

Home Health ICD-10 Trainer Certification Examination (HH ICD-10-CM Trainer)

This outline is designed to provide representative examples of the issues covered on the Home Health ICD-10-CM Trainer certification examination. It is not inclusive of every issue addressed within the examination. Exam-takers must understand basic competencies, like the ones listed below.

Basic Coding Concepts

- Selecting principal and other (secondary) diagnoses
- Manifestation coding and conventions for identifying manifestation codes
- Coding conventions, such as a sub-entry, italics, dummy placeholder , NOS, NEC, use of 7th characters, includes and excludes notes
- Coding guidelines, such as use of sign/symptom/unspecified codes, sequelae, laterality
- Appropriate use of V, W, X, Y and Z codes
- Sequencing, including application of coding conventions and critical thinking
- Assignment of comorbidities
- Coding symptoms
- Proximal vs. underlying conditions
- Integral conditions

Application of Coding Concepts to Home Care

- Mandatory multiple coding and Combination coding
- Wounds
 - o Trauma wounds
 - o Skin lesions
 - $\circ \quad \text{Surgical wounds}$
 - o Skin ulcers
- Z codes
 - o History
 - o Status
 - Aftercare
 - o Attention
 - o Presence
- External Causes of Morbidity (V00-Y99)
- Pain
 - o Acute

- o Chronic
- Post-operative
- Related to neoplasm
- Injury and Fractures (traumatic, pathological)
- Diabetes
 - Primary and Secondary
 - o Ulcers
 - o Complications
- COPD, Emphysema, and Asthma
- Neoplasms
 - o Primary
 - Secondary
 - Benign vs. malignant
 - Multiple coding and sequencing
 - o Complications
- Poisoning and adverse effects
- CVAs
- Medical terminology incorporated into scenarios
- Selecting the primary and other diagnoses from diagnostic statements
- Hypertensive heart or kidney disease
- Heart failure
- Anemia unspecified and when due to other factors
- Dementia

Building a Foundation in ICD-10

- History of ICD-9 and Why the Industry is transitioning to ICD-10
- Similarities and Differences between ICD-9-CM and ICD-10-CM
 - \circ Guidelines
 - o Conventions
 - Code structure
 - Format structure
 - o Placeholders
 - \circ 7th characters
- History and Evolution of ICD-10-CM and its benefits
- ICD-10 Impact on Agency Personnel
 - Agency leadership
 - o Coding professionals
 - Clinical staff
 - o Intake staff
 - Billing/accounting staff
 - Systems/IT support staff
 - o Vendors

Planning for the ICD-10 Transition

- Gap analysis and its importance
- Selecting an ICD-10 transition team
- Elements of Implementing an ICD-10 transition strategy
- Action Steps leading up to October 1, 2014
- Contingency planning

Understanding your Agency's Training Timeline

- Four Phases of a Transition Program and components of who (from the agency) is involved in each step
 - Phase I: Planning and Preparation
 - The Project Team and Initial Tasks
 - Assessing Vendor Capabilities
 - Phase II: Assessment and Phase III: Development
 - Simultaneous processes that occur during this phase
 - How to mitigate potential challenges with related opportunities/solutions affecting:
 - Intake
 - Billing/Accounting
 - QA
 - Clinical Processes
 - Data Entry/Administrative support
 - Agency leadership/management
 - Coders
 - Systems Solutions/Strategies (internal and external)
 - Recommended levels of training for specific groups of agency staff
 - Phase IV: Implementation and Testing
 - Operational solutions and strategies

Training for Adult Learners

- Six principles of adult learning (according to Knowles)
- Describe learning styles
 - o The Active Learner
 - The Reflective Learner
 - The Visual Learner
 - The Auditory Learner
 - The Tactile Learner
- Right vs. Left brain preferences
- Instructional Strategies