



September 2008 ICD-10 Special Issue

Academic Calendar

October—Submit a learning packet to CouresShare and get 5 credits

October 3—FORE Faculty Development Stipends application due date

October 13-15—AHIMA Annual Convention in Seattle, WA

October 13—AOE Luncheon at AHIMA Convention

November 1—FORE stipend applicants notified of awards (to be used between December 1, 2008 and March 31, 2009)

November 10—AOE 2009 Call for Abstracts opens (viva Las Vegas!)

November 31—AHIMA Fellowship submission deadline

January 5—AOE 2009 Call for Abstracts closes

January 30—Nominations for AHIMA elected officers (Board, CAHIIM, COC) deadline

Virtual Lab Update

AHIMA has been in discussions with our encoding vendor,

Welcome To *Academic Advisor*

This special issue of *Academic Advisor* is dedicated to ICD-10 and what you, as an educator, need to know to prepare yourself and your students for this transition.

If you know of an educator who is not receiving *Academic Advisor*, please have them [e-mail us](#) with "Academic Advisor" in the subject line. You may also view [back issues](#) of *Academic Advisor*.

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Webinar: Beginning the Transition to ICD-10

The AHIMA Community of Practice provides a wealth of information on a variety of topics, including ICD-10. Recently added links include the September 9 Webinar, "Beginning the Transition to ICD-10." You will also find a resource book and downloadable mp3 file of this Webinar. Simply visit www.ahima.org and in the **myAHIMA** box on the right, enter your seven digit member ID and password. Then click "Communities of Practice" followed by "AHIMA." Scroll down to the "Community Links" section and the Webinar, resource book, and mp3 are just a click away!

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AHIMA Proposed Academic Readiness Plan

The proposal for readiness training of HIM faculty on ICD-10 reflects the different preferences of educators. Some educators will want solid general information with a preference to self-designed materials; others will want a middle-of-the-road approach with general information, supplemented with packaged materials. And some educators will have a need to outsource the ICD-10 courses, at least initially, so that they have more time to become

QuadraMed, regarding academic programs' needs related to the conversion to ICD-10. We are working closely with them to ensure that the Virtual Lab has timely and relevant software resources to support the ICD-10 curriculum.

Proposed AHIMA Educational Timeline for ICD-10 Systems

[Click here](#) to download a pdf of AHIMA's proposed educational timeline for ICD-10 systems.

Spotlight on Training

"The approach to teaching and reinforcing ICD-10-CM and ICD-10-PCS will change. Due to the enormity of numbers of codes—more than 155,000—codebooks will be impractical, thus access to and use of encoders by students will be required (as they are now under today's CAHIIM Standards). Use of encoders at the initial, introduction to coding level will be necessary, which is not an approach universally used by all coding instructors today. Therefore, budgeting for access to encoder applications for each student will be an important consideration for academic planning."

Claire Dixon-Lee, Executive Director for CAHIIM

Read the full text of *CAHIIM View's "ICD-10-CM and ICD-10-PCS Early Assessment of Impact on HIM Curricula."*

Quarterly Quote

"Computers are great at

familiar with the classification system before needing to teach it to others.

At this time, the various levels of readiness training include general, packaged, and outsourced, with examples of the types of resources for those levels listed below. [Read more...](#)

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Planning, Budgeting for ICD-10 Curriculum Conversion

All accredited or approved HIM or coding certificate programs have multiple courses on coding that will be impacted by the conversion from ICD-9 to ICD-10. Typically, there are four coding courses and one reimbursement course in certificate programs, and two to three coding courses and one reimbursement course in associate programs, and one to two coding and reimbursement courses in baccalaureate degree programs. These courses will need to be updated to reflect substantial changes.

In addition to course content changes, there will be a need to design new assignments (that reflect the different approach used when coding in ICD-10) and to update the encoder the program uses. Determining a workable timeline for these events will require thoughtful discussion by coding faculty and the program director. The purpose of this article is to highlight advice from faculty who have already begun the process of curriculum evaluation. [Read more...](#)

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Integrated Curriculum Enhancement Model

The introduction of ICD-10 has many educational providers looking for ways to migrate course content. At the same time, they are facing many challenges such as knowing the ICD-10 updates, developing strategies for the transition, and finding experts to teach the courses. Academic institutions can now turn to AHIMA distance education to partner with them in providing the ICD-10 training in their institutions. Distance education has created a unique offering for academic institutions to provide enhanced ICD-10 training for students.

The integrated curriculum enhancement model is one of the distance education service models to deploy online courses. It is a partnership program with institutions that can utilize AHIMA distance education courses on coding in their curriculum. [Read more...](#)

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AHIMA Publications

ICD-10 Book



HIM professionals, educators, and students have long depended on AHIMA published books for accurate information, practical advice and instruction on changes in the practice of HIM. Whether it is new rules for [present on admission](#), [severity MS-DRGs](#), or [disaster planning](#), AHIMA books provide you the guidance you need. We are similarly committed to support the HIM profession in the transition to ICD-10.

We are currently finishing work on the second edition

producing information.
Organizing it is another
matter altogether. "
Josh Fischman

[Submit your favorite quote
for future issues.](#)

of our best-selling book, [ICD-10-CM and ICD-10-PCS Preview](#). Available in December, this practical introduction by coding experts Anita C. Hazelwood, MLS, RHIA, FAHIMA, and Carol A. Venable, RHIA, MPH, FAHIMA, will give you a head start in preparing for ICD-10 diagnostic and procedural coding. This new edition explains the structure, format, and content of ICD-10, addresses implementation challenges, and details the benefits of the code set over the familiar ICD-9-CM coding system. The book approaches ICD-10 CM from a transitional standpoint, explaining the differences between coding a scenario in ICD-9 and ICD-10.

For those looking for introductory practice exercises to build experience with the new system, a companion *ICD-10-CM Preview Exercises* book will be published in early 2009.

Other best-selling coding books such as [Basic ICD-9-CM Coding](#) will transition to the new codes in step with educational needs and professional training timelines.

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The Source for *All Things* ICD-10

With all the information circulating about ICD-10, wouldn't it be nice to have a "one stop shop" to visit? AHIMA has developed an entire section on our Web site devoted to ICD-10 at www.ahima.org/icd10. Visit here regularly for up-to-date information and resources to ease the transition to ICD-10.

Some areas of interest include:

- Regulatory process
- Value of ICD-10
- Frequently asked questions
- AHIMA's advocacy efforts
- Classifications and terminologies
- Education opportunities
- Preparing for ICD-10
- Webinars
- Coding Communities of Practice
- ICD-10 vendors

There are also many valuable links to audio seminars and articles focusing on preparatory steps for implementation, an overview of the structure and clinical knowledge, data mapping and concept modeling, how other countries have transitioned to ICD-10, and much more.

Bookmark www.ahima.org/icd10/ and check back often, as new information is added frequently.

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Faculty Tips

Provided by Loma Linda University Faculty

- Be sure to budget dollars and time to rewrite coding activities that are used in labs and practicum. In the ICD-10-PCS code translations for procedures and operations, operative reports would need to be re-read to address ICD-10-PCS components not currently available in the 9th system. Time required to re-read operative reports should be estimated into the budget time. For example, if 300

records have two page operative reports, it may take .5 hours per case to re-read and assign to the ICD-10-PCS codes.

- Coding instructors need to be sent to comprehensive ICD-10 workshops. Recommend a three day seminar for sufficient overview of the 10th system. Adequate learning time is imperative for teachers to be able to teach the content.
- Look for new textbooks that emphasize practice exercises using ICD-10 system.

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