



# IRF and LTCH Virtual Training Program – Part 1 and 2

## Training Program Overview

Lisa Newton, MSN, RN, NEA-BC  
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# Objectives

- Understand the design of the IRF and LTCH Virtual Training Program – Part 1 and 2.
- Describe the framework for the standardization of patient assessment data elements in the post-acute care (PAC) setting.
- Summarize the training and implementation objectives for your facility related to the new and revised guidance.



# Disclaimer



- The presentations in this training program were current at the time they were published or uploaded onto the web. Medicare policy is subject to change, so links to the IRF and LTCH program web pages have been provided as supplemental resources for your reference.
- This training program was prepared as a service to the public and is not intended to grant rights or impose obligations. The training content may contain references or links to statutes, regulations, or other policy materials. The intent of the information provided is to be a general summary and not to take the place of either the written law or regulations. We encourage readers to review the specific statutes, regulations, and other interpretive materials for a full and accurate statement of their contents.

# Training Program Design

# Training Program Foundation

- This presentation provides an overview of the IRF and LTCH Virtual Training Programs – Part 1 and 2.
  - It is highly recommended that this presentation be reviewed first, as it provides foundational material that is not contained in other presentations.
  - The Overview presentation contains key insights necessary for understanding full program content.



# IRF and LTCH Virtual Training Program – Part 1: Didactic Recorded Training

- Part 1 of the training program comprises a series of recorded presentations that provide the didactic component of this training.
  - An explanation of the new and updated guidance for the IRF-PAI Version 4.0 and the LCDS Version 5.0 is presented.
  - Item intent, rationale, steps for assessment, coding instructions, and coding tips for select data elements are explained.
- These presentations are available to providers for self-paced review.
  - It is essential that the presentations in Part 1 are reviewed in advance of completing Part 2 of the training program.



# IRF and LTCH Virtual Training Program – Part 1: Didactic Recorded Training

- Part 1 of the training program consists of the following presentations:
  - Training Program Overview.
  - Social Determinants of Health and New/Revised Items A, B, D.
  - Section C: Cognitive Patterns.
  - Section D: Patient Mood Interview and Total Severity Score.
  - Section GG: Summary of Guidance Changes.
  - Section J. Health Conditions.
  - Section K: Swallowing/Nutritional Status and Section H: Bowel and Bladder.
  - Section M. Skin Conditions.
  - Section N. Medications: New Item and Revisions.
  - Section O. Special Treatments, Procedures, and Programs.
  - Case Study.



# IRF and LTCH Virtual Training Program – Part 2: Coding Workshop Presentations

- Part 2 of this training program contains a series of coding workshop presentations corresponding to the didactic components presented in Part 1.
  - An opportunity to apply concepts related to the new and updated guidance for the IRF-PAI Version 4.0 and the LCDS Version 5.0 is presented using coding scenarios and a live polling format.
- A recorded version of each coding workshop presentation will be made available for review and reference after the initial workshops are held.





# IRF and LTCH Virtual Training Program – Part 2: Coding Workshop Presentations

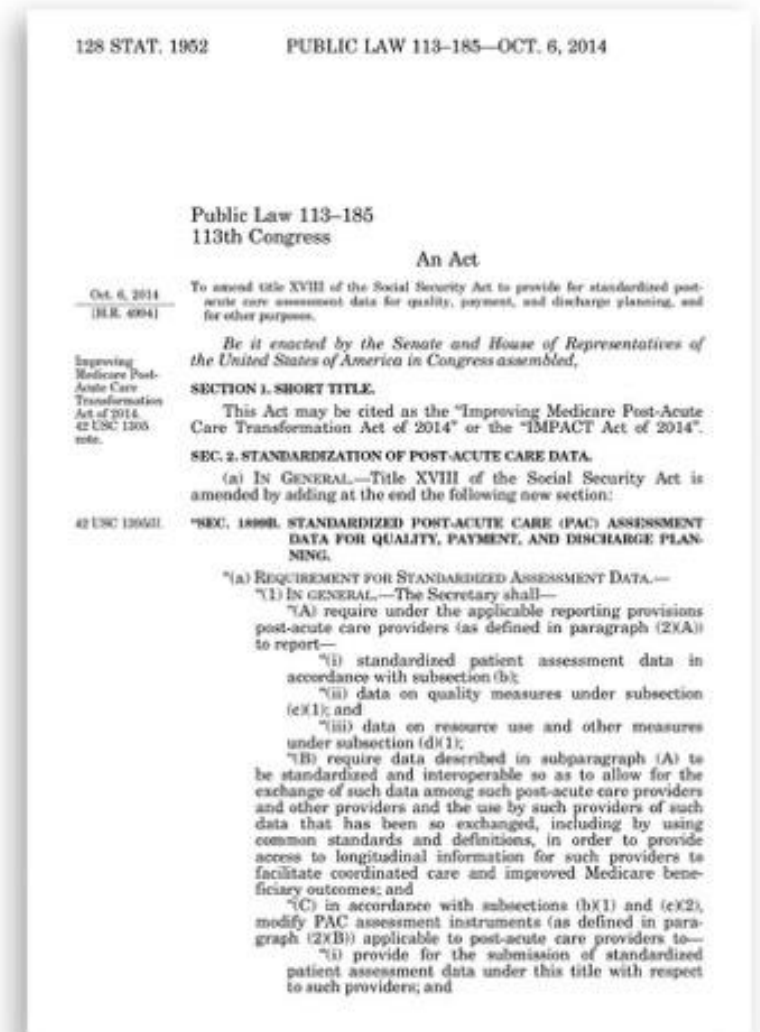
- Part 2 of the training program consists of the following presentations:
  - Social Determinants of Health and New/Revised Items A, B, D.
  - Section C: Cognitive Patterns.
  - Section D: Patient Mood Interview and Total Severity Score.
  - Section GG: Self-Care and Functional Mobility.
  - Section J: Pain Interview.
  - Section K. Swallowing/Nutritional Status.
  - Section M. Skin Conditions.
  - Section N. Medications: New Item and Revisions.
  - Section O. Special Treatments, Procedures, and Programs.
  - Case Study.
  - Q&A Session.
  - Listening Session.



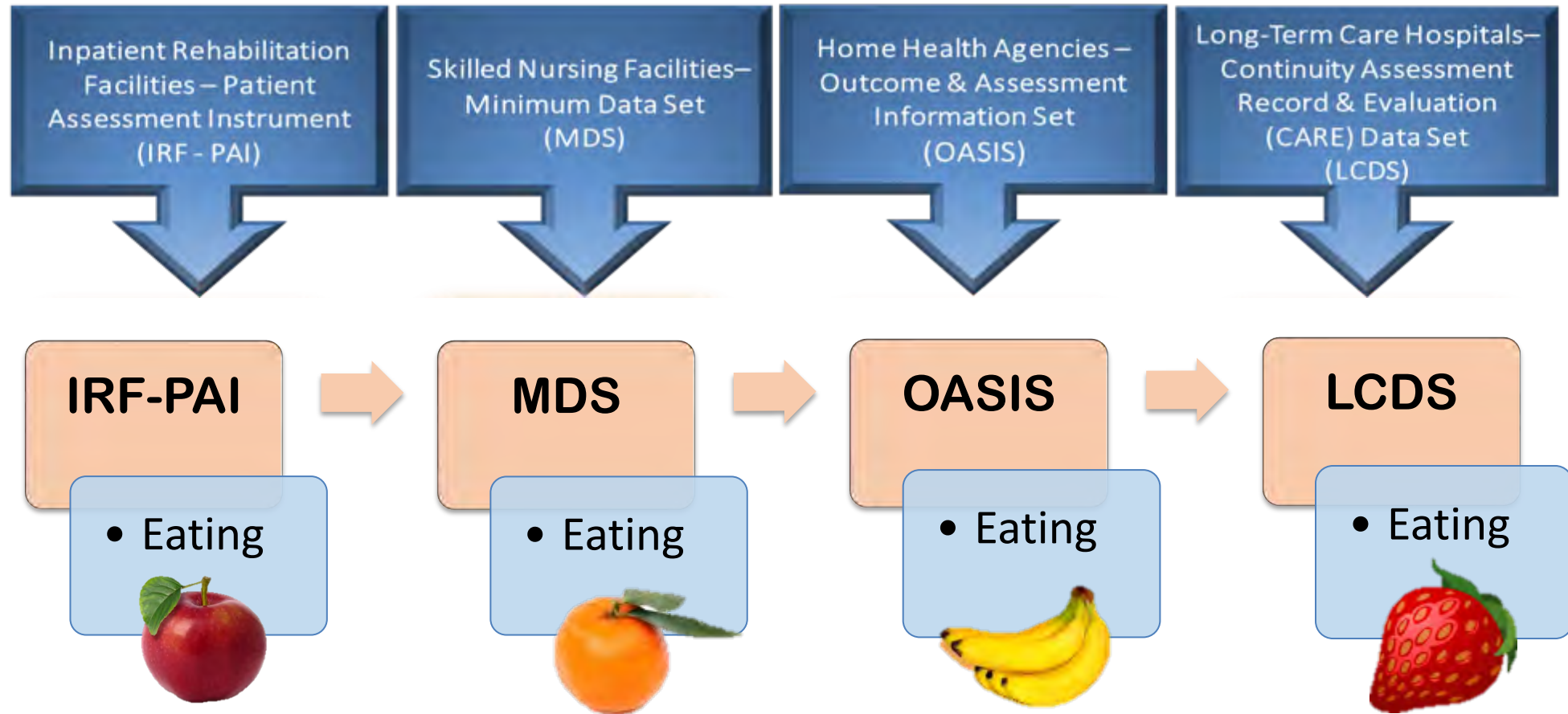
# Understanding Standardized Patient Assessment Data Elements

# Improving Medicare Post-Acute Care Transformation Act of 2014 (IMPACT Act)

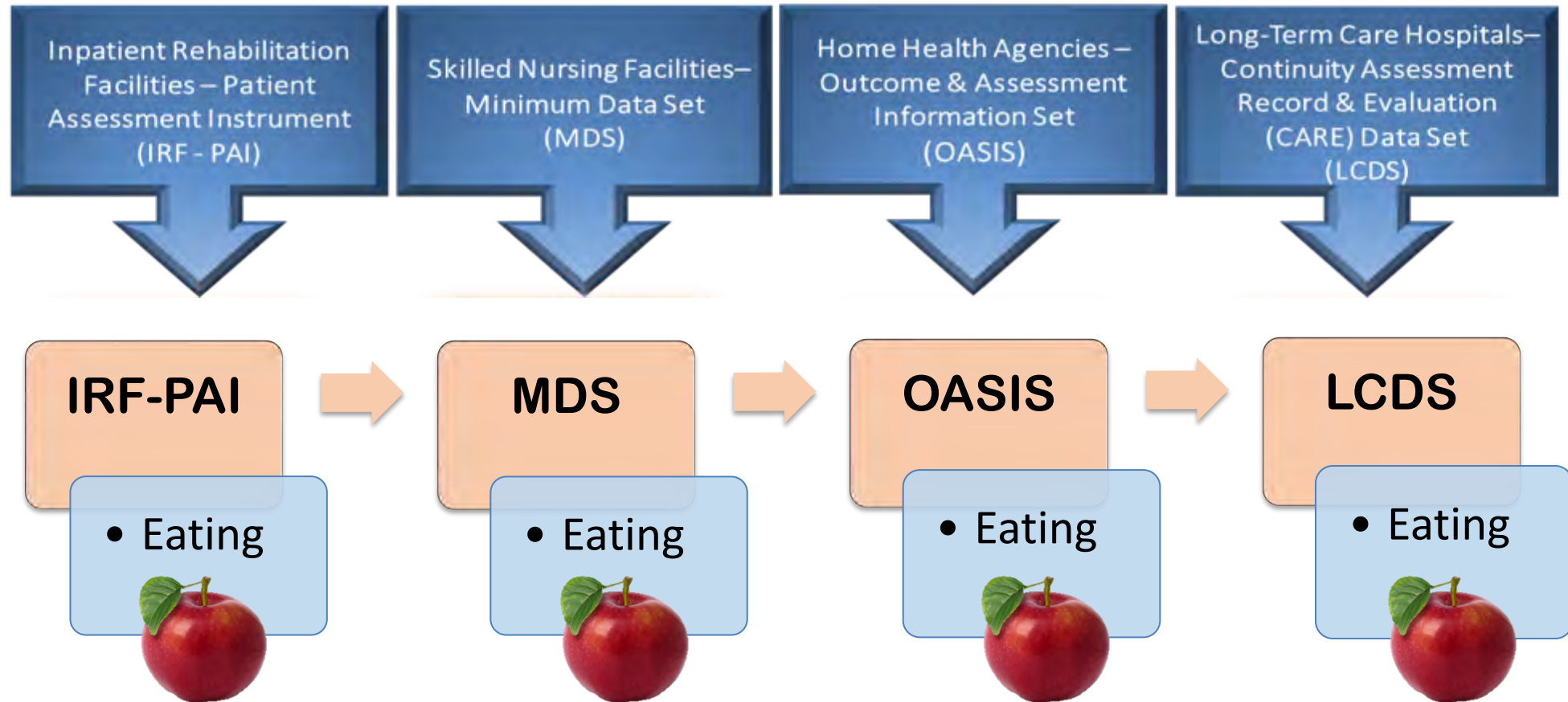
- Bipartisan bill signed into law by President Obama on October 6, 2014.
- The *Improving Medicare Post-Acute Care Transformation Act of 2014* (IMPACT Act) requires the collection and reporting of standardized patient assessment data with regard to quality measures and standardized patient assessment data elements across post-acute care.



# Standardizing Function at the Item Level



# Standardizing Function at the Item Level (cont.)



# Standardized Patient Assessment Data Elements



- Enable cross-setting data collection, outcome comparison, data interoperability, and comparison of quality within and across PAC settings.
- Improve Medicare beneficiary outcomes through shared decision making, care coordination, and enhanced discharge planning.



# IRF-PAI Version 4.0 and LCDS Version 5.0

- New and revised data elements are being implemented in the IRF and LTCH settings toward the ongoing goal of standardization and cross-setting alignment.
- These changes will become effective on October 1, 2022, in the IRF-PAI Version 4.0 and LCDS Version 5.0.

October 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



# Other Changes to IRF-PAI 4.0 and LCDS 5.0



Content updated with gender-neutral language.



Minor updates to wording to enhance understanding.



Coding examples modified to improve clarity.



QIES was changed to iQIES in the LCDS manual.



References to the LTCH CARE Data Set were simplified to LCDS.

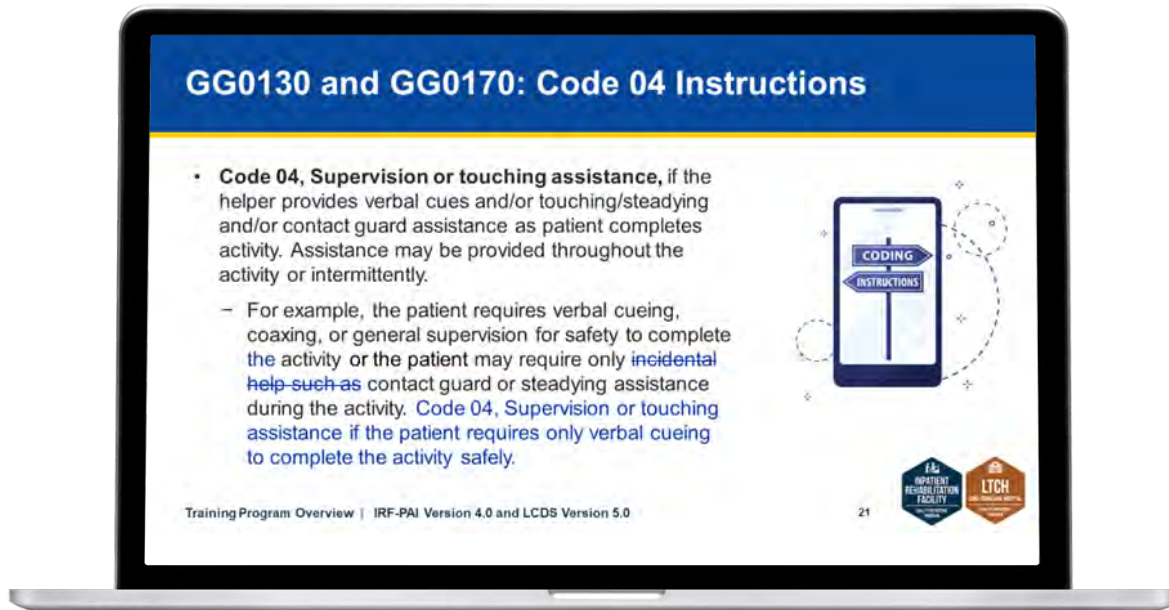
# Training Program Conventions

# Acronyms Used in the Training Program

- The acronyms used throughout the presentations in the IRF and LTCH Virtual Training Program – Part 1 and 2 will be available in a companion PDF that can be downloaded and used as a reference throughout the program.



# Identifying Updates to Guidance



- Throughout the presentations, different formatting conventions are used to identify changes to guidance.
  - **Blue text:** Used to identify revised guidance.
  - **Blue strikethrough text:** Identifies words or short phrases that were removed from the guidance.
    - Example: The interview should not be ~~attempted~~ conducted.

# Reference Icons

Reference icons are strategically placed throughout the presentations to assist providers in more easily understanding content application.



**The “New” star icon:** This icon is used to indicate that the guidance on the slide is new.

**Setting-specific icon:** These icons identify whether the new or revised guidance is applicable to a specific setting.





# Knowledge Application



- Throughout this training program, coding scenarios, examples, video vignettes, and a case study are used to assist participants in applying the concepts related to the new and revised guidance.
- For instructional purposes only, gender has been designated to represent facility patients, family members, and staff in the following presentations:
  - Case study.
  - Coding Workshop presentations using video vignettes.

# Supplemental Training Materials

- Supplemental materials to assist your understanding of the presentations are available by selecting the respective tab in the event platform.
  - Slides for each presentation.
  - Acronym list.
  - Action Plan template.
  - Case study documents.
  - IRF-PAI 4.0 and LCDS 5.0 item sets.
  - List of training resources and links.





# Setting-Specific Application

# Action Planning

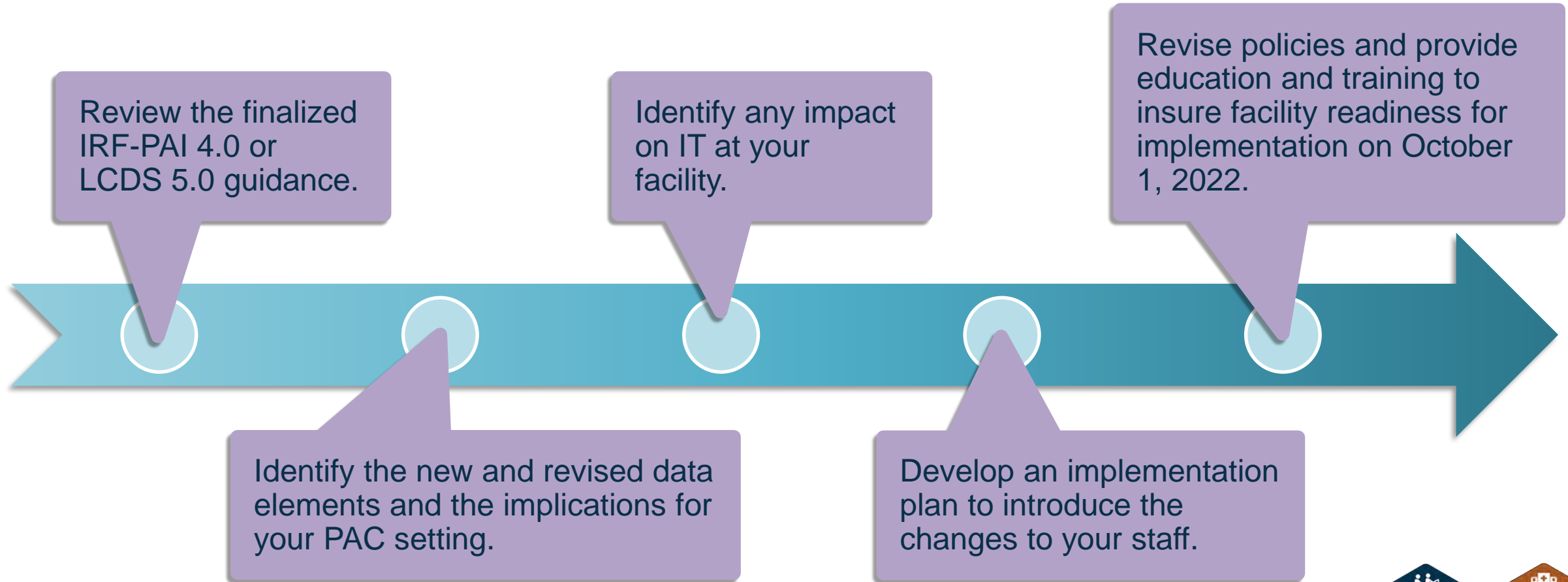
- Use the Action Plan template to take notes during each session of the training.
- Record your thoughts, ideas, and identify processes that may need to change at your facility in response to new or revised guidance in the IRF-PAI Version 4.0 or LCDS Version 5.0.
- This may include:
  - Authoring or revising policies and procedures.
  - Staff training and education.
  - IT enhancements.



# Action Planning (cont.)

Topic	Policies, Procedures, Processes, and/or Documentation Systems and Tools Potentially Impacted	Action Steps Needed	Education Needed (Topic and Audience)	Target for Completion
<p><b>Overview of the IRF and LTCH Virtual Training Program – Part 1 and 2.</b></p> <p><b>Understanding the New and Revised Standardized Patient Assessment Data Elements in the IRF-PAI Version 4.0 or LCDS Version 5.0.</b></p>	<ul style="list-style-type: none"> <li>Organizational policies related to data collection, timeframes, and identified staff responsible for completing the data collection instrument.</li> <li>Identify any impact to electronic health records and Information System to support data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Review the finalized IRF-PAI Version 4.0 or LCDS Version 5.0 guidance.</li> <li>Identify the new and revised data elements.</li> <li>List the implications and identify any changes that need to be made, such as: <ul style="list-style-type: none"> <li>Revise related policies and procedures.</li> <li>Collaborate with IT to implement any process modifications.</li> <li>Other implications.</li> </ul> </li> <li>Develop an implementation timeline.</li> <li>Design an education and training plan to ensure facility readiness for implementation on October 1, 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Specific policies and procedures that are new or revised.</li> <li>Overview of the new and revised data elements, steps for assessment, and coding instructions.</li> <li>Any revised organizational systems and processes.</li> <li>Trials, testing, or quality assurance planned.</li> <li>Target Audience: <ul style="list-style-type: none"> <li>Nurses and designated clinical staff.</li> <li>Quality Department.</li> <li>Unit-based leaders.</li> <li>Clinical educators.</li> <li>Information systems.</li> <li>Medical Records Department.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop education and training plan by 07/01/22.</li> <li>Provide education and policy updates to clinical staff by 08/01/22.</li> <li>Trial new data collection systems in August 2022 to identify any needed opportunities for improvement.</li> <li>Refine any necessary processes and verify completion of staff education by 09/21/20.</li> <li>"Go live" with new policies/processes on 10/01/22.</li> </ul>

# Develop an Implementation Strategy



# QRP Training Resources

# Resources: Assessment Instruments and Manuals



IRF-PAI Assessment Instrument and Manual:

<https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/IRF-Quality-Reporting/IRF-PAI-and-IRF-PAI-Manual>.



LCDS Assessment Instrument and QRP Manual:

<https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/LTCH-Quality-Reporting/LTCH-CARE-Data-Set-and-LTCH-QRP-Manual>.

# Resources: Quarterly Q&A

Published on the QRP web pages:

- IRF Consolidated Quarterly Q&As:
  - Found in the Downloads section of the IRF-PAI and IRF-PAI Manual page.

[Inpatient Rehabilitation Facility Patient Assessment Instrument \(IRF-PAI\) and IRF-PAI Manual | CMS.](#)

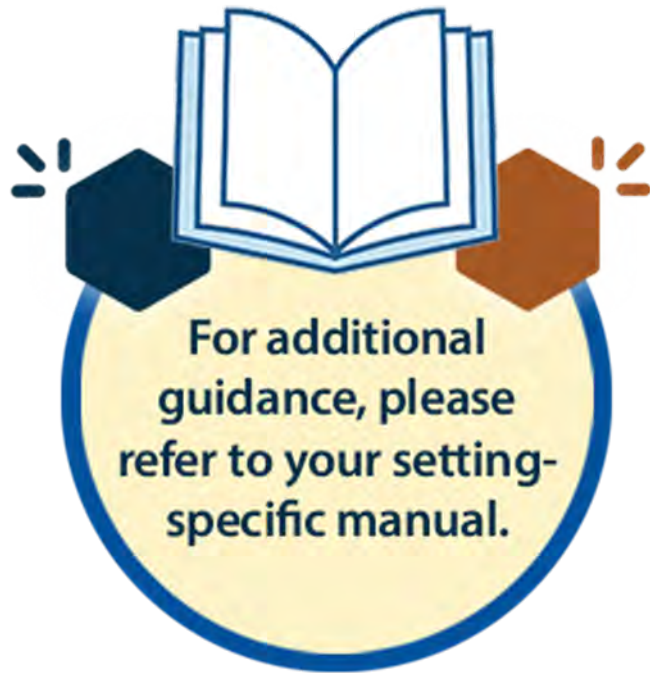
- LTCH Consolidated Quarterly Q&As:
  - Found in the Downloads section of the LTCH LCDS & LTCH QRP Manual page.

[Long-Term Care Hospital \(LTCH\) Continuity Assessment Record and Evaluation \(CARE\) Data Set \(LCDS\) & LTCH Quality Reporting Program \(QRP\) Manual | CMS.](#)

At times, CMS provides new or refined instruction that supersedes previously published guidance. In such cases, use the most recent guidance.



# Summary



- New and revised data elements are being implemented in the IRF and LTCH settings with the goal of ongoing cross-setting alignment.
- These changes will be effective October 1, 2022.
- Utilize the training materials provided in the IRF and LTCH Virtual Training Program – Part 1 and 2 to assist your staff in preparing for new guidance implementation.

# Submitting Questions

- If you have questions about this presentation, please submit them to [PACTraining@Econometricalnc.com](mailto:PACTraining@Econometricalnc.com) by June 3, 2022.
- Select questions will be answered in a Q&A session during the June 2022 virtual live event.

