded independently, the students compared the coding similarities and differences. Students also determined the causes of the discrepancies and identify which codes were unspecified. They also analyzed the need for coding queries and used a medical record audit review form to assess the documentation completion.

Students are being evaluated on data collection, analytical interpretation, leadership coordination, and professional presentation skills. IUI students serve in leadership roles by managing international collaboration,

Rigor Without Overload: Cognitive Load Design for HIM Education

Jacob Schaefer, MHI, RHIA, CHDA, CCS, CPB, CPC, CIC

Erin Peters, MHA, RHIA, CEHRS

Health Information Management students are often expected to master dense technical, regulatory, and applied content in accelerated course formats, conditions that can unintentionally overload working memory and reduce learning and retention. This session introduces cognitive load theory (intrinsic, extraneous, and germane load) and demonstrates practical course design strategies such as chunking, scaffolding, and authentic assessment to maintain rigor while improving comprehension, engagement, and competency development.

Attendees will leave with actionable, accreditation-aligned approaches they can implement immediately in coding, informatics, analytics, and experiential learning coursework.

3:00 – 3:30 PM

facilitating meetings, assigning cases, setting deadlines, and addressing cross-cultural and systemic challenges.

Final deliverables included a data collection form, a written capstone report, a professional PowerPoint presentation, and an oral defense. AI tools are encouraged to support transcription, organization, and report development, reinforcing the integration of modern professional resources into healthcare project management.

Break

3:30 – 3:45 PM

Developing Qualified Faculty & Adjuncts: A Research-Based Framework for Teaching Excellence

Dr. Kengia Sabree, RHIA, PMP, CAHIMS

Dr. Nicole Copemann, RHIA, CAPM, CPC

Participants will leave with a practical structure for aligning institutional teaching standards, adjunct support, course design expectations, and continuous improvement into one coherent system. Whether you are redesigning onboarding, standardizing course quality, or preparing for accreditation review, this session provides a scalable blueprint.

From Domains to Demonstration: A Proficiency-Based Approach to CAHIIM-Aligned Health Informatics Education

Eric Richardson, PhD, MBA, MPH, PHR, SHRM-CP, CHHR, FACHDM

Abby Kazley, PhD

Jean Gordon, DBA, MBA, MSN, MS, BSN

This session presents a practical framework for translating CAHIIM Health Informatics content domains into scaffolded proficiency levels, grounded in competency-based education best practices. Attendees will explore how to align curriculum design, assessment, and continuous quality improvement to support accreditation

3:45 – 4:15 PM

readiness and measurable student performance.

Hack-a-thons: A Strategy for Real-World Application in the Classroom

4:15 – 4:45 PM

Joy Doll, OTD, OTR/L

Hack-a-thons offer a dynamic way to connect classroom learning with real-world problem solving through collaborative, time-limited challenges. By engaging students with community and industry partners, they foster creativity, critical thinking, and teamwork. This approach enhances experiential learning and better prepares students for the complexities of professional practice.

Closing Remarks and Adjourn

4:45 – 5:00 PM