**MoHealthWINs Curriculum Review**

**Fall 2012/Spring 2013**

**College: St. Charles Community College**

**Program: ICD-10 Coding**

**Reviewed By: Patricia A. Sherman**

**Date: May 5, 2014**

**Review scale definitions:**

**Exceptional:** Review component is a “best practice” and represents a model for replication.

**Very good:** Review component is complete and effective.

**Good:** Review component is adequate but presents opportunities for improvement.

**Ineffective:** Review component is weak andin need of significant improvement.

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| **Program/Student Learning Outcomes and Program Map** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Program CIP code/s appropriate to program title and outcomes |  | 1 |  |  |
| Effective program structure (prerequisites, course sequence, delivery methods, classroom/laboratory blend, stackable credential-structure provide a clear, logical “map” to completion for adult students) | 2 |  |  |  |
| Outcomes aligned to occupational focus (industry skills and standards) | 3 |  |  |  |
| Outcomes clearly stated |  | 4 |  |  |
| Outcomes introduced/reinforced effectively |  | 5 |  |  |
| Evidence of capstone assessment (licensure, industry certification, capstone project or TSA) |  |  | 6 |  |
| Comments or recommendations:  The documentation provided for the review process SCCC on the MoHealthWin website demonstrates an established good foundation of a complete review.  1: The CIP codes and sequence of course work (self-paced) is appropriate for the program title and outcome.  2: Outstanding program frame with logical path to completion for adult learners.  3: Outcomes are aligned with current industry standards.  4: The documentation provided clearly states that the outcomes for engaging with ICD-10 and PCS.  5: The outcomes are reinforced through self-pace practical skills assessments and built upon in following coursework.  6: Evidence of successful, measurable assessment of -10 classification system. | | | | |
| **Course Objectives** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Appropriate to course level |  | 1 |  |  |
| Clearly stated from student perspective | 2 |  |  |  |
| Measurable | 3 |  |  |  |
| Address/support one or more outcome | 4 |  |  |  |
| Comments or recommendations:  1. The course objectives are relevant to program learning outcomes.  2. Excellent from student perspective because course objectives are coherent, current and learner focused.  3. Precision measurability for student needs.  4. The full range of course objectives supports outcome and provides enrichment for learner success. | | | | |
| **Module or Unit Objectives** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Clearly linked to course objectives |  | 1 |  |  |
| Address one or more course objective |  | 2 |  |  |
| Clearly stated from student perspective | 3 |  |  |  |
| Measurable | 4 |  |  |  |
| Comments or recommendations:  1. Module or Unit objectives are directly linked to course objectives with clarity and relevance.  2. The sub-unit objectives are transparent to the intent of the online course(s).  3. Student perspective of unit objective is exceptionally framed to program learning and student needs.  4. Measurability of unit objectives is fractional to overall program. This is a best practice methodology for ICD-10-CM/PCS. | | | | |
| **Instructional Materials and Lab Resources** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Support stated course and module or unit learning objectives |  | 1 |  |  |
| Meet/reflect current industry practices and standards | 2 |  |  |  |
| Provide options for multiple learning styles |  |  | 3 |  |
| Resources/materials are cited properly | 4 |  |  |  |
| Evidence of innovation to support adult learner success | 5 |  |  |  |
| Comments and recommendations:  1. Instructional materials directly support and enhance module or unit learning objectives.  2. Excellent use of variety of instructional materials.  3. Multiple learning styles options was apparent in various levels of materials.  4. Reference and citation to reinforcement resources are pristine.  5. Trendy, innovative strategies are employed throughout materials to buttress adult learner successes in ICD-10-CM and PCS. | | | | |
| **Learning Activities** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Promote achievement of stated module or unit objectives |  | 1 |  |  |
| Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare and other industry settings | 2 |  |  |  |
| Provide opportunities for interaction and active learning |  | 3 |  |  |
| Provide options for multiple learning styles |  |  | 4 |  |
| Linked to current industry practices and standards | 5 |  |  |  |
| Evidence of innovation to support adult learner success | 6 |  |  |  |
| Comments and recommendations:  1. Selected and offered learning activities achieve stated objectives at all hierarchy levels.  2. Appreciate clarity of materials presented within healthcare industry.  3. Opportunities for interactive and engaged learning is apparent. Use of encoder could have enhanced learning experiences.  4. Activities are multi-layered for various learning styles.  5. Excellent use of cutting-edge activities reflecting current practices and standards.  6. Smart use of innovations to support and enhance adult learner successes. Framing activities with body system exposures, progressive assessments and blending of materials with learning activities is a splendid use of innovation. | | | | |
| **Assessment Tools/Criteria for Evaluation** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Measure stated learning objectives and link to industry standards | 1 |  |  |  |
| Align with course activities and resources |  | 2 |  |  |
| Include specific and descriptive criteria for evaluation of student work/participation |  | 3 |  |  |
| Sequenced throughout instructional period to enable students to build on feedback |  | 4 |  |  |
| Varied and appropriate to content |  | 5 |  |  |
| Provide opportunities for students to measure their own learning progress | 6 |  |  |  |
| Comments and recommendations:  1. Robust assessment for qualitative and quantitative proficiency of coding.  2. Aligned with accrediting bodies outcomes, course activities and rich resource are well blended.  3. Descriptive criteria is easily understood and identified.  4. Very good feedback loop for progressive enhancements.  5. Assessment tools vary within appropriate content. It is scalable and interpretative.  6. Opportunities for improvement are available to students within their sphere of learning progress. | | | | |
| **Innovative or enhanced strategies** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Evidence industry input/standards in program design and curricular components | 1 |  |  |  |
| Evidence of program enhancements to support adult learner | 2 |  |  |  |
| If program has run long enough, is there evidence that enhancements to it have improved pass rates? |  |  | 3 |  |
| Comments or recommendations:  1. Dynamic design for this online program and the curricular facets.  2. Flexibility of this program is evidenced in the framework to continuously support engaged learning.  3. With the ICD-10-CM/PCS implementation delay to October 1, 2015, opportunity for continued, focused enhancements to the course will positively affect pass rates for proficiency and credentialing.  Overall comments:  This online offering for enrichment in clinical nosology (I-10) is superbly framed. It is logical, coherent and current high value to adult learners in this specialty area.  This overarching review allowed me to look at individual components for integrity and relevance content. The aggregate view indicates excellent academic pathway mapping, Course objectives support modular unit objectives which flows into the instructional materials, learning activities and the measurable assessment.  It was a pleasure to review SCCC product and lend endorsement for ICD-10-CM/PCS online didactic offering. | | | | |

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|  | *MoHealthWINs* |

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