

## Continuing Education Requirements Table

	<b>RHDSs</b> must earn a minimum of 20 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 20, a minimum of 18 must come from the <b>Required Core Areas</b> . The remaining 2 credits can be earned in any of the Required Core Areas <u>or</u> the <b>Optional Areas</b> .
	<b>CMTs</b> must earn a minimum of 30 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 30, a minimum of 24 must come from the <b>Required Core Areas</b> . The remaining 6 credits can be earned in any of the Required Core Areas <u>or</u> the <b>Optional Areas</b> .
	<b>CHDSs</b> must earn a minimum of 30 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 30, a minimum of 24 must come from the <b>Required Core Areas</b> . The remaining 6 credits can be earned in any of the Required Core Areas <u>or</u> the <b>Optional Areas</b> .
	<b>CHDPs</b> must earn a minimum of 30 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 30, a minimum of 24 must come from the <b>Required Core Areas</b> . The remaining 6 credits can be earned in any of the Required Core Areas <u>or</u> the <b>Optional Areas</b> .
	<b>CHDP-As</b> must earn a minimum of 35 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 35, a minimum of 31 must come from the <b>Required Core Areas</b> . The remaining 4 credits can be earned in any of the Required Core Areas or the <b>Optional Areas</b> .
	<b>CHDP-Ss</b> must earn a minimum of 35 continuing education credits (CECs) in each 3-year cycle to maintain their credentialed status. Of the 35, a minimum of 31 must come from the <b>Required Core Areas</b> . The remaining 4 credits can be earned in any of the Required Core Areas or the <b>Optional Areas</b> .

### CEC Summary Table for Multiple Credentials

	RHDS	CMT or CHDS	CHDP	CHDP-A	CHDP-S	CHDP-A and CHDP-S	RHDS <u>or</u> CHDS <u>plus</u> CHDP	RHDS <u>or</u> CHDS <u>plus</u> CHDP-A <u>or</u> CHDP-S	RHDS <u>or</u> CHDS <u>plus</u> CHDP-A <u>and</u> CHDP-S
CM	6	8	8	8	8	8	8	8	8
ML	2	4	4	4	4	4	4	4	4
TT	6	8	8	8	8	8	8	8	8
PD	4	6	6	6	6	6	6	6	6
Optional CoM and/or Add'l Core Credits	2	4	4	4	4	4	4	4	4
Add'l Core Credits*				5*	5*	10*	10*	15*	20*
Total Stand- alone Credits	<b>20</b>	<b>30</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>40</b>	<b>40</b>	<b>45</b>	<b>50</b>
Total Add'l Credits if hold multiple credentials			10	15	15	20			

<b>CORE AREAS (REQUIRED)</b>		
<b>Credits</b>	<b>Category</b>	<b>Potential Level 2 Content</b>
8	<b>Clinical Medicine (CM)</b>	<ul style="list-style-type: none"> <li>Advanced clinical medicine and diagnostics</li> <li>Advanced human anatomy &amp; physiology (college-credit equivalent)</li> <li>Surgical intervention – procedures, instruments, and techniques</li> <li>New, advanced, or cutting-edge pharmacologic intervention/treatment</li> <li>Advanced laboratory concepts - chemistry, microbiology, genetics, histology, cytology</li> <li>New, advanced, or cutting-edge imaging/diagnostic studies</li> <li>New, advanced, or cutting-edge treatment of disease</li> <li>Medical research, clinical trials, and studies</li> <li>Ancillary clinical care services (physical therapy, podiatry, audiology, occupational therapy, wound care, rehabilitation, psychology, etc.)</li> <li>ICD-10 courses (CM components)</li> </ul>
8	<b>Technology &amp; Tools (T&amp;T)</b>	<ul style="list-style-type: none"> <li>Dictation and voice-capture technologies</li> <li>Electronic health/medical record (EHR/EMR) systems, terminology, and function</li> <li>File transfer protocols, technologies, and encryption</li> <li>ASPs and platform solutions for data exchange</li> <li>Personal health record (PHR) systems, roles, and technologies</li> <li>Coding &amp; reimbursement systems, technologies, and interfaces</li> <li>Database management systems/technologies/analysis</li> <li>Software analysis and development</li> <li>Template development (creation of templates and macros)</li> <li>SNOMED; other emerging technologies in HIM (CAC, NLP, and LOINC)</li> <li>Microsoft Word, Excel, PowerPoint training, etc.</li> <li>ICD-10 courses (TW components)</li> <li>New, advanced, or cutting-edge resources/references</li> <li>Advanced professional practice standards – (style, standardization, formatting, QA techniques and metrics, proofreading, editing, clinician-created auditing, etc.)</li> <li>Productivity/efficiency skill-building</li> <li>Ergonomics and workplace design</li> <li>Patient portals, patient satisfaction</li> </ul>
4	<b>Medicolegal Issues (ML)</b>	<ul style="list-style-type: none"> <li>Healthcare record &amp; record management</li> <li>Risk management issues</li> <li>Release of Information (ROI) and Birth Registry (BR)</li> <li>Disease registering and reporting</li> <li>Advance Directives (end-of-life decisions)</li> <li>HIPAA privacy, security, and regulatory compliance (meaningful use, ICD-10 adoption)</li> <li>Medicolegal terminology and concepts</li> <li>Healthcare accrediting bodies and standards</li> <li>Ethics related to health information management</li> <li>Healthcare record content/record requirements &amp; management</li> <li>Template requirements/risk analysis</li> <li>Standards development (HL7, Health Story Project, etc.)</li> <li>ICD-10 courses (ML components)</li> </ul>
6	<b>Professional Development (PD)</b>	<ul style="list-style-type: none"> <li>Leadership development (people management, conflict resolution, team/project management, etc.)</li> <li>Communication skills (public speaking, writing, negotiating, etc.)</li> <li>Time/schedule/priority management</li> <li>Career management and related pathways</li> <li>Business management issues (recruiting, retention, employee supervision, compensation structures, productivity management, workforce development, employment labor laws, etc.)</li> <li>Industry cross-training (coding, billing, data abstracting, etc.)</li> <li>Virtual team building (networking, relationship building, communication with peers/etiquette, meet people virtually, mentoring)</li> <li>Customer service</li> <li>Education/training concepts (curriculum development, item-writing, pedagogy, virtual instruction, etc.)</li> <li>ICD-10 courses (PD components)</li> </ul>
<b>OPTIONAL AREA</b>		
0	<b>Complementary Medicine (CoM)</b>	<ul style="list-style-type: none"> <li>Acupuncture, chiropractic</li> <li>Holistic medicine, homeopathy, herbal medicine, massage therapy</li> <li>Preventive medicine, health, and wellness</li> <li>Medical history (ie, historical figures, discoveries, research, etc.)</li> <li>CPR/First aid clinical certifications</li> </ul>

# Information about non-creditworthy resources and events

1. **Level 1 Content**—The following sources will not be approved for continuing education credit because they represent *level 1* content – ie, medical transcription (MT)/healthcare documentation (HD) classroom fundamentals, core knowledge, or exam prep content not appropriately challenging for a recredentialing acute-care level credential holder.
  - a. Basic MT/HDS training courses.
  - b. Basic MT/HDS training materials – ie, workbooks, textbooks, and resources adopted by industry educational institutions and used by MT/HDS students or otherwise deemed to represent content not appropriately challenging for credential holders.
  - c. Registered Healthcare Documentation Specialist (RHDS) exam prep courses, exam prep books, workbooks, and resources.
  - d. Certified Healthcare Documentation Specialist (CHDS) exam prep courses, exam prep books, workbooks, and resources.
  
2. **Content Not Appropriate**—The following sources will not be approved for continuing education credit because they represent content that does not reasonably fall within an appropriate recredentialing category found on the [CEC Requirements Table](#).
  - a. Inspirational, motivational, or self-help keynote and educational sessions that do not contain a measurable professional development component – ie, professional training, tips, strategies, etc., deemed to be uniquely appropriate for recertifying credential holders.
  - b. Subject matter (whether presentation, article, book, or course) that does not fall within the scope of practice for a healthcare documentation specialist.  
*Examples:* Presentations from funeral directors/embalmers, foreign language courses, personal safety and self-defense programs, personality testing, hobbies and interests, college credit courses of inapplicable subjects, etc.
  - c. Employer-sponsored training related to company policy and not related to health information management.  
*Examples:* Fire safety, sexual harassment, emergency preparedness, compensation, and benefits, etc.
  
3. **Content Not Instructional or Cannot be Verified**—The following sources will not be approved for continuing education credit because they either do not provide enough instructional content or their credit worthiness cannot be verified by AHDI.
  - a. Self-guided tours of medical facilities, technology companies, and museums. Tours that include a tour guide and/or instructional component *may* be credit-worthy depending on whether sufficient evidence of credit-worthy instruction can be demonstrated on the approval form.
  - b. Product/technology demos offered by industry vendors for the purpose of marketing/selling a product. This does not include vendor- or employer-sponsored *training* on those products once purchased, which would then be credit-worthy. Technology demos that include a training or instructional component *may* be credit-worthy depending on whether sufficient evidence of credit-worthy instruction can be demonstrated on the approval form.
  - c. Presentations given by *patients* relating personal experience with a healthcare issue. Given the fact that (a) patients are not qualified to provide clinical instruction and (b) AHDI cannot verify the clinical accuracy and credit worthiness of the content, these presentations will not be approved for credit.

**Please see full details of recredentialing requirements and resources in the [AHDI Recredentialing Resource Guide](#).**