Training Plan Template: Training Needs, Training Approach, and Training Evaluation

Version 1.0

**Revision History**

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# Introduction

The Training Plan includes the Training Needs Assessment, Training Approach, and Training Evaluation. The Training Plan assists by providing tools and methodology to develop, conduct, and evaluate trainings for ICD-10 Implementation. The State Medicaid Agencies (SMAs) may use this template to customize training based on their training needs (internal and external), and updates to business processes, systems, or policies based on ICD-10 Implementation.

# Purpose

The purpose of a Training Needs Assessment, Training Approach, and Training Evaluation is to ensure that all staff and external partners acquire the necessary skills and knowledge on the processes, procedures, policies, and system updates particular to the SMA’s ICD-10 implementation.

* A **Training Needs Assessment** identifies requirements or needs within an SMA to fulfill the SMA's goals and objectives to meet the ICD-10 compliance date of October 1, 2013.
* A **Training Approach** defines the topics, target audience, purpose of the training, expected outcome, when and how frequent the training will occur, and the method of training.
* A **Training Evaluation** determines whether or not the training achieved the desired outcome. The training evaluation allows the SMA to obtain feedback and take actions required to improve the quality of future training activities.

The ICD-10 implementation requires training for both business process and system users that utilize ICD-10 codes. In addition, the training plan includes an outline developed by the Centers for Medicare and Medicaid Services (CMS) on ICD-10 training module content. SMAs may leverage the CMS modules and modify them as needed to support their unique policies, processes, and systems during ICD-10 Implementation. SMAs can use this template to identify a training plan specific to their SMA.

# Scope, Objectives, and Assumptions

This section defines the scope of the Training Needs Assessment, Training Plan, and Training Evaluation Template. This includes topics that are both within and outside the scope. Examples of topics within scope are impacted processes, policies, and systems, out of scope topics are processes, policies, and systems not impacted by ICD-10. In order to identify the scope statement, refer to the Program Charter.

*<Define the objectives of the training program. The objective is the goal that the SMA is planning to accomplish.>*

*<Define the assumptions of the training program. Include factors such as audience, timeframe of delivery, and who will deliver training.>*

# Training Needs Assessment

A Training Needs Assessment is a step-by-step process that encompasses planning, data gathering, and analysis to determine the audience, the gap in skills, and training content. This section outlines the process that occurs in a Training Needs Assessment. The SMA should create a Training Needs Assessment based on their specific needs.

*Step 1: SMA should review their goals and objectives of ICD-10 Training*

*Step 2: Determine the training participants. SMAs should conduct interviews with stakeholders (i.e., executive sponsors, participants, and business areas) to identify training needs (e.g., skills gaps) and expectations of the training.*

*Step 3: Perform a skills gap analysis to identify the skills that are needed to perform effectively at the present role. This is done by comparing the acquired skills of an individual or a department against the required skills. To best complete this task:*

* *Create the inventory of current skills*
* *Thoroughly validate and analyze collected data*
* *Define the missing knowledge, skills and attitudes*
* *Develop custom curricula maps*
* *Develop recommendations that address skill gap*
* *Plan implementation*

*Step 4: Analyze the information provided by the audience to determine how to meet their needs and expectations. Manage and organize the information for future reference. Review information with key stakeholders and project sponsors.*

*Step 5: Identify trainers and skills required to train individuals.*

*Step 6: Create your training plan based on your training needs assessment.*

# Training Approach

## Detailed Training Plan

A work plan details the activities and tasks that are required to prepare, deliver, and evaluate the training. The work plan includes the tasks with the expected start and end dates. The SMA should reference the Project Plan template and include these more “detailed” tasks in the Project Plan.

The SMA may use Table 1: Project Planbelow to prepare a Training Plan for creating training materials. The list below further explains the content for each column.

* **Training topic** specifies the knowledge/skill included in the training, e.g., ICD-10 Overview;
* **Task** includes the activities involved with finalizing the training topic (i.e., Draft training materials, Quality Check Training Materials, Submit Final Draft);
* **Work Effort** indicates the times (in hours) required to draft and finalize the training materials. This should include any formal approval, sign off, and QA of the materials;
* **Start Date** indicates the assigned date for the task to begin; and
* **End Date** indicates the assigned date for the task to finish.

Table 1: Project Plan

| **Training Topic** | **Task** | **Work Effort** | **Start Date** | **End Date** |
| --- | --- | --- | --- | --- |
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## Training Methodology

The Training Approach defines the training topics, targeted audience, training delivery, training schedule, and logistical information.

## Training Topic

The Training Topic indicates the training topic/content; specifically the inputs, description of the training delivered, and expected outcome. Please refer to Table 6 below for an example of a training plan template.

The SMA may use Table 2**: Training TopicTable** 2**: Training Topic** to outline the Training Topics. The list below explains the content for each column.

* **Training topic** specifies the type of training;
* **Input** identifies the supporting artifacts/documents used to develop or deliver training material;
* **Description** provides an overview of the training; and
* **Expected Outcome** identifies what the executive sponsor/stakeholder anticipate after completing the training.

Table 2: Training Topic

| **Training Topic** | **Input(s)** | **Description** | **Expected Outcome** |
| --- | --- | --- | --- |
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## Training Topics and Targeted Audience

The targeted audience identifies the participants who would find benefit from the training.

The SMA may use Table 3 to outline the training topics and targeted audience. The list below explains the content for each column.

* **Training topic** specifies the type of training; and
* **User Group(s)** identifies anticipated participants.

Table 3: Targeted Audience

| **Training Topic** | **User Group(s)** |
| --- | --- |
|  |  |
|  |  |

## Training Delivery

*< The Training Delivery outlines the communication vehicle, distribution method, and tools used to deliver the training.>*

The SMA may use Table 4 to identify the Training Delivery and Method. The list below further explains the content for each column.

* **Training topic** specifies the type of training;
* **Communications Vehicle** identifies the type of tools for communication delivery (e.g., instructor led, webinar, meeting, newsletter, or interactive system message);
* **Distribution Method** identifies how the SMA will deliver the communication vehicle (e.g., electronic, hard copy, oral or written); and
* **Tool(s)** identifies supporting equipment and/or supplies required to deliver the training (e.g., computer, training manuals, and other computer center resources).

Table 4: Training Delivery

| **Training Topic** | **Communication Vehicle** | **Distribution Method** | **Tools** |
| --- | --- | --- | --- |
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## Training Participant Schedule

The Training Schedule details the timing of each training program, duration, and the frequency of the trainings.

The SMA may use Table 5 to develop a Training Participant Schedule. The list below further explains the content for each column.

* **Training topic** specifies the type of training;
* **Duration** identifies training delivery length (note: not required to include travel time);
* **Date** identifies the date(s) the training will occur;
* **Frequency** identifies how often the training will be delivered.

Table 5: Training Schedule

| **Training Topic** | **Duration** | **Date** | **Frequency** |
| --- | --- | --- | --- |
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# CMCS Training Modules and Materials

CMCS has identified several modules which will help prepare the SMAs and Regional Offices (ROs) with a common set of tools/knowledge to implement ICD-10. These topics include:

* ICD-10 Overview
* Business/Financial Impacts
* Implementation Project Management
* Impact Analysis
* Leveraging ICD-10
* Coding ICD-10 Clinical Modification (CM) and Procedure Code System (PCS)
* Code Structure, Definition, and Meaning
* Code Translation
* GEMs File and Reimbursement
* Analytics and Reporting
* Medical Management
* Clinical Documentation Requirements
* Technical Requirements
* Testing
* Dual Processing

CMCS will provide training materials to the SMAs for each of the training topics. The SMAs can leverage the materials and customize the materials based on the specific SMA training needs, policies, processes or systems. (Refer to the Training Needs Assessment).

Table 6 provides CMCS training modules including a description of the following:

* Training topics
* Target audience
* Purpose of the training
* Expected outcome
* Date
* Frequency
* Training Method

Table 6: CMCS Training Modules and Materials

| **Topic** | **Target Audience** | **Purpose** | **Expected Outcome** | **Date** | **When and Frequency** | **Method** |
| --- | --- | --- | --- | --- | --- | --- |
| **ICD-10 Overview** | * All user groups, including Executive Management | Increase general awareness among State Medicaid Agency (SMA) executives, managers, and staff regarding the purpose, rationale, and benefits of ICD-10 as well as management of the ICD-10 transition. | * Understanding of the regulation, project, and impact to SMAs, providers, vendors and MITA business areas * High-level understanding of the remediation strategies that may need to be considered |  | Before project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Business/Financial Impacts** | * Executive Management * Business Management for transactions * Business Management for higher level functions | Communicates cost and revenue implications across SMA MITA operations | * Understanding of impacts to business and financial functions * Identification of the work effort required to fully assess the SMA’s specific impact areas * Awareness of MITA business and technical impacts associated with business/ financially driven implications |  | Before project start date; as needed | In person Live Session or Workshop; Web-based live session Workshop |
| **Implementation/ Project Management** | * Executive Management * Business Management for higher level functions | Share and exchange industry best practices with SMAs | * Understanding of project management and governance attributes that may be conducive to successful ICD-10 implementation * Knowledge-sharing among and between SMAs regarding lessons learned and best practices * Familiarity with project management and governance templates/artifacts/ tools |  | After project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Impact Assessment** | * Executive Management * Business Management for transactions * Business Management for higher level functions * Technology Management for MMIS and/or MMIS contractors | * Provide users with an overview of how to conduct a business and system assessment | * Transition tools to score and identify areas in allocating resources and estimating work effort to remediate impacted areas |  | After project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Leveraging ICD-10** | * Executive Management * Business Management for higher level functions * Contract Management for Administrative Contractors other than MMIS * Contract Management for Administrative Contractors including MMIS * Contract Management for Health Services Contractors | Provide an understanding of the advantages and opportunities related to ICD-10 | * Understanding the advantages offered by ICD-10 to improve business, financial, and clinical functions |  | After project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Coding ICD-10 Clinical Modification (CM) and Procedure Code System (PCS)** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management * Business Management for transactions * Business Management for higher level functions | Provide coding specialist with an understanding of ICD-10 changes in coding rules, conventions, and documentations | * Understanding structural changes in ICD-10-CM & PCS * Leverage changes in remediation and development efforts |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **Code Structure, Definition, and Meaning** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management * Business Management for transactions * Business Management for higher level functions | Provide the analyst with a clear understanding of the definition, patterns and structure of ICD-10-CM & PCS to support remediation of categories, rules and the development and analysis of cross-walking models | * Understanding structural changes in ICD-10-CM & PCS * Leverage changes in remediation and development efforts |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop, Web-based live session or Workshop |
| **Code Translation** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management * Business Management for transactions * Business Management for higher level functions | Provide an understanding of the types of translation that will be required to support the transition from ICD-9 to ICD-10 | * Understanding the challenges related to cross-walking and creating equivalent code groups or aggregations * Create models for governance and work activity in developing crosswalks and equivalent code groups |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **GEMs File and Reimbursement** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management * Business Management for transactions * Business Management for higher level functions | Provide an understanding of the purpose and uses of GEM files | * Understanding the structure and nature of the GEM and reimbursement mappings * Apply the GEM and reimbursement mappings appropriately to help develop crosswalks and support the development of equivalent code categories of groups |  | After project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Analytics and Reporting** | * Medical Management * Medical Management for Policy Management Business Management for transactions * Business Management for higher level functions Contract Management for Health Services Contractors | Increase knowledge among applicable SMA personnel regarding ICD-10 impacts, remediation, and opportunities relative to analytics and reporting | * Understanding the impact of ICD-10 on business intelligence functions of SMA * Understanding the impact of ICD-10 on clinical and quality intelligence functions of SMA * Understanding the impact of ICD-10 on the various systems and technological tools necessary for analytics and reporting |  | After project start date; as needed | In person Live Session or Workshop; Web-based live session or Workshop |
| **Medical Management** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management | Communicate the impact of ICD-10 specifically the coding on clinical operations | * Understanding of the impact of ICD-10 on coverage policy * Understanding of the ability of ICD-10 to better specify benefits and/or programs (e.g. case/disease management) that can improve outcomes for a defined population * Awareness of need to remediate systems that support medical management practices * Ability to move forward in developing and implementing a policy remediation plan |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **Clinical Documentation Requirements** | * Medical Management (Other than Drugs) * Medical Management for drugs * Policy Management | Provide an overview of the nature of documentation requirements to support accurate coding under ICD-10 | * Understanding the nature of new documentation requirements to support ICD-10 coding * Apply patterns of documentation concepts to simplify the definition of documentation needs * Identify documentation changes needed at the clinical level as compared to new requirement for coders |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **Technical Requirements** | * Contract Management for Administrative Contractors other than MMIS * Contract Management for Administrative Contractors including MMIS * Contract Management for Health Services Contractors | Provide an understanding of how business processes are supported by applications, database and enterprise infrastructure | * Understanding the integration and automation of ICD-10 detail into clinical, financial and operation systems across the organization * Awareness of MITA business impact to technical operations |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **Testing** | * Contract Management for Administrative Contractors other than MMIS * Contract Management for Administrative Contractors including MMIS * Contract Management for Health Services Contractors | Provides an understanding of the testing processes required to successfully transition to ICD-10. | * Understanding of the types of testing required to successfully transition |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |
| **Dual Processing** | * Executive Management * Business Management for transactions (i.e., Business Analysts) * Contract Management for Administrative Contractors other than MMIS * Contract Management for Administrative Contractors including MMIS * Contract Management for Health Services Contractors | Communicate the complexities of dual processing before and after transitioning to ICD-10 | * Understanding of the nature of dual systems to support ICD-9 and ICD-10 simultaneously |  | After project start date; as needed to accommodate the change in staff | In person Live Session or Workshop; Web-based live session or Workshop |

# Training Evaluation

<*Several Categories can be used to evaluate whether the desired outcome was achieved in a training program/module. These include:*

* *Preparation: Evaluates whether trainers properly prepared participants for the training;*
* *Content Delivery: Evaluates the efficacy of the content delivered;*
* *Facilitator Presence: Evaluates the facilitator’s skills and training preparation; and*
* *Overall Satisfaction: Evaluates the participants overall satisfaction of the training.>*

Table 7 is an example of a Training Evaluation Template. Trainees would provide feedback for each category by rating the statements using a scale of 1 through 5, 1 representing Strongly Disagree and 5 representing Strongly Agree.

Table 7: Training Evaluation Template

| **Categories** | **Check your response** | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **Preparation** |  |  |  |  |  |
| The invitation for the training stated the goals clearly |  |  |  |  |  |
| I was given enough information to prepare for the training i.e., agenda, presentation and supporting materials |  |  |  |  |  |
| **Content Delivery** |  |  |  |  |  |
| The goals of the training were clearly defined |  |  |  |  |  |
| The topics covered were relevant |  |  |  |  |  |
| Each session stated the objectives clearly |  |  |  |  |  |
| There was sufficient opportunity for interactive participation |  |  |  |  |  |
| The training was too technical and difficult to understand |  |  |  |  |  |
| The training experience will be useful in my work |  |  |  |  |  |
| Most of my questions were answered during the training |  |  |  |  |  |
| The materials were pitched at the right level |  |  |  |  |  |
| The materials for the training were helpful |  |  |  |  |  |
| The schedule for the training provided sufficient time to cover all of the proposed activities |  |  |  |  |  |
| **Facilitator Presence** |  |  |  |  |  |
| The facilitators were knowledgeable about the topic |  |  |  |  |  |
| The facilitators were well prepared for the session |  |  |  |  |  |
| The facilitators encouraged active participation |  |  |  |  |  |
| The facilitators answered questions in a complete and clear manner |  |  |  |  |  |
| The facilitators used a variety of training methods |  |  |  |  |  |
| The facilitators were respectful of the different skills and values presented by the participants |  |  |  |  |  |
| The facilitators modeled cross-sector collaboration |  |  |  |  |  |
| **Overall Satisfaction** |  |  |  |  |  |
| The goals of the training have been met |  |  |  |  |  |
| I am satisfied with my increased understanding of the topic |  |  |  |  |  |
| I plan to keep in contact with professionals I met at the training |  |  |  |  |  |
| I plan to share the information I received during the training with other workers in my agency |  |  |  |  |  |
| I was satisfied with the variety of training methods used |  |  |  |  |  |

**Additional Feedback**:

What **additional training** would you like to have in the future?

What do you feel were the **strengths** of this training?

What do you feel were the **weaknesses** of this training?

How can we improve the training?

Additional Comments:

# Approval

<In addition to requiring agency-wide implementation, the Training Plan may involve both internal and external parties. The SMA should include verbiage stating that the signatures below indicate that the individuals signing have read and agree with the Training Plan. Individuals from which the SMA may want to obtain sign-off include the training project lead(s) and or executive role(s) (e.g., Executive Sponsor).

|  |  |  |
| --- | --- | --- |
| Project Lead Signature | Training Lead Name – Printed | Date |
| Executive Signature | Executive Name – Printed | Date |