

***Curriculum Approval
to Accommodate
ICD-10-CM/PCS***



Webinar

October 13, 2009

Practical Tools for Seminar Learning

Disclaimer

The American Health Information Management Association makes no representation or guarantee with respect to the contents herein and specifically disclaims any implied guarantee of suitability for any specific purpose. AHIMA has no liability or responsibility to any person or entity with respect to any loss or damage caused by the use of this audio seminar, including but not limited to any loss of revenue, interruption of service, loss of business, or indirect damages resulting from the use of this program. AHIMA makes no guarantee that the use of this program will prevent differences of opinion or disputes with Medicare or other third party payers as to the amount that will be paid to providers of service.

As a provider of continuing education the American Health Information Management Association (AHIMA) must assure balance, independence, objectivity and scientific rigor in all of its endeavors. AHIMA is solely responsible for control of program objectives and content and the selection of presenters. All speakers and planning committee members are expected to disclose to the audience: (1) any significant financial interest or other relationships with the manufacturer(s) or provider(s) of any commercial product(s) or services(s) discussed in an educational presentation; (2) any significant financial interest or other relationship with any companies providing commercial support for the activity; and (3) if the presentation will include discussion of investigational or unlabeled uses of a product. The intent of this requirement is not to prevent a speaker with commercial affiliations from presenting, but rather to provide the participants with information from which they may make their own judgments. This seminar's faculty have made no such disclosures.

Faculty

Korene Silvestri Atkins, MA, RHIA, CCS, CPC, CPC-H, CPC-I

Korene Silvestri Atkins, MA, RHIA, CCS, CPC, CPC-H, CPC-I, is director and associate professor of the Health Information Technology Program at West Virginia Northern Community College (WVNCC) in Wheeling, WV. In addition to being an educator, Ms. Atkins is a business owner specializing in providing coding support and conducting coding quality audits. Previously, she was director of medical records at Harrison Community Hospital in Cadiz, OH.

Sue Biedermann, MSHP, RHIA

Sue Biedermann, MSHP, RHIA, is program chair and associate professor of the Health Information Management Program at Texas State University-San Marcos. Prior to joining the faculty at Texas State, Ms. Biedermann was the director of the medical record department at Citizens Memorial Hospital in Victoria, Texas. She is also currently an accreditation site surveyor for the CAHIIM.

Table of Contents

Disclaimer	i
Faculty	ii
Objectives	1
How Do We Get There From Here?	1
Academic Progression to ICD-10-CM/PCS	2
Curriculum Revisions	2-3
Advisory Committee	3
Faculty Training	4
Support Courses	4
Anatomy and Physiology	5
Medical Terminology.....	5
Pathophysiology/Pharmacotherapy	6
Affects on the PPE.....	6
Academic Credit Caps	7
Curriculum Considerations.....	7
Polling Question #1	8
Academic Preparation	8-9
Academic Timeline for ICD-10-CM/PCS.....	10
2009	10
2010	11
2011	11
2012	12
2013	12
Phase I – Preparation	13
Polling Question #2	13
Curriculum Cycle Considerations.....	14
Possible Items to Be Presented for Curriculum Review.....	14
Adding New Courses to Curriculum	15
Involving the Advisory Committee & PPE Site Personnel	15
Polling Question #3.....	16
Phase I – Preparation	16-18
Faculty Training	18
Phase II – Hybrid 2010.....	19-20
Phase III – Full Implementation	21
Phase III – Full Implementation PPE Considerations.....	21
Keys to a Successful Transition.....	22
Contingency Plans	22-23
Next Steps.....	23-24
Resource/Reference List	24
Audience Questions.....	25

(CONTINUED)

Table of Contents

Audio Seminar Discussion	25
Become an AHIMA Member Today!.....	26
Audio Seminar Information Online	26
Upcoming Audio Seminars	27
AHIMA Distance Education online courses	27
Thank You/Evaluation Form and CE Certificate (Web Address)	28
Appendix	29
Resource/Reference List	30
CE Certificate Instructions	

Objectives



- ◆ Review the ICD-10-CM/PCS implementation dates and how this impacts curriculum approval
- ◆ Discuss the process for updating courses (curriculum prep process)
- ◆ Involving Advisory Committee in both curriculum change and curriculum approval
- ◆ Address faculty readiness
- ◆ Discuss contingency planning

1

How Do We Get There From Here?

**ICD-9-CM
to
ICD-10-CM/PCS**



2

Academic Progression to ICD-10-CM/PCS

- ◆ **Curriculum Revisions**
- ◆ **Advisory Committee**
- ◆ **Faculty Training**
- ◆ **Support Courses**
- ◆ **Professional Practice Experience (PPE)**



3

Curriculum Revisions

- ◆ **Institutional Processes**
 - **Curriculum Committee**
 - **Approval Process**
 - **Catalogue Changes**
 - **State Mandated Initiatives**



4

Curriculum Revisions

- ◆ **Institutional Credit Hours**

- **Four year programs**
- **Two year programs**
- **Certificate programs**



5

Advisory Committee

- ◆ **When to involve**
- ◆ **To what extent**
- ◆ **Recommendations**
- ◆ **Support needed**



6

Faculty Training

- ◆ **Training timeline**
- ◆ **Initial introduction**
- ◆ **Need for continued enforcement**



7

Support Courses

- ◆ **Medical terminology**
- ◆ **Anatomy & Physiology**
- ◆ **Pathophysiology/Pharmacotherapy**

8

Anatomy and Physiology



- ♦ **Exploration of course content**
- ♦ **Significance**
- ♦ **Impact**

9

Medical Terminology

- ♦ **Significant role**
- ♦ **Building student knowledge**
- ♦ **Number of dedicated courses**

10

Pathophysiology/Pharmacotherapy

- ◆ **Course content**
- ◆ **In-depth study**
- ◆ **Teaching responsibility**

11

Affects on the PPE

- ◆ **Suggestions for a successful transition at the PPE site**
- ◆ **On campus vs. off campus options**
- ◆ **AHIMA's Virtual Lab**

12

Academic Credit Caps

- ◆ **Four Year 120 credits**
- ◆ **Two Year 60 credits**
- ◆ **Certificate 30 credits**

13

Curriculum Considerations

- ◆ **ICD-9-CM dual/legacy**
- ◆ **ICD-10-CM dual/standard**
- ◆ **ICD-10-PCS dual/standard**

14

Polling Question #1



Have you started preparing to incorporate ICD-10-CM/PCS into your curriculum yet?

- a) Yes**
- b) No**

15

Academic Preparation

- ♦ **The need for educators in formal programs to be among the first to be trained on ICD-10-CM/PCS**
 - **Time constraints for making curriculum changes**
 - **Sequencing/timing of courses**
 - **Students have the appropriate skills at the time of graduation**

16

Academic Preparation



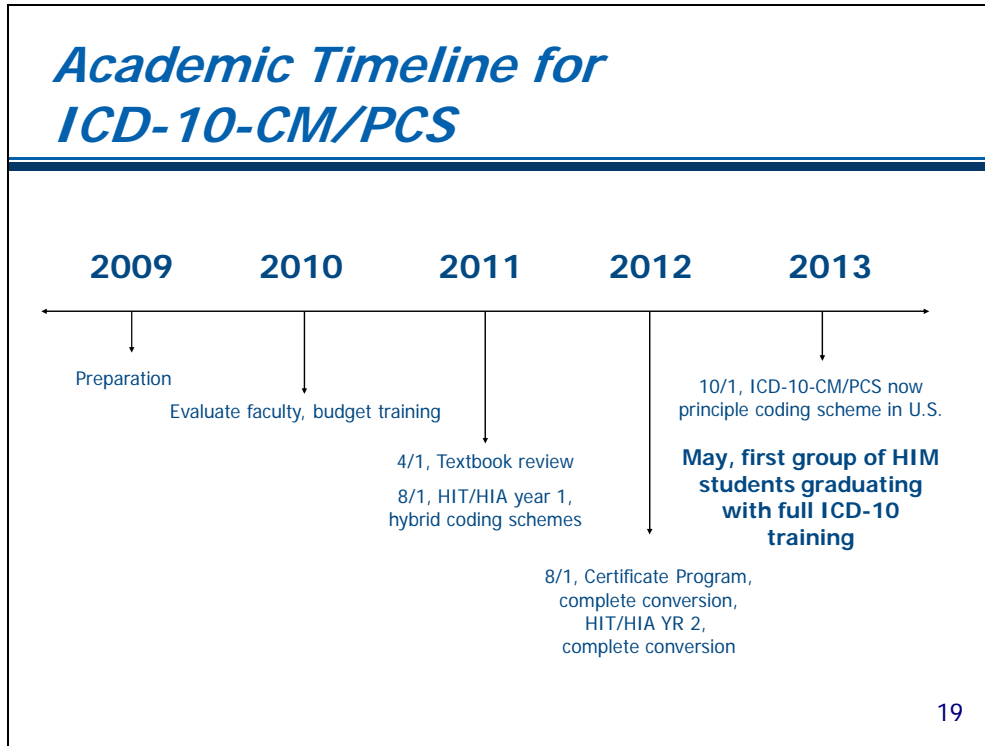
- ◆ **Students graduating in 2013**
 - Prepared to pass the credentialing exam
 - Able to enter the workforce with appropriate coding skills
- ◆ **Challenge to transition as students are moving through their program**

17

Academic Preparation

- ◆ **Transition**
 - Phase I – Preparation
 - Phase II – Hybrid
 - Phase III – Full Implementation

18



2009

- ◆ **Preparation**
 - **Faculty training**
 - ICD-10-CM/PCS
 - EHR Content
 - Project Management
 - **Expand curriculum to include education on ICD-10-CM/PCS**

20

2010



- ◆ **Evaluate readiness of faculty**
 - **Self-assessments**
 - **AHIMA Coding Proficiency Assessments**
http://campus.ahima.org/campus/course_info/CATS/CATS_info.html
 - **Continuing education and training at the appropriate time to support both curriculum development and transition**

21

2011



- ◆ **Textbook selection**
- ◆ **Faculty training**
- ◆ **Begin incorporating into curriculum - 1st year coding courses, present both ICD-9-CM & ICD-10-CM/PCS**
- ◆ **Other courses**
 - **Intro to HIM, Quality Management, Information Systems, Data Analysis**

22

2012

- ◆ **Curriculum conversion**
 - **Certificate programs of 1 year or less**
 - Complete conversion to ICD-10-CM/PCS
 - **HIT/HIA**
 - Complete conversion in 2nd year coding courses

23

2013



- ◆ **HIM graduates fully trained in ICD-10-CM/PCS**
- ◆ **Credentialing exams anticipated to include ICD-10-CM/PCS beginning in June**
- ◆ **October 1st**
 - Coding conversion is complete
 - ICD-10-CM/PCS is the principle coding scheme in the U.S.

24

Phase I – Preparation

- ◆ **Current HIM Courses**
 - Gap analysis to determine where new course content and possible new courses need to be developed
 - Develop timeline for conversion based on type of program and specific approval process
 - Changes consistent with timeline for conversion and curriculum cycle
 - Advisory Committee involvement
 - Professional practice considerations

25

Polling Question #2



Have you assessed how the timeline for ICD-10 implementation coincides with your specific program's curriculum cycle?

- a) Yes
- b) No

26

Curriculum Cycle Considerations

- ◆ Procedures specific to your college
- ◆ Deadlines for initiating the process
- ◆ Levels of review and approval – program, department, dean, university, State Coordinating Board?
- ◆ Total length of the cycle
- ◆ Match with ICD-10 timeline

27

Possible Items to Be Presented for Curriculum Review

- ◆ Timeline for implementation of ICD-10 to show the need for the changes
- ◆ Documentation for revised/new courses
 - Syllabus
 - Textbook consideration
 - Other required course materials
 - Bibliography
 - Documentation of faculty qualifications
- ◆ Outline of placement in program sequence, including potential changes in placement of related support courses

28

Adding New Courses to Curriculum

- ◆ **Assess the need to revise existing courses or if necessary for additional courses to be added**
- ◆ **Placement in program sequence**
- ◆ **Potential need to re-sequence background/support courses (Med Term, A & P, Pathophysiology)**
- ◆ **Effect on overall hours in the curriculum**

29

Involving the Advisory Committee & PPE Site Personnel

- ◆ **Discussion with our Communities of Interest**
 - **Their perspective on curriculum content**
 - **To become aware of how they are addressing the impending changes**
 - **To seek their support and justification for proposed changes**
 - **To communicate and seek input on the challenges of incorporating curriculum changes for students progressing through the programs during the transition period**

30

Polling Question #3



Do you periodically assess the overall curriculum to assure appropriate placement of all courses to facilitate logical progression of knowledge?

- a) Yes**
- b) No**

31

Phase I – Preparation

- ◆ **ICD-10-CM/PCS inclusion in other HIM courses**
 - **Introductory HIM courses**
 - **Quality Management**
 - **Information Systems**
 - **Data Analysis**
 - **Alternate healthcare settings**

32

Phase I – Preparation

- ◆ **Biomedical science courses – A & P, pathophysiology, pharmacology, and medical terminology**
 - Evaluate background required for ICD-10-CM/PCS
 - Curriculum gap analysis
 - Curriculum changes at appropriate time
 - Curriculum support

33

Phase I – Preparation

- ◆ **Curriculum revisions**
 - Timeline consistent with ICD-10 timeline for compliance, specific to program
 - Needs of students graduating before and after 2013
 - Process for curriculum changes
 - Involving the Advisory Committee & Profession Practice Experience sites
 - Coordination with all associated program courses

34

Phase I – Preparation

- ◆ **Faculty preparation**
 - Training to begin in 2009 during the preparation phase to be ready to teach during the hybrid period
 - Faculty should achieve a level of proficiency to teach ICD-10-CM/PCS – adequately
 - All faculty receive basic training
 - Minimum structure and conventions of ICD-10-CM/PCS
 - Similarities and differences with ICD-9-CM

35

Faculty Training

- ◆ Faculty needs to become proficient in ICD-10 in order to incorporate into curriculum in a timely manner
- ◆ Attend AHIMA Coding Academy 2010, 2011
- ◆ For continued practice and support, consider partnering with faculty from other programs to share resources and mentor each other
- ◆ Seek opportunities for participating in training with local healthcare facilities for additional experience

36

Phase II – Hybrid 2010

- ♦ **Challenge of incorporating both coding systems**
 - **Course content – how to cover both systems**
 - **Cost of materials for program and for the students**
 - **Timing of classes related to when courses are sequenced, having the appropriate background, and when students are due to graduate**

37

Phase II – Hybrid 2010

- ♦ **Costs involved includes investing in essential coding resources**
 - **Manuals**
 - **Encoders**
 - **Textbooks**
 - **Online Resources**
- ♦ **Dedicate the necessary time**

38

Phase II – Hybrid 2010

- ◆ **Timing of Changes**
 - **Sequencing of all courses in curriculum**
 - **Where each student is related to progression through program**
 - **“Old” coding courses vs. “New” coding courses**
 - **Change in placement in overall curriculum sequence**
 - **Correct sequence of associated support coursework**

39

Phase II – Hybrid 2010

- **Students**
 - **Full time vs. Part time**
 - **Progression to graduation plans developed to assure all students graduate with appropriate coding skills for the time of their graduation**

40

Phase III – Full Implementation

- ◆ **Impact on different programs:**
 - **RHIT & RHIA**
 - **August 1, 2011**
 - First year coding courses present both ICD-9 and ICD-10-CM/PCS to convert completely to ICD-10-CM/PCS in second year
 - **Coding Certificate Programs**
 - **August 1, 2012**
 - Complete conversion to ICD-10-CM/PCS

41

Phase III – Full Implementation PPE Considerations

- ◆ **PPE Sites will be coding in ICD-9 while we are teaching ICD-10-CM/PCS**
- ◆ **Lab encoder considerations, ICD-9 vs. ICD-10-CM/PCS**
- ◆ **Enhanced lab practice and simulation**
- ◆ **Use of the AHIMA Virtual Lab**

42

Keys to a Successful Transition

- ◆ **Early planning for the revision of the curriculum**
- ◆ **Thoughtful use of teaching methodology and tools**
- ◆ **Adequate faculty preparation**

43

Contingency Plans



- ◆ **What are options if do not have adequately trained faculty?**
- ◆ **What are possible alternatives for covering the required content in both coding courses as well as the coding support courses?**
- ◆ **What do you do if you do not know what resources are available to support new curriculum changes?**

44

Contingency Plans

- ◆ **What if college curriculum cycle is not consistent with timeline for implementation of the required coding changes?**
- ◆ **What if students do not seem to have the appropriate background to achieve success in the transformed coding courses?**
- ◆ **How do you know if your current courses can be transformed or if you need to add additional courses to the curriculum?**

45

Next Steps



- ◆ **Start now!**
- ◆ **Involve all faculty, Advisory Committee, PPE sites**
- ◆ **Establish a timeline**
- ◆ **Evaluate entire curriculum**
- ◆ **Determine needed curriculum changes & institution procedures**

46

Next Steps

- ◆ Assess faculty needs
- ◆ Provide support for faculty training
- ◆ Prepare guidelines for students appropriate progression through program
- ◆ Continue to assess curriculum, faculty and student needs throughout entire process

47

Resource/Reference List

- ◆ AHIMA ICD-10-CM/PCS Academic Transition Workgroup. "Transitioning to ICD-10-CM/PCS—An Academic Timeline" *Journal of AHIMA* 80, no. 4 (April 2009): pgs 59-64.
<http://ahima.org/icd10/>
- ◆ CMS Center for Medicare & Medicaid Services. ICD-10 Overview
<http://www.cms.hhs.gov/ICD10/>
- ◆ NCHS Centers for Disease Control and Prevention. International Classification of Diseases, Tenth Revision (ICD-10)
<http://www.cdc.gov/nchs/icd/icd10.htm>

48

Audience Questions



Audio Seminar Discussion



*Following today's live seminar
Available to AHIMA members at
www.AHIMA.org*

*"Members Only" Communities of Practice (CoP)
AHIMA Member ID number and password required*

**Join the e-HIM Community from your Personal Page.
Look under Community Discussions for the *Audio
Seminar Forum***

You will be able to:

- **Discuss seminar topics**
- **Network with other AHIMA members**
- **Enhance your learning experience**

Become an AHIMA Member Today!



To learn more about becoming a member of AHIMA, please visit our website at www.ahima.org/membership to join now!

AHIMA Audio Seminars and Webinars

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

**Transitional Instructional Design to
Accommodate ICD-10-CM/PCS**

October 15, 2009

**The Legal Health Record: Copy and Paste
Guidelines**

November 17, 2009

ARRA and Release of Information

January 21, 2010

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:**

<http://campus.ahima.org/audio/2009seminars.html>

**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.**



Appendix

Resource/Reference List	30
CE Certificate Instructions	

Appendix

Resource/Reference List

<http://ahima.org/icd10/>

<http://www.cms.hhs.gov/ICD10/>

<http://www.cdc.gov/nchs/icd/icd10.htm>



To receive your

CE Certificate

Please go to the AHIMA Web site

<http://campus.ahima.org/audio/2009seminars.html>

click on the link to

"Sign In and Complete Online Evaluation"
listed for this webinar.

You will be automatically linked to the
CE certificate for this webinar after completing
the evaluation.

Each participant expecting to receive continuing education credit must complete the online evaluation and sign-in information after the webinar, in order to view and print the CE certificate.