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

Webinar
October 15, 2009

Practical Tools for Seminar Learning
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Faculty

Leah Grebner, MS, RHIA, CCS

Leah Grebner, MS, RHIA, CCS, is the director of the Health Information Technology, Medical Coding Specialist, and Medical Transcription Programs at Midstate College in Peoria, IL. Ms. Grebner serves on the AHIMA research committee and as co-chair of the ICD-10 Academic Transition Workgroup. She is currently working on her PhD in Health Services Administration and Policy at Walden University, and recently attained fellowship status through AHIMA.

Nanette B. Sayles, EdD, RHIA, CCS, CHP, FAHIMA

Nanette B. Sayles, EdD, RHIA, CCS, CHP, FAHIMA, has over 20 years experience as an HIM practitioner with a background in hospitals, a consulting firm, computer vendor, and educator. Dr. Sayles is currently the program director of the Health Information Management and Technology Programs and associate professor at Macon State College in Macon, GA. Dr. Sayles serves as co-chair of the ICD-10 Academic Transition Workgroup. She was also the 2005 AHIMA Triumph Educator award winner and is active on numerous committees for AHIMA.
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Objectives

- Discuss timelines for introducing and teaching ICD-10 and beginning to phase out ICD-9
- Review how to balance the additional curriculum content without additional hours to teach it
- Create a plan for the program/student year-by-year
- Keeping your coding skills relevant

Agenda

- Issues related to the three phases of implementation
- Impact on other areas
- Use of station breaks
- Community involvement
- Community education
- Workforce training
- What should we do now?
- Academic considerations
- Case studies
Polling Question #1

What best describes your position?

a) Program Director/ Coordinator
b) Full-time Faculty
c) Adjunct Faculty
d) Other

Polling Question #2

What level of program(s) does your organization have that includes coding courses?

a) Diploma/ Certificate Only
b) Associate Degree Only
c) Baccalaureate Degree Only
d) Any combination of above
Three Phases

- Preparation Phase
- Hybrid Phase
- Full Implementation Phase

Preparation Phase

- 2009 - 2010 Academic year
- Broadly consider impact of transition and begin to formulate plans
- Program changes, faculty training, program resources and community involvement may all need to be considered
**Preparation Phase**

- Focus of program level revisions
  - Inclusion/expansion of ICD-10-CM/PCS introduced in various HIM courses
  - Assessment of biomedical science courses; anatomy, physiology and pathophysiology
  - Development plan to revise curriculum, including the approval process
  - Preparation of faculty for curriculum changes

**Other Areas Impacted**

- Reimbursement Methodologies
- Documentation Management
- Data Analysis
- Data Retrieval
Other Areas Impacted

- Reimbursement Methodologies
  - How are MS-DRGs and other reimbursement systems impacted?
  - How do you code old charts?
  - Are encoders and other systems updated with new codes?

- Documentation Management
  - Educate physicians and other care providers on the need for improved documentation
  - Educate physicians and other care providers on the specific documentation needed for common diagnoses and procedures
Other Areas Impacted

- Data analysis
  - How do you analyze data across two classification systems?

Other Areas Impacted

- Data retrieval
  - How do you retrieve data across two reimbursement systems?
  - Mapping

Notes/Comments/Questions
Station Breaks

- Use during preparation phase
  - Start by teaching ICD-9-CM codes
  - Provide intermittent examples
    - This is what it would look like in ICD-10-CM/PCS
    - This is how documentation needs will be different
    - This demonstrates how the coder’s level of comprehension of medical terminology, anatomy and physiology, pathophysiology, etc. will need to be greater for ICD-10-CM/PCS

Polling Question #3

Are you familiar with the AHIMA Education Transition Timeline?

a) Yes
b) No
Hybrid Phase

- 2010 – 2011 Academic year
- Major challenge incorporation of the two systems (ICD-9-CM and ICD-10-CM/PCS) into already full academic schedule
  - Tutoring
  - Virtual resources
  - Other support services for students

Hybrid Phase

- Numerous variables to consider:
  - Course(s) content
  - Cost of additional materials
  - Timing of classes
  - Encoder
  - Impact on other courses
  - Part time vs. full time
Full Implementation Phase

- Associate and Baccalaureate degree programs should start 2011-2012 academic year
- Diploma/ Certificate programs should start 2012 academic year

Full Implementation Phase

- ICD-10-CM/ PCS should be taught as the current classification system
- ICD-9-CM should be taught as a legacy system (historical data)
- Students graduating in this phase of the curriculum will be taking ICD-10-CM/ PCS based certification exams
**Full Implementation Phase**

- ICD-9-CM taught as legacy system
  - ICD-9-CM will not be “gone” after October 1, 2013
    - Incomplete charts from discharges September 30, 2013 and before
    - Audits for discharges prior to implementation
    - Billing denials/appeals
    - What should be taught?

**Academic Considerations**

- Process program changes required (e.g., course titles, new courses, syllabi revisions)
  - Two courses or One course?
  - When is deadline to make curriculum changes?
Academic Considerations

- Faculty training of ICD-10-CM/PCS
  - Who will attend? Funding availability?
  - Begin to gather resources currently available (e.g., AHIMA, CMS)
  - Become involved via COP on ICD-10-CM/PCS

Academic Considerations

- Required Program Resources
  - Funding availability for software, books
  - Time allotted for faculty training
  - Time allotted for course development

- How will part time students be addressed?
Academic Considerations

- Longitudinal mapping
- General Equivalence Mappings (GEM)

Academic Considerations

- Teach ICD-10-CM before ICD-10-PCS
- Know definitions used in PCS well
- Beef up clinical content
**Root Operations**

- Alteration
- Bypass
- Change
- Control
- Creation
- Destruction
- Detachment
- Dilation
- Division
- Drainage
- Excision
- Extirpation
- Extraction
- Fragmentation
- Fusion
- Insertion
- Inspection
- Map
- Occlusion
- Reattachment
- Release
- Removal
- Repair
- Replacement
- Reposition
- Resection
- Restriction
- Revision
- Supplement
- Transfer
- Transplantation

**Approaches**

- Open
- Percutaneous
- Percutaneous Endoscopic
- Via Natural or Artificial Opening
- Via Natural or Artificial Opening Endoscopic
- Open with Percutaneous Endoscopic Assistance
- External
Community Involvement

- Discuss implementation with Advisory Board
- Discuss PPE revisions with preceptors
- Reach out to organizations employing coders
- Network with regional HIM associations

Community Education

- Develop resources to share
  - Timeline
  - Training materials for experienced coders
  - Workshops
  - Physician education materials regarding documentation
  - Development of syllabi
  - Research available online resources
Workforce Training

- Outpatient coders
  - 3 months prior to implementation
- Inpatient coders
  - 6 months prior to implementation
- Anatomy & Physiology review
- Pathophysiology review
- Terminology used in procedure notes

Start Now

- Learn more about ICD-10
  - Attend educational sessions
  - Research ICD-10 online
  - Read professional publications
- Inform key administrators
- Determine budget changes to prepare
  - Education
  - Technology
  - Time
What Should You Do Now?

- **Pre-requisite courses**
  - **Medical Terminology**
    - Teach at higher level of detail
  - **Anatomy and Physiology**
    - Point out importance of knowing more for coding both ICD-10-CM diagnoses and ICD-10-PCS procedures
  - **Pathophysiology**
    - Teach more about treatments and surgical procedures

Catalog Sequence Issues

- **Diploma/ Certificate Program**
- **Associate Degree Program**
- **Bachelor Degree Program**
  - Sequencing of courses should be based on proximity of graduation date to October 1, 2013
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Available Preparation Tools

- Stylized syllabi
  - AHI MA Assembly on Education Course Share
    - Three phases
    - Adapt to meet your needs
- AHI MA ICD-10-CM/PCS Academy
  - Two online courses
  - Three day face-to-face course
Available Preparation Tools

- Journal of AHIMA Practice Brief Articles
  - Transitioning to ICD-10-CM/PCS—An Academic Timeline—April, 2009
  - Another scheduled for 2010
- AHIMA ICD-10-CM/PCS Academic Transition Workgroup

Polling Question #4

Has your organization started formal planning for the transition of ICD-9-CM to ICD-10-CM/PCS?

a) Yes
b) No
Macon State’s Plan

- One course for both ICD-10-CM and PCS
- Finalizing proposal for curriculum change now
- Deciding how to incorporate changes throughout curriculum
- Requesting funds for training

Macon State’s Plan

- Developing generic class
  - To be implemented fall, 2010
**Midstate College’s Plan**

- Currently teaching ICD-9-CM with “sneak peek” to ICD-10 in key areas
- Planning a hybrid course, which will teach both ICD-9-CM and ICD-10-CM/PCS
  - Limitation on number of hours available in program does not allow offering as two separate courses

**Midstate College’s Plan**

- Private school, so changes are easier than state school
- Advisory board involvement in decision is imperative
- Not only developing coding courses for students, but also seminars for seasoned coders to make transition
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Resource/Reference List

- AHIMA ICD-10-CM/PCS resources: http://www.ahima.org/icd10/
- Associate and Baccalaureate Degree HIM Entry-Level Competences and Knowledge Clusters: http://www.ahima.org/academics/

Resource/Reference List

- Final Rule posted on CMS Website: http://www.cms.hhs.gov/ICD10/04_Statute_Regulations_Program_Instructions.asp#TopOfPage
- World Health Organization (WHO) website for ICD-10: http://www.who.int/classifications/icd/en/
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Audience Questions

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The Legal Health Record: Copy and Paste Guidelines
   November 17, 2009
ARRA and Release of Information
   January 21, 2010
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   February 11, 2010

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Certificates will be awarded for AHIMA CEUs.
Appendix

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CE Certificate Instructions
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Resource/Reference List

http://www.ahima.org/icd10/
http://www.ahima.org/academics/
http://www.cms.hhs.gov/ICD10/04_Statute_Regulations_Program_Instructions.asp#TopOfPage
http://www.cdc.gov/nchs/about/otheract/icd9/icd10cm.htm
http://www.cms.hhs.gov/ICD10/01m_2009_ICD10PCS.asp
http://www.who.int/classifications/icd/en/
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