continued

- If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.
- This handout is for reference only. It may not include content identical to the PowerPoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

continued

© 2017 continued.com, LLC. No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without the permission of continued.com, LLC is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.





Online continuing education for the life of your career

Medicare Part A Reform: Resident Classification System (RCS-I)

Renee Kinder MS CCC-SLP, RAC-CT

Moderated by: Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com

continued

Need assistance or technical support?

- Call 800-242-5183
- Email <u>customerservice@SpeechPathology.com</u>
- Use the Q&A pod



continued

How to earn CEUs

- •Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
 - ■Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- ■Two opportunities to pass the exam

continued

Interested in Volunteering to be a Peer Reviewer?

- ■APPLY TODAY!
- ■3+ years SLP Professional Experience Required
- Contact Amy Natho at anatho@SpeechPathology.com



Medicare Part A Reform: Resident Classification System (RCS-I)

Renee Kinder MS CCC-SLP, RAC-CT SpeechPathology.com December 21st 2017 12 pm EST

LEARNER OBJECTIVES

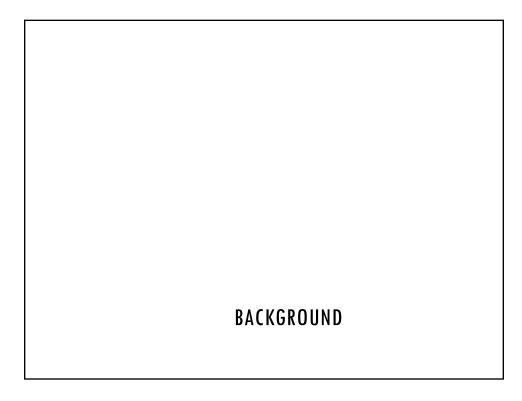
After this course, participants will be able to explain why CMS sees a need to change the current PPS structure and the goals for developing an alternative payment model.

After this course, participants will be able to define the structure of the RCS-I model in comparison to current RUGs-IV model.

After this course, participants will be able to list the specific criteria which make up each of the five (5) buckets in RCS-I including: Physical and Occupational Therapy; Speech-language Pathology; Non-Therapy Ancillary; Nursing; and Non-Case Mix

After this course, participants will be able to describe the MDS areas in which the entire interdisciplinary team (IDT) should become fluent: 1) understanding of scoring methodology and 2) case-mix impacts.





ADVANCED NOTICE OF PROPOSED RULE MAKING

The RCS-I Model we will discussed today has been published as a summary of Advance Notice of Proposed Rulemaking (ANPRM) and is separate from a Proposed Rule.

The purpose of this Advanced Notice is to solicit public comments on potential options CMS may consider for revising certain aspects of the existing skilled nursing facility (SNF) prospective payment system (PPS) payment methodology to improve its accuracy, based on the results of CMS SNF Payment Models Research (SNF PMR) project.

In particular, CMS is seeking comments on the possibility of replacing the SNF PPS' existing case-mix classification model, the Resource Utilization Groups, Version 4 (RUG-IV), with a new model, the Resident Classification System, Version I (RCS-I).

Published 4.28.17: https://www.regulations.gov/document?D=CMS-2017-0061-0002



BACKGROUND: WHY?

In an effort to establish a comprehensive approach to Medicare Part A SNF payment reform, we are expanding the scope of the SNF Therapy Payment Research project. Although we always intended to ensure that any revisions to therapy payment would consider an integrated approach with the remaining payment methodology, we now plan to examine potential improvements and refinements to the overall SNF PPS payment system. This expansion will allow for improving the ability for Medicare to pay adequately and appropriately for all services provided during a Medicare Part A SNF stay. Source: CMS website

Recommendations from the OIG and MedPAC to move from **volume** to **value** based on patient characteristics

BACKGROUND: WHO?

CMS has contracted with Acumen, LLC to identify potential alternatives to the existing methodology used to pay for services under the SNF PPS.



BACKGROUND: HOW?

Currently, therapy payments under the SNF PPS are based primarily on the amount of therapy provided to a patient, regardless of the specific patient characteristics and care needs.

Current CMS initiatives have moved towards paying providers based on resident characteristics and assessing value rather than paying directly for input use.

Move from payment based on volume to payment based on patient characteristics

BACKGROUND: THE IMPACT OF DATA ANALYSES

- •How was historical claim data used when developing the RCS-I?
- •Claims data was analyzed for all sections in the proposed payment system including:
- •Which sections of the MDS align with increased or decreased use of PT, OT and SLP services?
- •How do therapy disciplines provide care during the course of the stay in regards to frequency and intensity?
- •How do therapy providers relate to each other in trends for providing care?
- •Which diagnoses do we treat as relates to acute care DRG?



WHY THE FOCUS ON ACUTE CARE DRG?

- •SNF claims data are missing specific dx info on residents with more than 40% of residents being assigned generic V codes under ICD-9
- •Principle diagnoses from the inpatient stay is predictive of therapy costs and more predictive of NTA costs than the SNF claim.

Potential challenge?

•How long does it take the SNF to receive the acute care DRG?

SKILLED NURSING FACILITY LEVEL OF CARE DEFINITION

Care in a SNF is covered if all of the following four factors are met:

- The patient requires skilled nursing services or skilled rehabilitation services, i.e., services that must be performed by or under the supervision of professional or technical personnel (see §§30.2 30.4); are ordered by a physician and the services are rendered for a condition for which the patient received inpatient hospital services or for a condition that arose while receiving care in a SNF for a condition for which he received inpatient hospital services;
- The patient requires these skilled services on a daily basis (see §30.6); and
- As a practical matter, considering economy and efficiency, the daily skilled services can be provided only on an inpatient basis in a SNF. (See §30.7.)
- •The services delivered are reasonable and necessary for the treatment of a patient's illness or injury, i.e., are consistent with the nature and severity of the individual's illness or injury, the individual's particular medical needs, and accepted standards of medical practice. The services must also be reasonable in terms of duration and quantity.





RESIDENT ASSESSMENT INDEX (RAI) OVERVIEW

STEP ONE:

The Minimum Data Set (MDS), a screening tool that provides information about the resident's functional status.

STEP TWO

Care Area Assessments (CAAs), a set of 20 different assessments that are further, in-depth evaluation of specific functional areas. A CAA must be completed for each care area that is identified as a possible problem, or triggered, as a result of the MDS assessment. After completing the CAA, a clinical decision is made based on the results as to whether the possible problem is in fact a real problem. When a problem is identified, the next step is to determine the root causes and contributing factors, risk factors for the resident related to the problem, and the need for referrals to other disciplines.

STEP THREE:

Care Plan, the working action plan that is developed based on the findings that result from the CAAs. The development of an individualized, interdisciplinary care plan designed to address the resident's specific problems, strengths, preferences, risk factors, and complications is the primary purpose of the RAI process.



MDS SECTIONS

SECTION A. Identification

Information

SECTION B. Hearing, Speech and

Vision

SECTION C. Cognitive Patterns

SECTION D. Mood

SECTION E. Behavior

SECTION F. Preferences for Customary Routine and Activities

SECTION G. Functional Status

SECTION H. Bladder and Bowel

SECTION I. Active Diagnoses

SECTION J. Health Conditions

SECTION K. Swallowing/Nutritional Status

SECTION L. Oral/Dental Status

SECTION M. Skin Conditions

SECTION N. Medication

SECTION O. Special Treatment, Procedures, and

Programs

SECTION P. Restraints

SECTION Q. Participation in Assessment and Goal

Setting

SECTION V. Care Area Assessment (CAA) Summary

CARE AREA ASSESSMENTS (CAA)

CAAs are included in comprehension assessments including: Admission assessment; Annual assessment; Significant Change in Status Assessment; Significant Correction to Prior Comprehensive Assessment. Not required in the Quarterly assessments and the Significant Correction to Prior Quarterly Assessment.

- 1. Delirium
- 2. Cognitive Loss
- 3. Visual Function
- 4. Communication

Maintenance

- 5. ADLs-Functional Status
- 6. UI &Indwelling Catheter
- 7. Psychosocial Well-Being
- 8. Mood State
- 9. Behavioral Symptoms
- 10. Activities

- 11. Falls
 - 12. Nutritional Status
 - 13. Feeding Tube(s)
 - 14. Dehydration/Fluid
 - 15. Dental Care
 - 16. Pressure Ulcer(s)
 - 17. Psychotropic Medication Use
- 18. Physical Restraints
 - 19. Pain
- 20. Return to Community Referral



SECTION B: HEARING, SPEECH, AND VISION

Intent: Document the resident's ability to hear, understand, and communicate with others and whether the resident experiences visual, hearing or speech limitations and/or difficulties

Ablity to hear /with hearing aid or hearing appliances if normally used in Code and a convestation, social interaction. 1. Minimal difficulty - infficulty in some environments (e.g., who derate difficulty - speaker has to increase volume and sp. 3. Highly impaired - absence of useful hearing	ction, listening to TV en person speaks softly or setting is noisy	Change may indicate need for Aural Rehab= ST
B0600. Speech Clarity		
Enter Code O. Clear speech - distinct intelligible words 1. Unclear speech - slurred or mumbled words 2. No speech - absence of spoken words	Change may indicate r Motor Speech Therapy	
B0700. Makes Self Understood		
Ability to express ideas and wants, consider both verbal and non-vo. Understood 1. Usually understood - difficulty communicating some words of Sometimes understood - ability is limited to making concrete 3. Rarely/never understood	or finishing thoughts but is able if prompte e requests	
B0800. Ability To Understand Others		Change may indicate
EnterCode Understanding verbal content, however able (with hearing aid or Understands - chear comprehension 1. Usually understands - misses some part/intent of message (2. Sometimes understands - responds adequately to simple, or 3. Rarely/never understands	but comprehends most conversation	need for language therapy=ST
B1000. Vision		Change may indicate
	nces) apers/books	need for Visual



SECTION C COGNITIVE PATTERNS

Intent: Determine the resident's attention, orientation, and ability to register and recall information

Ask reside Code Ask reside Code CodoOo. Tempora Ask reside Code Ask reside fundable Ask resi	ne wo rece resident's first attempt, repeat the words using cues ("sock, something to wear; blue, a color; bed, a piece ure"). You may repeat the words up to two more times. I Orientation (orientation to year, month, and day) ent: "Please tell me what year it is right now." to report correct year issed by 5-9 years or no answer issed by 5-9 years	Change may indicate need for Cognitive Therapy= ST and/or OT	
The work Number	is are sock, blue, and bed. Now tell me the three words." of words repeated after first attempt ne ne resident's first attempt, repeat the words using cues ("sock, something to wear; blue, a color; bed, a piece resident's first attempt, repeat the words up to two more times. Il Orientation (orientation to year, month, and day) net: "Please tell me what year it is right now." to report correct year issed by 5 years or no answer issed by 5 years or no answer issed by 12 year rerect net: "What month are we in right now?" to report correct month issed by 3 month or no answer issed by 6 days to 1 month curate within 5 days net: "What day of the week is today?"	Change may indicate need for Cognitive Therapy= ST	
Number N	of words repeated after first attempt one ne words using cues ("sock, something to wear, blue, a color; bed, a piece ure"). You may repeat the words using cues ("sock, something to wear, blue, a color; bed, a piece ure"). You may repeat the words up to two more times. I Direntation (opicination to year, month, and day) ent. "Plazis tell me what year it is right now." to report correct year issed by 2-5 years or no answer issed by 2-5 years or no answer issed by 2-5 years. I would not	indicate need for Cognitive Therapy= ST	
Number 0. N. 1. Ov. 1.	one ne ne resident's first attempt, repeat the words using cues ("sock, something to wear, blue, a color, bed, a piece resident's first attempt, repeat the words up to two more times. I Orientation (orientation to year, month, and day) ent: "Please tell me what year it is right now." to report correct year issed by 5 years or no answer issed by 2 5 years or no answer issed by 1 year ent: "What month are we in right now?" to report correct month issed by 3 1 month or no answer issed by 4 1 month or no answer issed by 5 1 month or to do no swer issed by 6 days to 1 month curate within 5 days ent: "What day of the week is today?"	indicate need for Cognitive Therapy= ST	
1. O. 2. TY 3. TY After the Of furnits Of furnits Ask resid A. Able 1. M 2. M 3. Cc Ask resid B. Able 0. M 1. M 2. Ak resid 1. Ask resid	ne wo vo rece resident's first attempt, repeat the words using cues ("sock, something to wear, blue, a color; bed, a piece ure"). You may repeat the words up to two more times. I Orientation (opicination to year, month, and day) ent. "Piecase tell me what year it is right now." To report, correct year something or no answer issed by 2-5 years something or no answer issed by 2-5 years issed by 2-6 years. I would not not not not now it is not not not now it is not	indicate need for Cognitive Therapy= ST	
2. Tr 3. Tr 3. Tr 4. Atter the of furnities 4. Able 4. Able 4. Able 5. Able 6.	vo reace resident's first attempt, repeat the words using cues ("sock, something to wear; blue, a color; bed, a piece resident's first attempt, repeat the words up to two more times. Il Orientation (orientation to year, month, and day) ent: "Please tell me what year it is right now." to report correct year issed by 5 years or no answer issed by 5 years sissed by 1 year rest ent: "What month are we in right now?" to report correct month issed by 2 1 month or no answer issed by 3 1 month or no answer issed by 3 1 month or the we in right now?" to report correct month issed by 3 1 month or the we in the consequence of the word of the week is today?"	indicate need for Cognitive Therapy= ST	
3. Tr After the of furnite of furnite cose Ask resid A. Able 1. M 2. M 3. Cc Ask resid B. Able 0. In 1. Cc Co400. Recall Ask resid funderCode funderCode Ask resid N. Ask resid Ask resid N. Ask resid FunderCode Ask resid FunderCode N. N 1. M 1. M 1. M 1. Cc Co400. Recall Ask resid funderCode Ask resid funderCode N. N 1. N	ree reident's first attempt, repeat the words using cues ("sock, something to wear, blue, a color, bed, a piece rze'). You may repeat the words up to two more times. I Orientation (orientation to year, month, and day) ent: "Please tell me what year it is right now." to report correct year issed by 2 years or no answer issed by 2.5 years sised by 1 year ret: "What month are we in right now?" to report correct month issed by 3 1 month or no answer issed by 5 1 month or no answer issed by 5 1 month or to do no swer issed by 5 2 to 1 month curate within 5 days ent: "What day of the week is today?"	for Cognitive Therapy= ST	
After the of furnite Code Code Code Code Code Code Code Cod	resident's first attempt, repeat the words using cues ("sock, something to wear, blue, a color, bed, a piece ure". You may repeat the words up to two more times. Il Orientation (orientation to year, month, and day) ent: "Please tell me what year it is right now." to report correct year issed by 5 - 5 years or no answer issed by 5 - 5 years or no answer issed by 12 - 5 years issed by 13 - 4 year ent: "What month are we in right now?" to report correct month issed by 3 - 1 month or no answer issed by 6 - 4 year of 10 month curate within 5 days ent: "What day of the week is today?"	for Cognitive Therapy= ST	
Of furnits	Int'. Now may repeat the words up to two more times. Jo Orientation (opicination to year, month, and day) ent. "Please tell me what year it is right now." to report correct year sixed by 2-5 wars sixed by 2-5 wars sixed by 2-5 wars sixed by 2-6 wars to report correct month sixed by 2-1 month or no answer sixed by 2-1 month or no answer sixed by 2-1 month or no answer sixed by 3-1 month or no answer sixed by 4-3 wars sixed by 4-3 wars sixed by 4-3 wars sixed by 4-3 wars sixed by 6-4 wars of the week is today?"	Therapy= ST	
CO300. Tempora	Il Orientation (orientation to year, month, and day) ent: "Piezes teil me what year it is right now." to report correct year ssead by 5 - 5 years ssead by 5 - 5 years ssead by 1 - 5 years ssead by 1 year ent: "What month are we in right now?" to report correct month ssead by 2 - 1 month or no answer ssead by 3 month or no answer ssead by 6 days to 1 month curate within 5 days ent: "What day of the week is today?"	Therapy= ST	
Ask resid	ent: "Pleas tell me what year it is right now." to report correct year issed by 5 years or no answer issed by 5 years issed by 12 year orrect ent: "What month are we in right now?" to report correct month issed by 2 1 month or no answer issed by 3 1 month or no answer issed by 6 days to 1 month curate within 5 days ent: "What day of the week is today?"	Therapy= ST and/or OT	
Enter Code A. Able D. M.	to report correct year issed by 5 years or no answer issed by 2 5 years or no answer issed by 1 year rect what month are we in right now?* to report correct month issed by 1 month or no answer issed by 3 month or no answer issed by 6 days to 1 month curate within 5 days ent. "What day of the week is today?"	and/or OT	
0. M 1. M 2. M 3. CC 3. CC 4. CC	issed by 5 years or no answer issed by 19 year issed by 19 year issed by 19 year interest with a service of the	and/or OT	
1. M 2. M 3. Cc Ask resid B. Able B. Able B. Able Co. M 1. Ask resid D. M 2. Ac Ask resid Finance Code D. M 1. Ask resid Finance Code D. In 1. Ask resid Finance Code D. In 1. Ask resid Finance D. N 1. Y	issed by 2-5 years issed by 1 year orrect ent: "What month are we in right now?" to report correct month issed by 2 i month or no answer issed by 3 i month or no answer issed by 6 days to 1 month curate within 5 days ent: "What day of the week is today?"	ana/or OI	╛
2. M Ask resid B. Able B. Able C. Able C. Able C. Able G. M Ask resid C. Able G. In H. CC CO400. Recall Ask resid funable funable 0. N 1. Y	issed by 1 year "prict ent: "What month are we in right now?" to report correct month issed by 2 1 month or no answer issed by 6 alsy to 1 month curate within 5 days ent: "What day of the week is today?"		
3. Cc Ask resid B. Able 0. M 2. Ak Ask resid 0. In 1. CC CO400. Recall Ask resid if unable 0. N 1. Y	orrect in: "What month are we in right now?" to report correct month sseed by 2 I month or no answer sseed by 6 days to I month curate within 5 days in "What day of the week is today?"		
Ask resid S. Able O. No.	ent: "What month are we in right now?" to report correct month issed by 2 1 month or no answer issed by 6 days to 1 month curate within 5 days ent: "What day of the week is today?"		
O. M 1. M 2. Ac Ask resid C. Able O. In 1. Cc CO400. Recall Ask resid funable A. Able O. No 1. Yc	issed by 3 1 month or no answer issed by 6 days to 1 month curate within 5 days ent: "Whot day of the week is today?"		
1. M 2. Ax Ask resid C. Able O. In 1. Cc CO400. Recall Ask resid f unable A. Able O. No 1. Yc	issed by 6 days to 1 month :curate within 5 days ent: "What day of the week is today?"	_	
2. Ack resid C. Able 0. In 1. Cc CO400. Recall Ask resid If unable A. Able 0. N 1. Yc.	ccurate within 5 days ent: "What day of the week is today?"	_	
Ask resid C. Able 0. In 1. Cc CO400. Recall Ask resid If unable A. Able 0. No 1. Ye 1. Ye	ent: "What day of the week is today?"	_	
C. Able 0. In 1. Cc CO400. Recall Ask resid If unable 0. N 0. N 1. Ye			
0. In 1. Cc C0400. Recall Ask resid If unable A. Able 0. N. 1. Ye			
1. Cc CO400. Recall Ask resid If unable 0. No 1. Ye	correct or no answer		
Ask resid If unable A. Able 0. No 1. Ye			
Enter Code Enter Code If unable A. Able 0. No 1. Ye			
Enter Code 0. No	ent: "Let's go back to an earlier question. What were those three words that I asked you to repeat?"		
0. No	to remember a word, give cue (something to wear; a color; a piece of furniture) for that word.		
1. Ye	to recall "sock"		
	o - could not recall		
	rs, after cueing ("something to wear") rs, no cue required		
Enter Code B. Able		—	
	o - could not recall		
	s, after cueing ("a color")		
2. Ye	es, no cue required		
Enter Code C. Able	to recall "bed"		
	o - could not recall		
	s, after cueing ("a piece of furniture")		
C0500. Summar	ss, no cue required	_	
I Add scor	ss, no cue required		

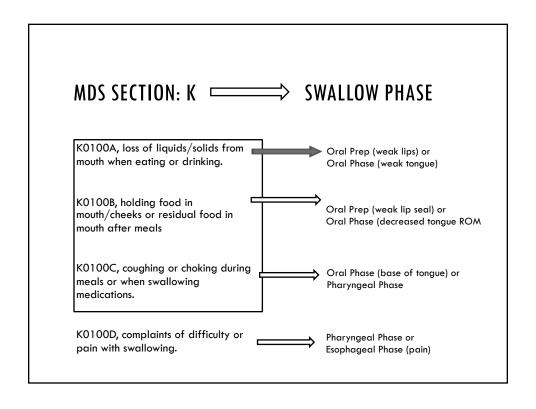


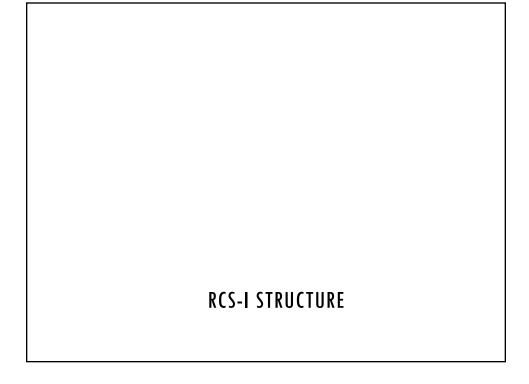
${\bf SECTION} \; {\bf K} : {\bf SWALLOWING/NUTRITIONAL} \; {\bf STATUS}$

Intent: Assess conditions that could affect the resident's ability to maintain adequate nutrition and hydration

Signs ar	Swallowing Disorder d symptoms of possible swallowing disorder		
	u symptoms or possible swallowing disorder seck all that apply		
Ť	A. Loss of liquids/solids from mouth when eating or drinking		
Ī	B. Holding food in mouth/cheeks or residual food in mouth after meals		
	C. Coughing or choking during meals or when swallowing medications		
	D. Complaints of difficulty or pain with swallowing		
	Z. None of the above		
K0300.	Weight Loss		
	Loss of 5% or more in the last month or loss of 10% or more in last 6 months		
Enter Cod	o. No or driknown		
Ш	Yes, on physician-prescribed weight-loss regimen Yes, not on physician-prescribed weight-loss regimen		
	Nutritional Approaches		
	of the following nutritional approaches that were performed during the last 7 days		
	e NOT a Resident ormed while NOT a resident of this facility and within the last 7 days. Only check column 1 if	1.	2.
	ent entered (admission or reentry) IN THE LAST 7 DAYS. If resident last entered 7 or more days	While NOT a	While a
	leave column 1 blank e a Resident	Resident	Residen
	ormed while a resident of this facility and within the last 7 days	↓ Check all t	hat apply ↓
	nteral/IV feeding		
A. Pare			
	ing tube - nasogastric or abdominal (PEG)		
B. Feed	nanically altered diet - require change in texture of food or liquids (e.g., pureed food,		
B. Feed C. Mec			









RESIDENT CLASSIFICATION SYSTEM, VERSION I (RCS-I)

Current

Proposed

Length Of Stay Impact
None
Modes of Treatment Allowed
Individual
Concurrent

MDS Assessment to Determine RUG

Group capped at 25%

RUG level based on: Scheduled assessments: 5, 14, 30, 60 and 90 day

Rolling 7 day checkpoint to determine any increase or decrease in total therapy minutes

Length Of Stay Impact

PT/OT incremental payment decrease after day 14 NTA adjustment factor for days 1 to 3 at 3.00 and then setting it at 1.00

Modes of Treatment Allowed

Individual

Concurrent capped at 25% (this may be made discipline specific)

Group capped at 25% (this may be made discipline specific)

MDS Assessment to Determine RCS

5-day SNF PPS scheduled assessment to classify into RCS level. No additional assessments/change to RCS level unless criteria for a significant change are met

MDS KEY AREAS FOR ASSESSMENT ACCURACY

 Section B
 Section I

 Section C
 Section J

 Section D
 Section K

 Section E
 Section M

 Section G
 Section N

 Section H
 Section O



5- DAY ASSESSMENT

- RCS-I considers the possibility of reducing the administrative burden on providers by concurrently revising the assessments that would be required under the RCS-I model.
- •Specifically, they are considering the possibility of using the 5-day SNF PPS scheduled assessment to classify a resident under the RCS-I model under consideration for payment purposes for the entirety of his or her Part A SNF stay, except as described below (SCSA, interrupted stay).

SIGNIFICANT CHANGE ASSESSMENT IMPORTANCE

- RCS- I also considers permitting providers to reclassify residents from
 the initial 5-day classification using the Significant Change in Status
 Assessment (SCSA), which is a Comprehensive assessment (that is, an
 MDS assessment which includes both the completion of the MDS, as
 well as completion of the Care Area Assessment (CAA) process and
 care planning),
- •This would only be used in cases where the criteria for a significant change are met in cases where an SCSA is completed, considering an approach in which this assessment could reclassify the resident for payment purposes, but the resident's variable per diem adjustment schedule would continue rather than being reset on the basis of completing the SCSA.



RCS-1 UNADJUSTED FEDERAL RATE PER DIEM

Urban

Rate Component	Nursing	NTA	PT/OT	SLP	Non-Case- Mix
Per Diem Amount	\$100.91	\$76.12	\$126.76	\$24.14	\$90.35

Rural

Rate Component	Nursing	NTA	PT/OT	SLP	Non-Case- Mix
Per Diem Amount	\$96.40	\$72.72	\$141.47	\$31.06	\$92.02

PT/OT COMPONENT DETERMINATION

Clinical Category (5)

- ■Major Joint Replacement or Spinal Surgery
- Other Orthopedic
- Acute Neurologic
- Non-Orthopedic Surgery
- Medical Management

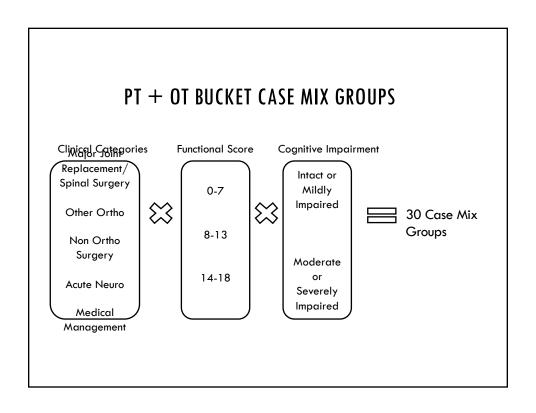
Functional Level (ADL)

- ■Based on eating, transfers and toileting
- Scale 0-6

Cognition

 $^{\bullet}$ Impacted by those with moderate or severe cognitive impairment on BIMS or CPS





PT AND OT: DRG CLINICAL CATEGORIES

Clinical Category	Description
Major Joint Replacement or Spinal Surgery	Received major joint replacement surgery or spinal surgery during prior inpatient stay
Other Orthopedic	Received orthopedic surgery (not major joint) or an non-surgical treatment for orthopedic condition during the prior inpatient stay
Non-Orthopedic Surgery	Received non-orthopedic surgery during the prior inpatient stay
Acute Neurologic	Received non-surgical treatment for acute neurological (e.g. stroke) condition during prior inpatient stay
Medical Management	Received other non-surgical treatment during prior inpatient stay



${\bf PT/OT\;FUNCTIONAL\;LEVEL\;SCORING\;SCALE}$

ADL Self Performance Score	Transfer	Toileting	Eating
Independent	+3	+3	+6
Supervision	+4	+4	+5
Limited Assistance	+6	+6	+4
Extensive Assistance	+5	+5	+3
Total Dependence	+2	+2	+2
Activity Occurred Only Once or Twice	+1	+1	+1
Activity Did Not Occur	+0	+0	+0

8. Activity did not occur - activity did not occur or family and/or non-facility staff provided care 100% of the time for that activity over the entire 7-day period possible. A. Bed mobility - how resident moves to and from lying position, turns side to side, and positions body while in bed or alternate sleep furniture B. Transfer - how resident moves between surfaces including to or from: bed, chair, wheelchair, standing position (excludes to/from bath/toilet) C. Walk in room - how resident walks between locations in his/her room D. Walk in corridor - how resident walks in corridor on unit E. Locomotion on unit - how resident moves between locations in his/her room and adjacent corridor on same floor. If in wheelchair, self-sufficiency once in chair F. Locomotion off unit - how resident moves to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes of all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident eats and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of no lurins or hydration)	7. Activity occurred only once or twice - activity did occur but only once or twice	
positions body while in bed or alternate sleep furniture B. Transfer - how resident moves between surfaces including to or from: bed, chair, wheelchair, standing position (excludes to/from bath/toilet) C. Walk in room - how resident walks between locations in his/her room D. Walk in corridor - how resident mayes between locations in his/her room and adjacent corridor on same floor. If in wheelchair, self-sufficiency once in chair F. Locomotion off unit - how resident moves to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If fracility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes off all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident ests and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration) 1. Toilet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet, cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, bedside commode, catheter bag or	8. Activity did not occur - activity did not occur or family and/or non-facility staff provided	
standing position (excludes to/from bath/toilet) C. Walk in room - how resident walks between locations in his/her room D. Walk in corridor - how resident moyes between locations in his/her room and adjacent corridor on unit in the corridor on sum floor. If in wheelchair, self-sufficiency once in chair F. Locomotion off unit - how resident moyes to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident eats and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration) 1. Toilet use - how resident uses the foilet room, commode, bedpan, or urinal; transfers on/off toilet, cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include entipying of bedpan, urinal, bedside commode, catheter bag or		
D. Walk in corridor - how resident walks in corridor on unit E. Locomotion on unit - how resident moves between locations in his/her room and adjacent corridor on same floor. If in wheelchair, self-sufficiency once in chair F. Locomotion off unit - how resident moves to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes off all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident eats and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration). To filet use - how resident uses the toilet room, commode, bedapan, or urinal; transfers on/off toilet, cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedapan, urinal, bedside commode, catheter bag or		
E. Locomotion on unit - how resident moves between locations in his/her room and adjacent corridor on same floor. If in wheelchair, self-sufficiency once in chair F. Locomotion of funit - how resident moves to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes off all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident ests and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration) 1. Toilet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet; cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, beside commode, catheter bag or	Walk in room - how resident walks between locations in his/her room	
corridor on same floor. If in wheelchair, self-sufficiency once in chair F. Locomotion off unit - how resident moves to and returns from off-unit locations (e.g., areas set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes off all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident ests and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration) 1. Toilet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet; cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, beside commode, catheter bag or	Walk in corridor - how resident walks in corridor on unit	
set aside for dining, activities or treatments). If facility has only one floor, how resident moves to and from distant areas on the floor. If in wheelchair, self-sufficiency once in chair G. Dressing - how resident puts on, fastens and takes off all items of clothing, including donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident easts and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IP fluids administered for nutrition or hydration) I. Toilet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet; cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, beside commode, catheter bag or		
donning/removing a prosthesis or TED hose. Dressing includes putting on and changing pajamas and housedresses H. Eating - how resident easts and drinks, regardless of skill. Do not include eating/drinking during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, Pf Midis administered for nutrition or hydration) 1. Tollet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet, cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, bedside commode, catheter bag or	set aside for dining, activities or treatments). If facility has only one floor, how resident	
during medication pass. Includes intake of nourishment by other means (e.g., tube feeding, total parenteral nutrition, IV fluids administered for nutrition or hydration) 1. Toilet use - how resident uses the toilet room, commode, bedpan, or urinal; transfers on/off toilet; cleanses self after elimination; changes pad; manages ostomy or catheter, and adjusts clothes. Do not include emptying of bedpan, urinal, bedside commode, catheter bag or	donning/removing a prosthesis or TED hose. Dressing includes putting on and changing	
toilet; cleanses self after elimination; changes pad; manages ostomy or catheter; and adjusts clothes. Do not include emptying of bedpan, urinal, bedside commode, catheter bag or	during medication pass. Includes intake of nourishment by other means (e.g., tube feeding,	
	toilet; cleanses self after elimination; changes pad; manages ostomy or catheter; and adjusts clothes. Do not include emptying of bedpan, urinal, bedside commode, catheter bag or	



PT/OT EXAMPLE

Clinical	Function Score	Moderate/Se	Case Mix	Case Mix
Category		vere	Group	Index
		Cognitive		
		Impairment		
	14-18	No	TA	1.82
	14-18	Yes	ТВ	1.59
Major Joint Replacement	8-13	No	TC	1.73
or Spinal	8-13	Yes	TD	1.45
Surgery	0-7	No	TE	1.68
	0-7	Yes	TF	1.36

SPEECH-LANGUAGE PATHOLOGY BUCKET

- Extensive regression analyses revealed that 3 sets of characteristics are highly predictive of SLP costs.
- •Clinical Categories
- •Swallowing Disorder
- •Cognitive Status and Co-Morbidities
- •The following factors will impact ST reimbursement in 18 Case-Mix Groups
- •CLINICAL CATEGORIES= Derived from acute care DRG
- •SWALLOWING DISORDER= Derived from SECTION K: Swallowing and Nutritional Status of the MDS
- •COGNITIVE IMPAIRMENT and CO-MORBIDITIES= Derived from CPS score from Section C: Cognitive Patterns and SECTION I: Active Diagnoses.



ST COMPONENT DETERMINATION

Clinical Category (2)

- Acute Neurologic
- Non-Neurologic

Presence of Swallowing Disorder or Mechanically Altered Diet

SLP Related Co-morbidity or Mild to Severe Cognitive Impairment

Comorbidities

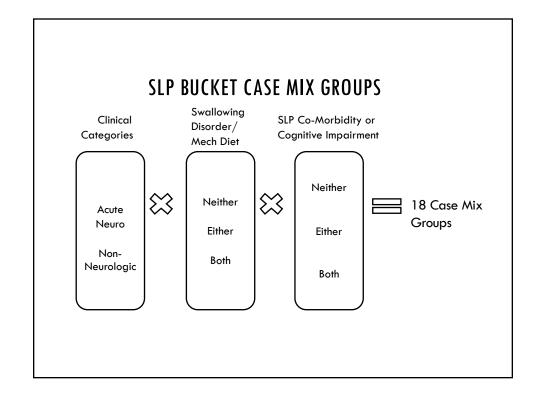
Aphasia Apraxia CVA, TIA or Stroke Dysphagia ALS

Hemiplegia or Hemiparesis

TBI **Oral Cancers** Tracheostomy (while resident) Speech and Language

Ventilator (while resident) **Deficits**

Laryngeal Cancer





KEY MDS AREAS ST COMPONENT

18000 Clinical Category

Section K: Swallowing and Nutritional Status

BIMS or CPS

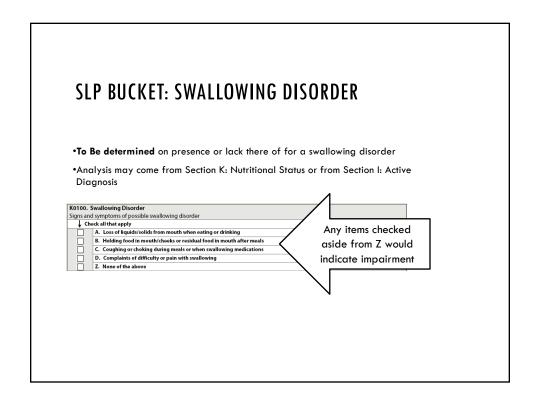
- -BIMS
- C0200 Repetition of three words
- C0300 Temporal orientation
- CO400 Recall
- •CPS
- ullet B0100 Coma and completely dependent or ADL did not occur
- C1000 Severely impaired cognitive skills (C1000 = 3)
- B0700, C0700, C1000 Two or more of the following: B0700 >0 Problem being understood; C0700 =1 STM problem; C1000>0 Cognitive skills problem AND one or more of the following: B0700 >=2 severe problem being understood; C1000 >=2 severe cognitive skills problem

SLP: CLINICAL CATEGORIES

95% of SLP claims upon analysis of data fell into the non neurologic category

Clinical Category	Description
Acute Neurologic	Received treatment for acute neurologic condition (e.g. stroke) in prior inpatient stay
Non Neurologic	Did not receive treatment for acute neurologic condition (e.g. stroke) in prior inpatient stay







SLP BUCKET CO-MORBIDITIES

MDS Item	SLP Co Morbidity	
14300	Aphasia	
14500	CVA, TIA, or Stroke	
14900	Hemiplegia or Hemiparesis	
15500	Traumatic Brain Injury	
O0100E2	Tracheostomy as Resident	
O0100F2	Ventilator as Resident	$\neg \land$
	Apraxia	Final 6 would need to be
	Dysphagia	added into 18000:
	ALS	
	Oral Cancers	Additional Active Diagnosis
	Speech and Language Deficits	
	Laryngeal Cancer	v

SLP: COGNITIVE IMPAIRMENT

The Cognitive Function Scale (CFS) has been identified as an indicator of Cognitive Impairment.

The CFS combines the Section C: BIMS and CPS scores to account for the 12% of residents who are non-interviewable.

CFS Cognitive Level	BIMS Score	CPS Score
Cognitively Intact	13-15	
Mildly Impaired	8-12	0-2
Moderately Impaired	0-7	3-4
Severely Impaired		5-6



ST EXAMPLE- ACUTE NEUROLOGIC CASE MIX

Clinical	Presence of	SLP Related	Case Mix	Case Mix
Category	Swallowing	Comorbidity	Group	Index
	Disorder or	or Mild to		
	Mechanically	Severe		
	Altered Diet	Cognitive		
		Impairment		
Acute Neurologic	Both	Both	SA	4.19
	Both	Either	SB	3.71
	Both	Neither	SC	3.37
	Either	Both	SD	3.67
	Either	Either	SE	3.12
	Either	Neither	SF	2.54
	Neither	Both	SG	2.97
	Neither	Either	SH	2.06
	Neither	Neither	SI	1.28

QUESTIONS?

