## Course Number/Section: HIA 3910-01 Title: HIA 3910-01: Health Information Administration Technical Professional Practice Experience (PPE) Credit Hours: 3.0

**Term/Year:** Spring 2023

**Course Location:** Field/Virtual

**Instructor:** Tina Holder, PhD, RHIA **Office (Bldg. Rm.): Office Phone:** 708-351-9975

**Office Hours:** Please, email me at tholde21@csu.edu for REMOTE appointment.

**CSU E-Mail Address:** holde21@csu.edu

**COURSE MEETING TIMES and INSTRUCTIONAL MODE:** Two hours weekly,January 20, 2023-May 8, 2023, Virtual for simulated hours, April 14-April 28, 2023 Monday through Friday, 8:00am- 4:30pm (hours could change based on site placement) and Virtual for Simulation hours.

**REQUIRED TEXTS/MATERIALS or SOFTWARE:**

None. Please, use all first-year textbooks for references

MOODLE URL <https://csumoodle.remote-learner.net/>

**COURSE PREREQUISITES:** All junior level courses or consent of Program Director

**COURSE DESCRIPTION:**

The Technical Professional Practice Experience is designed to provide a supervised learning experience opportunity in a health information department to gain learn first-hand the functions that are being managed by Health Information Administrators. Application, under supervision, of technical aspects of health information management in an acute care and an alternative health care setting. Credit not given for both HIA 250 and HIA 3910/217. Prerequisite: All junior level health information courses. Consent of department chairperson.

Through this experience, the student develops insight, understanding, and skills required to supervisor or direct the operations of a health information department. The student will be able to get hands-on experiences in functions and responsibilities associated with leading the departmental resources and maintain compliance with federal, state, and local requirements impacting health information records.

Students are assigned to health information departments in acute care and other types of health-related facilities that conform to standards outlined in the Standards for an Accredited Educational Program for Health Information Administrators of AHIMA.

During this time, the student will work closely with the Health Information Department head or their designee.

**COURSE OBJECTIVES/LEARNING OUTCOMES:**

After this course, the HIM student will be able to:

1. Demonstrate entry-level skills associated with basic HIM functions by applying health information principles in the following area: Admissions/registration, discharge processing, the release of information, coding, transcription, cancer registry, health statistics and reporting (**apply**)
2. Evaluate health information management processes and systems as they are performed at the clinical site or through simulated activities (**analyze**)
3. Discuss the various employee roles and relationships between the health information department and other hospital departments; demonstrate an understanding of the role of HIM in the healthcare organization (**understanding**)
4. Critique HIM functions based on analysis of the process and learning activities in virtual class (**analyze**)
5. Use common software packages (i.e., spreadsheets, databases, word processing, graphics, presentation, statistical, e-mail; protecting data integrity and validity using software or hardware technology (**apply)**
6. Demonstrate professional behavior including time management and modifying behavior in response to supervision by fieldwork or professional practice supervisor (**apply**).
7. Demonstrate ethical standards of practice in all areas trained (**evaluate**).

**GENERAL EDUCATION OUTCOMES FOR THE COURSE:**

**Student Learning Outcomes:**

***At the end of the Bachelor of Science degree in health information administration program, the graduates will be able to:***

1. Produce organization-wide health record documentation guidelines and recommend compliance of health record content across the healthcare system (I.3-5)

2. Analyze clinical data elements to identify trends that demonstrate quality, safety, and effectiveness of healthcare. (I.2 and I. 6)

3. Interpret, create and recommend organization-wide data analytics methodologies and privacy & security strategies throughout the health information life cycle. (II.1-3, III.1-6)

4. Evaluate compliance with regulatory requirements, reimbursement methodologies and manage components of the revenue cycle (IV.1-3)

5.  Examine and contribute to the development of evolving networks and applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications. (V.1-3)

6. Evaluate compliance with external forces and analyze the impact of policy on health (V. 1-4)

7. Apply general principles of organizational management and leadership in the administration of health information services. (VI.1-10)

8. Manage human resources to facilitate staff recruitment, training, retention, and supervision. (V1.1-10)

Reference:  AHIMA 2018 Curriculum Competencies and Knowledge Clusters – Health Information Management Baccalaureate Degree.

Approved :11/27/13; Revised: 10/08/2021.

**How does this course align to your PROGRAM OUTCOMES:** This course (HIA 3910) satisfies program learning outcome competencies 1, 2, & 6

**COURSE REQUIREMENTS/FIELD REQUIREMENTS:**

1. **Attendance & Tardiness:** Students are required to be at their assigned sites Monday-Friday and on time. Failure to complete the assigned hours could lead to failure of this course and a delay in graduating in May. Vacations, doctor’s appointments or other times off are prohibited during the PPE timeframe.
2. **Professional Behavior:** All students are expected to maintain professional behavior and conduct at all times while at their assigned PPE sites. As you continue to prepare to become health information management leaders and managers, professional behavior is an essential characteristic that must be developed. In order to progress through the program, it is necessary to demonstrate satisfactory and/or emerging skills in professional behavior. You will be graded on your attitude and behavior. Unprofessional behavior is unacceptable. Please remember to be respectful your **INSTRUCTOR and YOUR PEERS**
3. **Conduct:** Students should demonstrate professional conduct throughout the entire course of the PPE. As a future professional the PPE provides an opportunity to demonstrate initiative. Consider the following as examples of that initiative:
* If you complete your assignments early, ask for additional work rather than waiting for someone to notice and assign another task.
* There may be times when the person, you are assigned to work with, may be unavailable to work with you. During those times show initiative by interviewing staff, updating your PPE activity log, review policy manuals, and so on.
* Do not use your cell phone during working hours, this includes texting. Make personal calls and texts only at break and lunch times.
* Assist, where and if you can. Otherwise, be a silent observer or remove yourself from the situation. Remember, much can be learned by observing how other professionals handle difficult situations.
1. **Appearance:** Students should practice professionalism by presenting a professional appearance. Adhere to the facility’s dress code—dress in suitable business casual or office attire. Students are to wear their HIA lab coats and identification badge (if provided by site) at all times. If you have any questions regarding proper attire and appearance, discuss them with the PPE Coordinator or PPE site supervisor.
2. **Professional communication**: Maintain professional relationships by avoiding personal discussions. As a professional you are expected to handle minor difficulties that arise on your own. However, if attempts to solve the situation have been unsuccessful, these matters should be brought to the attention of the PPE site supervisor and the PPE coordinator.

Avoid gossiping or complaining about your PPE with site staff or other students. If you have issues, you should be discussing them with your PPE coordinator.

Students are encouraged to send personal, handwritten thank-you notes to their PPE sites and those specific individuals who contributed to their experience.

1. **Ethics & Confidentiality:** Students are expected to Adhere to the ethical guidelines set forth by the American Health Information Management Association (AHIMA); abide by the school’s Code of Student Conduct; abide by applicable facility policies and procedures; and abide by HIPAA rules

SOURCE: Clinical Practice Sites/Professional Practice Experience Guide

Refer to Site & Student PPE Handbook for additional requirements while on site.

**Course Policies or Department Policies**

**COURSE REQUIREMENTS:**

**Class Participation:** Student learning is facilitated by active class participation. Students are expected to participate actively in class discussions, and in-class activities. Students are expected to share their own ideas and applications of course concepts as well as listen to and demonstrate respect for the contributions of others. Class participation and other assignments are considered part of your professional behavior.

**Assignment Format:** All assignments are to be typed, 12-point font and double-spaced with 1” margins. Each page of the assignment needs to be numbered. APA format from the 6th edition of the Publication Manual of the American Psychological Association must be used in all assignments for citations and referencing. ***Five points will be deducted from the total course grade for each day a paper is late. This will include weekends.***

**Late** **Assignments:** All assignments are due on the assigned due date and submitted via Moodle.

**Plagiarism:** Students who plagiarize from students or any other source including materials without proper referencing, will be sanctioned for the assignment and may be reported to the University Judicial Board. Repeated incidences of plagiarism will result in failure of the course, probation, and/or dismissal. Please review the definition of plagiarism and types of plagiarism at the following website, http://www.plagiarism.org. The specific policy on plagiarism is located in the Department of HIA Student Handbook.

**Examinations:** This course does not have any exams.

**Moodle:** Students must have access to Moodle for this course**.** It is the student’s responsibility to ensure they can access Moodle. In the event, there are problems accessing either Moodle or your email account, contact CTRE at 773-995-9600, elearning@csu.edu, or in the Library (room 318) as soon as possible.

**Contacting Instructor:** If you have any questions or problems, please contact me as soon as possible, so that we can resolve them. The best way to contact me is by email or call if you need an immediate answer. My contact information is in the syllabus.

***Abilities Office:*** Any student who believes that they may have a disability and therefore, need reasonable accommodations to fully participate in this course should contact the Abilities Office. Students must formally register with the Abilities Office in order to receive approved accommodations. The Abilities Office is located in the Cordell Reed Student Union Building, Suite 190. We can be reached during business hours at 773.995.2383, we can also be reached by email at abilities@csu.edu or please visit our website at https://www.csu.edu/dosa/abilities/. Please note that accommodations may be requested at any time, but any accommodation granted will not be retroactive.

**Academic Progress**: A grade of C or higher must be maintained in all professional courses. Refer to the HIA Program Student Handbook for more detailed information.

**Withdrawal from Courses:** Students must file an Add/Drop Form in the Office of the Registrar before the withdrawal transaction is official. Simply ceasing to attend or notifying the instructor is not sufficient and will result in a final grade of “F.” Students will not be permitted to drop classes after the published deadline date for dropping classes. The last day to drop a course or courses is published in the University Calendar section of the Class Schedule Bulletin.

**CRITERIA FOR GRADING:**

**Assessment Measures**
The final grade is determined by the following:

|  |  |
| --- | --- |
| **Requirement** | **Weight** |
| 1. Site/PPE Supervisor Evaluation
 | 10%  |
| 1. Simulations & Assignments
 | 40%  |
| 1. Reflective Paper & Presentation (#6 &7)
 | 20% |
| 1. Externally Supervised Professional Practice Experience
 | 25% |
| 1. Student Site Evaluation
 | 5%  |
|  **TOTAL POINTS**  | **100%** |

**Criteria for Grading:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| 90-100 % | 83-89 % | 75-82% | 74-65 % | < 65 % |

**THE DISCLAIMER**

The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique with adequate notice.

**EVALUATION CRITERIA FOR COURSE/FIELD ASSIGNMENTS:**

Further detailed information regarding all field assignments can be found in the Site & Student Handbook found on Moodle.

**Attendance/Activity Log:**

Each student is required to submit a log identifying the activities performed, including the name employee assigned to work with. Include the person’s credentials when applicable. This log is not intended to account for each minute at the site, but to identify the activities that were observed or performed during the experience. This log should be typed. See example posted on Moodle and any other requirements discussed by the CSU PPE coordinator during orientation.

**Hospital Profile:** Student will complete a rotation through the HIM department and complete the hospital profile and the corresponding questions found in the Site and Student Handbook.

**Organization Chart:** Student will complete an organizational chart showing functional activities in the department and indicate lines of authority and responsibility. This project will assist you in identifying the functions and organizational relationships within the department. Discuss the major divisions and lines of authority. Other requirements can be found in your Site & Student Handbook and information on Moodle.

**Flowchart:** A key to successful coordination of health information departmental activities is the ability to conceptualize the operations of the department. An aid to such conceptualizing is the flowchart. This assignment will assist you in refining your skill and understanding of flowcharting. Moreover, you will become familiar with the development of a complete medical record and the steps taken for its completion.

Students will prepare a flowchart illustrating the development of a complete medical record beginning with admissions through final storage. Include all departmental processing. Can be original, using a pen and ruler or developed with software in the Computer Lab.

**Professional Development**: Student is expected to attend at least one day of professional conference. A report of activities will need to be incorporated into your PPE report and Professional Development Plan. See Moodle for additional information.

**PPE Reflective Report:** The PPE I provide the student with an opportunity to apply the knowledge gained in the classroom to the actual work environment. It allows the student to observe and experience medical record functions in a number of health care settings. This assignment will give the student practice in gathering, organizing, evaluating and presenting information in a logical manner. Refer to Moodle for additional information.

Student will prepare a report of their observations and experiences which includes any additional information of interest as well as a notation about one’s contribution to the environment and how you represented the HIA Program at your PPE site. The report should be in narrative form.

Your paper will need to be between five and eight pages (excluding any appendices and site evaluation), double spaced, with a 1” margin on all sides, excluding the cover sheet. You will need to follow APA formatting. Refer to Moodle for additional information.

**Student Site Evaluation:** Student will submit an evaluation of their assigned site at the end of the PPE to the PPE Coordinator. Student should also submit a Thank You note to your site. Refer to Moodle for additional information.

(e.g., reading, exams, homework, quizzes, exams, technology and other projects due)

**BIBLIOGRAPHY, OTHER REFERENCES AND RESOURCE MATERIAL:** None

**CALENDAR/SCHEDULE:**

|  |  |
| --- | --- |
| **Hours**120 | **HIA 3910** is the first professional practice experience which is technical in nature. It requires a minimum of 120 hours which are subdivided in the categories below. This is a three-credit hour course. |
| 56 | Fifty-Six (56) hours are allotted for course meetings, completion of CastleBranch criteria and the completion of simulations and assignments.**Course Meetings: 2 hours weekly****CastleBranch Criteria:** Physical Examination, Criminal Background Check, Drug Screen, Immunization, Consent and authorization forms.**Simulations and Assignments:**1. PPE Goals: Develop a total of six goals (two interpersonal collaboration goals, two domain specific goals and two intrapersonal improvement goals for your PPE. You are encouraged to revise your goals over the life of the course.

Smarter Measure: SmarterMeasure is an assessment that measures learner readiness. SmarterMeasure is an indicator of the degree to which distance learning and/or learning in a technology rich environment will be a good fit for you. It will help you prepare to be successful as a student. You are not penalized for guessing on SmarterMeasure, please enter an answer for each question on the assessment. Upon completion of SmarterMeasure you will receive a score report which will not only help you understand your strengths and opportunities for improvement but will also provide resources to help you succeed. Remember, this assessment is strictly for your benefit. Take the time to rate yourself honestly.As a part of this module, you will complete the Smarter Measure assessment. This assessment allows you to be aware of the types of skills needed to be successful in an online course. The time it takes to complete the CSU Smarter Measures Assessment will vary by user. Please, set aside at least one (1) hour for this inventory.  Enjoy!**SmarterMeasure: An Insightful Tool! Due date 01/29/23 by 11:59 pm**1. Virtual Tour (Sinclair Memorial Hospital) with guided questions 1-30., part 1

You will take a virtual tour of an HIM department and answer questions 1-30 due Feb 5th.After reviewing the video, prepare a 2-3-page paper that compares the course contact that you have learned to date and how it operates in the context of the facility’s HIM departments due Feb 12, 2023 by 11:59 pm. Prepare an organization chart of the HIM department. Prepare an organization chart based upon leaders with HIM credentials who work in non-traditional HIM positions within the institution due Feb 12, 2023 by 11:59 pm.  2nd Video:  St. Clair Memorial Hospital (45 minutes) 1. Virtual Tour (Sinclair Memorial Hospital) with guided questions, part 2. (See Upload)
2. EHR-Go Introduction to Abstracting (See Upload)
3. EHR-Go Abstracting, Resubmission (See Upload)
4. EHR-Go Release of Information (See Upload)

8.Project Assignment: Engaging the Wall of Shame Due 03/19/23 by 11:59 pm***Directions:***Utilizing the link below, click onto the Archive tab to access information breaches by State. You are a newly hired Release of Information Analyst.  You have been assigned to review 20 cases that have been included on the Wall of Shame.  Your Director asked you for a summary report which overviews the Wall of Shame, trends the assigned cases, how you would have approached the case(s) to avoid the breaches and for you to create a Pareto chart of the cases.  *Note:  This exercise is an individual assignment.  Do not consult your classmates for advice or ideas.*

|  |  |
| --- | --- |
| **NAME** | **STATE** |
|  | CA |
|  | IL |
|  | WI |
|  | MINN. |
|  | IA |
|  | MO |
|  | MI |
|  | OH |
|  | ARK |
|  | KY |
|  | KS |

1. PPE Introductory Letter-Group Consensus Project

**Signed Activity Log:**Catalog of assigned tasks completed with signature of external PPE supervisor and student.**Student Evaluation of the Site****Site PPE Supervisor of the Student** |
| 24  | Twenty-four (24) hours in the category of Externally Supervised Professional Practice Experience (PPE) was completed by Junior students for this technical PPE. This was the maximum hours that sites were willing to offer to the technical PPE students in Spring of 2023 term.  |
| 20 | Twenty (20) hours are completed in the category of Professional Organization Meetings, Public Events and College of Health Sciences (COHS) Interprofessional Experience (IPE).* Illinois Health Information Management Association (ILHIMA) Annual Meeting (16 hours Minimum).
* COHS Interprofessional Experience (IPE)- Case Study Workshop which includes Health Information, Public Health, Nursing, Occupational Therapy, Pharmacy from Chicago State University and Medical Students from Rush University & University of Chicago.
* Public Presentations of finalists for University level Administrative Positions.
* Other: Based upon PPE Supervisor’s Approval.
 |
| 20 | Twenty (20) hours are allotted for research, report writing and presentation preparation which includes research, creating written summaries, journaling, self-reflection and addressing guided questions. |

**Attachments:** 2018 Health Information Management Baccalaureate Degree Curriculum Competencies,

AHIMA-Revised Bloom’s Taxonomy

**STATEMENTS ON ABILITIES OFFICE, EMERGENCY EVACUATION, PLAGIARISM/ACADEMIC MISCONDUCT, ACADEMIC WARNINGS**

**Statement from Abilities Office**

Any student who believes that they may have a disability and therefore, need reasonable accommodations to fully participate in this course should contact the Abilities Office.  Students must formally register with the Abilities Office in order to receive approved accommodations.  The Abilities Office is located in the Cordell Reed Student Union Building, Suite 190.  We can be reached during business hours at 773-995-2380 we can also be reached by email at abilities@csu.edu or please visit our website at <https://www.csu.edu/dosa/abilities/> .  Please note that accommodations may be requested at any time, but any accommodation granted will not be retroactive.

**Emergency Evacuation**

All emergencies occurring on campus, life-threatening and non-life-threatening should be reported to the campus police by calling **ext.** **2111** from any campus phone and either **911** or **(773)** **995‐2111** from a cell phone. To sign up for the Chicago State University Emergency Notification System, **KUVRR**, please visit: <https://www.csu.edu/dosa/resources/csupolice/Kuvrr.htm>. To install the application on cell phones, access the link via Google Play or the Apple App Store. When on campus, evacuate a building when the fire alarm sounds, you smell gas or smoke, see fire or is instructed to do so by staff or emergency personnel. You may also receive instructions over the university’s public address system and KUVRR. Once an evacuation has been mandated, all evacuees should meet at a designated location where attendance must be taken. If anyone is missing, emergency personnel must be informed immediately.

In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

**Plagiarism/Academic Misconduct**

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” Article X, section 2 at this link:

<https://www.csu.edu/judicialaffairs/documents/Student_Code_of_Conduct.pdf>

 If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ Faculty may require students to upload papers to plagiarism software.

**Academic Warnings**

Student progress is monitored throughout each semester, and progress indicators are available in Cougar Connect during the 4th, 8th, and 12th weeks of the semester. Academic advisors communicate with students, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade.

**Anti-Bullying Policy**

All members of the CSU community are required to follow the Anti-Bullying Policy, which can be found in the Student Handbook on page 43 <https://www.csu.edu/dosa/dean/documents/StudentHandbook_2022-2023.pdf> .

**Statement on Copyright**

Materials used in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code].  Materials are presented in an educational context for personal use and study and must not be shared, distributed, or sold in print—or digitally—outside the course without permission. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law.  The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work.  Instructors—or other staff of the institution—reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

**COVID-19 Statement**

If you have symptoms, **do not come to campus**. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored. You are encouraged to seek appropriate medical attention for treatment of illness. Your health and safety as well as the campus community’s health is a priority.

Revision 01/06/2023

#

**2018 Health Information Management**

**Baccalaureate Degree**

**Curriculum Competencies**

|  |
| --- |
| **Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)** |
| Pathophysiology and Pharmacology |
| Anatomy and Physiology |
| Medical Terminology |
| Computer Concepts and Applications  |
| Math Statistics |
|  |
| **Domain I. Data Structure, Content, and Information Governance** |
| **Competency** | **Bloom’s Level** |
| I.1. Compare diverse stakeholder perspectives through the delivery of health care services. | 5 |
| I.2. Analyze strategies for the management of information. | 4 |
| I.3. Evaluate policies and strategies to achieve data integrity. | 5 |
| I.4. Recommend compliance of health record content across the health system. | 5 |
| I.5. Utilize classification systems, clinical vocabularies, and nomenclatures. | 3 |
| I.6. Evaluate data dictionaries and data sets for compliance with governance standards. | 5 |
|  |
| **Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security** |
| **Competency** | **Bloom’s Level** |
| II.1. Recommend privacy strategies for health information. | 5 |
| II.2. Recommend security strategies for health information. | 5 |
| II.3. Analyze compliance requirements throughout the health information life cycle.  | 4 |
|  |
| **Domain III. Informatics, Analytics, and Data Use** |
| **Competency** | **Bloom’s Level** |
| III.1 Examine health informatics concepts for the management of health information. | 4 |
| III.2. Analyze technologies for health information management.  | 4 |
| III.3. Interpret statistics for health services. | 5 |
| III.4 Examine health care findings with data visualizations. | 4 |
| III.5. Compare research methodologies pertaining to health care. | 5 |
| III.6. Manage data within a database management system. | 5 |
| III.7 Identify standards for exchange of health information. | 3 |

|  |
| --- |
| **Domain IV. Revenue Cycle Management** |
| **Competency** | **Bloom’s Level** |
| IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.  | 5 |
| IV.2. Manage components of the revenue cycle. | 5 |
| IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.  | 5 |
|  |
| **Domain V. Health Law & Compliance**  |
| **Competency** | **Bloom’s Level** |
| V.1. Comply with legal processes impacting health information. | 5 |
| V.2. Evaluate compliance with external forces. | 5 |
| V.3. Analyze components of risk management as related to a health organization. | 4 |
| V.4. Analyze the impact of policy on health care. | 4 |
|  |
| **Domain VI. Organizational Management & Leadership** |
| **Competency** | **Bloom’s Level** |
| VI.1. Facilitate fundamental leadership skills. | 4 |
| VI.2. Assess the impact of organizational change. | 5 |
| VI.3. Analyze human resource strategies for organizational best practices. | 4 |
| VI.4. Leverage data-driven performance improvement techniques for decision making. | 5 |
| VI.5. Verify financial management processes. | 4 |
| VI.6. Examine behaviors that embrace cultural diversity. | 4 |
| VI.7. Assess ethical standards of practice. | 5 |
| VI.8. Facilitate consumer engagement activities. | 4 |
| VI.9. Facilitate training needs for a healthcare organization. | 4 |
| VI.10. Compare project management methodologies to meet intended outcomes. | 5 |

Revisions 3.20.2019:

Corrected IV.10 competency.



**AHIMA-Revised Bloom’s Taxonomy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Taxonomy Level** | **Category** | **Definition** | **Verbs** |
| 1 | Remember | Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers | Choose, Define, Find |
| 2 | Understand | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize  |
| 3 | Apply | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate |
| 4 | Analyze | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify |
| 5 | Evaluate | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve |
| 6 | Create | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present |

Adapted from *Teacher Created Resources Quick Flip Questions for the Revised Bloom's Taxonomy*. (2017). Madison, WI: Edupress.

11/6/2020 REVISION