Preparing to Implement ICD-10-CM/PCS

Webinar
July 30, 2009

Practical Tools for Seminar Learning
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Gale C. McNeill, RHIA, CCS

Gale McNeill is the Supervisor of Coding Education and Quality at Cleveland Clinic Health Systems East Hospitals. She is responsible for coordinating the data quality and education functions for hospital HIM coding professionals. She is actively involved in facility department teams as a contributor to provide coding education to clinical and ancillary providers of care, quality management, revenue integrity, physician documentation improvement, and electronic health record content. In 2007, McNeill was the AHIMA Lead Coding Specialist for the CMS ICD-10 Implementation Assessment Project Team. She earned her associate's degree in health information technology in 1995 and graduated cum laude with a bachelor's degree in health information administration in 2007 from the University of Cincinnati. She is a past president for NOHIMA and active speaker on coding related topics.

Tori E. Sullivan, MHA, RHIA, PMP

Tori Sullivan has been leading complex software implementation projects for healthcare organizations and managing operational divisions providing customer focused supportive and consulting services with software vendors including SoftMed Systems, Inc. and eWebHealth for the past 11 years. She is currently a manager with Capgemini Government Solutions LLC, Healthcare Division, located in Reston, VA. In 2007, Sullivan led the CMS ICD-10 Implementation Assessment Project Team and returned to the consulting industry in 2009. She earned her associate's degree in health information technology in 1997 and her bachelor's degree in health information administration the following year from Dakota State University. Sullivan completed her master's degree in hospital administration with an emphasis on financial systems from the Medical University of South Carolina in 2004.
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Objectives

- Identify elements of an implementation plan
- Identify impact on various systems
- Identify staff training and educational needs
- Identify an organizational transition team

Polling Question #1

Has your facility began ICD-10-CM/PCS implementation planning activities?

A) Yes
B) No
C) Unsure
Step 1:

IMPLEMENTATION PLAN ELEMENTS

The Importance of Planning Accurately

Project: a unique, temporary activity with a starting date, specific goals and conditions, defined responsibilities, a budget, a plan, a fixed end date and has multiple parties involved
Background

• **Regulation Timelines**
  - January 1, 2012
    - Versions 5010 and D.0, health plans, including small health plans, health care clearinghouses, and covered health care providers will be required to be compliant
  - October 1, 2013
    - ICD-10-CM and ICD-10-PCS code sets for all covered entities

• **Implementation Experience Suggests:**
  - Preparation takes time
  - Revenue Cycle productivity initially goes down, but AR days must not suffer
  - Implementation will have a major financial hit on healthcare facilities

Organizational Strategy

• **Identify Project Resources**
  - Leadership
  - Staff
  - Internal/External

• **Project Approach**
  - Goals
  - Scope
  - Objectives

• **Change Management**
  - People
  - Process
  - Technologies
Implementation Project Schedule

2009
- Regulations Review
- Steering Committee
- Project Team
- Begin Awareness Campaign
- Initial Impact Assessment

2010
- Complete Impact Assessment
- Gap Analysis
- Organizational Strategy
- Risk Assessment
- Project Budget Estimate
- Project Schedule Estimate

2011
- Vendor Contracts
- Financial Plan
- System Update Schedule
- Begin Software Modifications
- Begin Process/Data Modifications

2012
- Train Project Team on System Changes
- Complete System Modifications
- Conduct System Testing
- Audit System and Process Results

2013
- Comprehensive Training
- Revise System and Processes
- Finalize Go-Live Schedule
- Finalize Budget
- Activate Go-Live Plan

Impact Assessment

Software version
Filed lengths
System logic
Claims systems
Encoder software
Billing
Registration/Scheduling
Clinical Accounting
Research
Quality management
Superbills
Encounter forms Data Reports
Historical coded data (ICD-9 format)

Coding
Clinical Information Technology
Financial Management
Payers

Documentation
Training
Contracts and Business
HIM
Practice Management
Budget
Claims
Research
Risk Assessment

Risk Ranking
- Define Risks
- Rank risks based on probability and impact
- Event trigger
- Response
- Contingency Plan
- Assign resources
- Monitor progress

Project Budget

Budget Estimate
- Software Modifications
- Contract Updates
- Contractor Fees
  - System
  - Project Management
- Training
- Change Management
- Supportive Services
**Testing Plan**

- Identify functionality impacted by the transition
- Detail expected results and outcomes
- Assign resources
- Schedule resources
  - Software
  - Hardware
  - Support Services
- Track Progress
  - Module
  - Function
  - Expected Results
  - Pass/Fail

**Go-Live Plan**

- Activities in *preparation* of Go-Live (10/1/13)
  - Identify All Participants
  - Define Roles and Responsibilities
  - Tool/Resources needed
  - Activity Milestones
  - Activity Timelines
  - Communication Plan
  - Contingency/Back-out Plan
  - Support Contact Information
  - Problem Reporting Process
**Post Go-Live Plan**

- Summarize Project Results
- Evaluate Success Against Established Criteria
- Identify the Key Lessons Learned
- Assess the Project for Future Improvement
- Celebrate Success

**Step 2:**

*IDENTIFY IMPACT ON VARIOUS SYSTEMS*
Impact Assessment

- Develop Assessment Questions
- Identify Distribution Locations
  - Departments, Offices, Vendors, Contractors
- Identify Distribution Sources
  - Survey - In person, on-line, phone
  - Questionnaire - Mailed, e-mail, on-line
- Schedule & Complete Activities

System Modification Timeline

<table>
<thead>
<tr>
<th>#</th>
<th>Task Name</th>
<th>Start</th>
<th>Finish</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>3</td>
<td>Review Assessment Findings (GAP Analysis)</td>
<td>9/10/2009</td>
<td>1/12/2010</td>
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<tr>
<td>4</td>
<td>Systems Modifications identified</td>
<td>1/12/2010</td>
<td>1/12/2010</td>
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<tr>
<td>5</td>
<td>Vendor A - Quo. Proposals/ Negotiations</td>
<td>1/10/2010</td>
<td>1/10/2010</td>
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<td>8</td>
<td>Vendor B - Contract Negotiations</td>
<td>1/12/2010</td>
<td>1/21/2010</td>
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<tr>
<td>9</td>
<td>Vendor B - Complete System Modifications</td>
<td>1/12/2010</td>
<td>1/21/2010</td>
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<td>11</td>
<td>Complete Vendor System Testing</td>
<td>7/1/2011</td>
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<td>14</td>
<td>Upgrade and Test Production Environments</td>
<td>12/31/2012</td>
<td>7/1/2013</td>
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<td>15</td>
<td>Upgrade and Test Production Processes</td>
<td>7/2/2013</td>
<td>10/1/2013</td>
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<td>16</td>
<td>IN01/IN02/POS/Rel. Lee</td>
<td>1/21/2013</td>
<td>1/21/2013</td>
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<tr>
<td>17</td>
<td>Resolve System and Process Issues</td>
<td>10/2/2013</td>
<td>1/1/2014</td>
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<td>18</td>
<td>Manage Ongoing Support</td>
<td>1/2/2013</td>
<td>1/2/2014</td>
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</tbody>
</table>
**System Assessment Distribution**

**Initial Questions**
- All
- Systems
- Departments
- Contractors
- Clinicians
- Staff

**Detail Questions**
- Areas of identified impact from initial questions
- Questionable areas needing more detail

**Follow-up Questions**
- Areas needed additional follow-up
- Vendors
- Contractors
- Data Managers
- Report readers

**Assessment Initial Questions**

- **Training and Awareness**
- **Current use of ICD-9-CM codes**
  - Systems
  - Processes
- **Future use of ICD-10-CM/PCS codes**
  - Systems
  - Processes
Assessment Detail Questions

- System Size, Logic modifications needed
- Storage and use of both ICD-9 and ICD-10 data
- Modification process
- Testing process
- Modification/Testing timelines
- Modification costs
- Resource requirements

Assessment Data Results

- Collect initial data and risk ranking
- Collect detailed data based on highest impact/risk area first, lowest impact/risk last
- Detail gap analysis
- Collect additional data as needed throughout assessment and implementation process
**Systems Gap Analysis**

- Differences between current and future versions
- Required changes to systems
- Required changes to processes
- New systems
- New processes

---

**Step 3:**

IDENTIFY STAFF TRAINING AND EDUCATIONAL NEEDS
**Identify Staff Training and Educational Needs**

- Assess for training needs
  - Who, What, When, How
- Collect and report training needs assessment data
- Perform a gap analysis
- Assign education level based on need
- Determine education timeline
- Determine method of education delivery based on level

**Identify Staff Training**

- Perform a training needs assessment method
  - Survey (web, e-mail, etc.)
  - Existing data
  - Questionnaire
  - Interviews
  - Direct observation
  - Focus groups
  - Consultation with persons in key positions, and/ or with specific knowledge
Training Needs Assessment

- Basic four questions to answer:
  - Who?
  - What?
    - ICD-10-CM
    - ICD-10-PCS
    - Both
  - When?
  - How?

Training Needs Assessment

- Select the best assessment method for your audience
  - Department size
  - Expected rate of response
  - Business process input -
    - For some areas, patient registration staff may be more important than nursing
- Identify the groups you “need” and put extra effort into a high rate of response for those areas which are high risk or high impact areas
Training Needs Assessment

- Use multiple methods of assessment to get a complete picture of the training level of need
- Be sure the assessment is completed by someone who performs the job/task, as well as the manager.
- “Wants” are not “needs”
- Identify training needs based on
  - Application/Use
  - Impact on claims process
  - Minimum necessary

Who to Assess?

- Clinical Departments
  - Coders
  - Nurses
  - Billing/Charging
- Physicians/Mid-Level Providers
- Allied Health Professionals
- HIM Coding
- Documentation Improvement Specialists
Who to Assess?

- Non-clinical support services
  - Patient Access Services (registration)
  - Patient Financial Services
- Quality Management
- Statistical Report Services
- Information Technology

Gather and Report Data

- Select an appropriate method for data collection (database, spreadsheet, etc.)
- Report on rate of response
  - By department/business process surveyed
    - High risk
    - High impact
  - Response rate = Number of responses/number of assessments initiated
    - Example - 60 responses/100 surveys = 60% response rate
Gather and Report Data

- Lower rate of return is not always reflective of survey accuracy
  - Goal is to make sure you have assessed and received responses from a large enough sample to accurately reflect the training needs based on the level of impact

Gap Analysis for Training Assessments

- Perform a gap analysis to
  - Identify current code use/skills
  - Knowledge needs
  - Organizational needs
Assign an Education/Training Level

- Assign level of ICD-10-CM/PCS education needs criteria
  - Awareness
  - Basic
  - Advanced
  - Comprehensive
    - Both ICD-10-CM/PCS
    - Three to six months prior to implementation
    - The estimated amount of comprehensive training is 8-50 hours, depending on whether coding professionals require both ICD-10-CM and ICD-10-PCS education

Determine Education Method

- Determine who will provide the ICD-10-CM/PCS education by level of need
  - Internal resource
    - Certified ICD-10-CM/PCS Trainer
  - Self-paced training (website)
  - Facility learning center presentation
  - External resource face-to-face
    - On-site training
    - Off-site training
Polling Question #2

Has your facility began educating HIM coding professionals about ICD-10-CM/PCS?

A) Yes  
B) No  
C) Not sure

HIM Coding Professional Education

- Assess HIM coding staff knowledge
  - Anatomy and Physiology
  - Identify body system knowledge strengths and weaknesses
    - Based on current quality reviews
    - Individualize education plans where possible
- Develop an educational plan and budget
## ICD-10-CM Training Timeline

<table>
<thead>
<tr>
<th>ICD-10-CM</th>
<th>Year 2009/2010</th>
<th>Year 2011</th>
<th>Year 2012</th>
<th>Year 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand/refresh knowledge in the biomedical sciences (anatomy and physiology, pathophysiology, pharmacology, and medical terminology)</strong></td>
<td>Review ICD-10-CM coding guidelines and coding system differences</td>
<td>Guidelines application exercises with ICD-10-CM</td>
<td>Comprehensive education and training</td>
<td></td>
</tr>
<tr>
<td><strong>Code structure and organization</strong></td>
<td>ICD-10-CM implementation plan</td>
<td>Review disease category differences</td>
<td>Practice application to real cases in preparation for go-live</td>
<td></td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>ICD-10-CM implementation plan update</td>
<td>Practice applying codes to simple diagnostic statements</td>
<td>ICD-10-CM implementation plan update</td>
<td></td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td>ICD-10-CM implementation plan update</td>
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<tr>
<td><strong>ICD-10-CM implementation plan update</strong></td>
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## ICD-10-PCS Training Timeline

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Expand/refresh knowledge in the biomedical sciences (anatomy and physiology, pathophysiology, pharmacology, and medical terminology)</strong></td>
<td>Learn ICD-10-PCS coding guidelines</td>
<td>Learn procedures in the ancillary sections</td>
<td>Comprehensive education and training</td>
<td></td>
</tr>
<tr>
<td><strong>ICD-10-PCS code structure and organization</strong></td>
<td>Root operation groups</td>
<td>Practice applying codes with simple operative reports</td>
<td>Continue practice applying codes with operative reports</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions used</strong></td>
<td>Definitions of root operations and approaches</td>
<td>ICD-10-CM and PCS implementation plan update</td>
<td>ICD-10-CM and PCS implementation go-live plan</td>
<td></td>
</tr>
<tr>
<td><strong>ICD-10-PCS design</strong></td>
<td>Begin review of procedures in the Medical and Surgical section</td>
<td></td>
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</tr>
<tr>
<td><strong>ICD-10-PCS additional characteristics</strong></td>
<td>List of Medical and Surgical-related sections of ICD-10-PCS</td>
<td></td>
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</tr>
<tr>
<td><strong>ICD-10-PCS applications</strong></td>
<td>Practice using coding exercises within the ICD-10-PCS coding reference manual or using other resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ICD-10-PCS implementation plan update</strong></td>
<td>ICD-10-PCS implementation plan update</td>
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</tbody>
</table>
Step 4:

**DEVELOP AND ORGANIZE TRANSITION TEAM**

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**Transition Leadership Team**

**Project Leadership**
- **Executive Sponsor**
- **Steering Committee**
  - Senior Leadership
  - Patient access (admitting)
  - Clinical department coding
  - Payer contract management
  - Clinical department areas
  - Patient Financial Services
  - Quality Management
  - HIM
  - IS
  - Medical Staff
  - Contract Management
**Transition Team - Leadership**

Organizational Project Leadership Team

- Executive Sponsor (President/CEO/CIO)
- Project Manager
- IS Project Lead
- HIM Project Lead

Steering Committee Members
- Senior Leadership
- Patient access (admitting)
- Clinical department coding
- Payor contract management
- Clinical department areas
- Patient Financial Services
- Quality Management

---

**Transition Team - Information Services**

IS Project Team

- IS Project Lead
- Testing Coordinator
- Reporting
- Technology Infrastructure
- Interfaces
- Vendor Application Systems
- Internet Application Systems
- Hardware
- Claims Processing
- Databases
Transition Team - Health Information

- Communicate Frequently
- Communicate in Multiple Ways
  - In-Person
  - Signage
  - On-Line
- Communicate Clearly - Keep it Simple
- Provide Project Updates - Good and Bad
## Resource/Reference List

- AHIMA [Link](http://www.ahima.org/icd10/)
  Follow-up on regulations: (type in “ICD-10” for ICD-10 contents and “(HIPAA) Electronic Transaction Standards” for X12 5010 contents). [Link](www.regulations.gov)
- ICD-10-CM ICD-10-PCS Information [Link](http://www.cms.hhs.gov/ICD10/01m_2009_ICD10PCS.asp#TopOfPage)
- CMS 5010 Resource Center - CMS has information posted online regarding Electronic Billing and EDI Translation side by side comparisons. [Link](http://www.cms.hhs.gov/ElectronicBillingEDITrans/18_5010D0.asp#TopOfPagePreparation)
- CMS Announcements and Communications provider alerts and conference calls transcripts. [Link](http://www.cms.hhs.gov/ICD10/06_Announcements_and_Communications.asp#TopOfPage)
- ICD-9-CM Coordination and Maintenance Committee [Link](http://www.cms.hhs.gov/ICD10/08_ICD9CM_Coordination_and_Maintenance_Committee_Meetings.asp#TopOfPage)
- Official Guidelines for ICD-10-CM - National Center for Health Statistics [Link](http://www.cdc.gov/nchs/about/otheract/icd9/icd10cm.htm)
- CMS’s Educational Resources [Link](http://www.cms.hhs.gov/ICD10/05_Educational_Resources.asp#TopOfPage)
- Preparation steps for ICD-10. In addition to resources in AHIMA, CMS, AHA web sites for ICD-10 preparation, here is another perspective. [Link](www.icd10prepared.com)
Audience Questions

Audio Seminar Discussion

Following today’s live seminar
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Visit our Web site http://campus.AHIMA.org for information on the 2009 seminar schedule. While online, you can also register for seminars and webinars or order CDs, MP3s, and webcasts of past seminars.
## Upcoming Webinars

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Developing Your Records Retention Schedule: It’s Bigger than Just Health Records</td>
<td>August 11, 2009</td>
</tr>
<tr>
<td>Managing Privacy through Systems Access Policy: Mitigating Medical Identity Theft</td>
<td>September 22, 2009</td>
</tr>
<tr>
<td>Curriculum Approval to Accommodate ICD-10-CM/PCS</td>
<td>October 13, 2009</td>
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## AHIMA Distance Education

Anyone interested in learning more about e-HIM® should consider one of AHIMA’s web-based training courses.

For more information visit http://campus.ahima.org
Thank you for joining us today!

Remember – visit the AHIMA Audio Seminars/Webinars Web site to complete your evaluation form and receive your CE Certificate online at:


Each person seeking CE credit must complete the sign-in form and evaluation in order to view and print their CE certificate.

Certificates will be awarded for AHIMA CEUs.
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CE Certificate Instructions
Appendix

Resource/Reference List

https://imis.ahima.org/orders/productDetail.cfm?pc=AC201009&bURL=%2Forders%2FproductByType%2Ecfm%3Ft%3D2
http://www.ahima.org/icd10/
www.regulations.gov
http://www.cdc.gov/nchs/about/otheract/icd9/icd10cm.htm
http://www.cms.hhs.gov/ICD10/01m_2009_ICD10PCS.asp#TopOfPage
http://www.cms.hhs.gov/ElectronicBillingEDITrans/18_5010D0.asp#TopOfPagePreparation
http://www.cms.hhs.gov/ICD10/06_Announcements_and_Communications.asp#TopOfPage
http://www.cms.hhs.gov/ICD10/08_ICD9CM_Coordination_and_Maintenance_Committee_Meetings.asp#TopOfPage
http://www.cdc.gov/nchs/about/otheract/icd9/icd10cm.htm
http://www.cms.hhs.gov/ICD10/05_Educational_Resources.asp#TopOfPage
www.icd10prepared.com
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