Science, Allied Health, Health, & Engineering Department

Course:	**HIM 205 Medical Coding I**
CRN:	**2110**
Semester:	**Summer 2017**
Location:	Online
Day/Time:	Online

Instructor

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Office Location: Wheaton Hall, Room 313

Office Hours: By appointment for Summer 2017

Course Description (from college catalog):

Gen Ed Competency: Critical Analysis & Logical Thinking

This course introduces students to nomenclatures and classification systems used in healthcare. The course provides in-depth coverage of the ICD-10CM and ICD-10-PCS coding systems. Students will begin with simple coding cases and advance to more complex coding and auditing. Healthcare reimbursement issues will be explored with emphasis on the need for documentation to support accurate code assignment and billing for healthcare services. Students will apply the Uniform Hospital Discharge Data Set (UHDDS). The ICD-10-CM will be compared to the DSM-5 codes for behavioral health.

Course Prerequisites: BIO*115 or BIO*212, and MED*125, all with a grade of "C" or better.

Importance of Course in Program/Discipline

American Health Information Management Association (AHIMA) Curriculum Competencies: The AHIMA Council for Excellence in Education developed competencies for associate degree students with the most recent update in the 2014 Curricula requirements. This program covers the AHIMA recommended competencies in six domains including (I) Data Content, Structure, and Standards, (II) Information Protection: Access, Disclosure, Archival, Privacy & Security, (III) Informatics, Analytics, and Data Use, (IV) Revenue Management, (V) Compliance, and (VI) Leadership. This course addresses the following AHIMA competencies (learning level this course/program goal):

Domain I: Data Content Structure and Standards
>   Subdomain I.A Classification Systems
>>   I.A.1. Apply diagnosis/procedure codes according to current guidelines (3/3)
>>   I.A.2. Evaluate the accuracy of diagnostic and procedural coding (3/5)
>>   I.A.3. Apply diagnostic/procedural groupings (3/3)
>>   I.A.4.   Evaluate the accuracy of diagnostic and procedural groupings (3/5)

Subdomain I.B. Health Record Content and Documentation
>   I.B.1. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4/4).

Domain IV: Revenue Management
>   Subdomain IV.A. Revenue Cycle and Reimbursement
>   IV.A.2. Evaluate the revenue cycle management process (3/5)

Domain V: Compliance
>   Subdomain V.B. Coding
>   V.B.1 Analyze current regulations and established guidelines in clinical classification systems (2/4)
>   V.B.2. Determine accuracy of computer assisted coding assignment and recommend corrective action (2/5)
>   Subdomain V.D. Clinical Documentation Improvement
>   V.D.2. Develop appropriate physician queries to resolve data and coding discrepancies (3/6).

Domain VI: Leadership
>   Subdomain VI.H. Ethics
>   VI.H.1. Comply with ethical standards of practice (3/5)

Program/Discipline Learning Outcomes Contained in Course
TAP Learning Outcomes (Competencies) of the Course

Written Communication in English (E)

2. Use Sources

- Locate and evaluate sources appropriate to the rhetorical situation.
- Read, comprehend, and summarize an argument from a complex piece of writing.
- Analyze, evaluate, and respond to an argument from a complex piece of writing.
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.
- Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.

3. Craft Logical Arguments

- Generate a controlling idea or thesis.
- Provide clear and logical evidence, support, or illustration for their assertions.
- Choose appropriate and effective organizing methods, employing effective transitions and signposts.

4. Apply Language Conventions

- Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
- Apply the conventions of Standard English grammar, spelling, and mechanics.

Scientific Reasoning (E)

2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction.
3. Represent scientific data symbolically, graphically, numerically, and verbally.
5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.

Critical Analysis and Logical Thinking (D)

1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments
2. Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning.
3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.
4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
5. Synthesis: Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.

Continuing Learning/Information Literacy (E)

2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).
4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.

(D) Designated   (E) Embedded

Number indicates the numbered item in the TAP Competency

HIM Learning Outcomes (Competencies):
At the conclusion of this course, the Health Information Management Student will be able to:
- Use the ICD-10-CM code set to assign correct codes for diagnoses.
- Use the ICD-10-PCS code set to assign correct codes for procedures.
- Demonstrate the different function and use of the DSM-5 vs ICD-10-CM.
- Demonstrate the use of the Uniform Hospital Discharge Data Set (UHDDS) in coding, billing, and reporting.
- Employ auditing techniques to identify incorrect diagnostic or procedural code assignment.
- Apply diagnostic/procedural groupings.
- Employ auditing techniques to identify incorrect diagnostic/procedural groupings.

- Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
- Interpret the role of the coder and the coding process in the revenue cycle of a healthcare organization.
- Explain current regulations and established guidelines in clinical classification systems.
- Describe computer assisted coding and potential problems with computer-assisted coding accuracy.
- Write appropriate physician queries to resolve data and coding discrepancies.
- Apply the Standards of Ethical Coding

Textbooks and other required readings/computer software/materials/library reserve:

A bundle with all the course materials is available in the bookstore ISBN#: 9781337758314. The bundle contains:

Bowie - Understanding ICD-10-CM and ICD-10-PCS Update : A Worktext, Spiral bound Version (with Cengage EncoderPro.com Demo Printed Access Card) 9781337568784 1/1/2017 © 2018 3rd Edition

Bowie - LMS Integrated MindTap® Medical Insurance & Coding, 2 terms (12 months) Printed Access Card for Bowie's Understanding ICD-10-CM and ICD-10-PCS UPDATE: A Worktext, 3rd 9781337568845 1/31/2017 © 2017 3rd Edition

Optum - ICD-10-CM Expert for Hospitals 2017, Spiral bound Version 9781622542239 9/21/2016 © 2017 1st Edition

Optum - ICD-10-PCS 2017 9781622542338 9/9/2016 © 2017 1st Edition

Methods of Instruction:

Learning will be achieved through class lectures, use of online videos, library resources, and web links. Resources will be posted to the Blackboard Course space. Students may submit questions about course materials in class, through online discussion boards, or may visit me during office hours. It is important to read all the assigned material and view any video resources posted to the Blackboard Course.

Attention Mobile Users:

Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide a convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, completing assignments or submitting substantive discussion posts.

Communication Plan:

These are my expectations for electronic communication:

- I will remove posts that I determine to be inappropriate or unprofessional.
- Post all questions regarding course readings, assignments, or assessments to the Discussion Boards
- Please use email (course messages) *ONLY* when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the workweek. You *may* get an email reply during the weekend or evening, but that would be an exception not the rule.
- I will also check the discussion forums daily during the workweek. I will be participating in what I hope will be lively discussions and will reply to any discussion comment directed specifically to me.
- Use APA Style for written submissions in this course www.apastyle.org.
- The writing style of discussion boards should be formal and business-appropriate, including citation of sources.

Technology and Social Media:

- Students should not mix personal and academic/professional contacts and accounts when using social media. Students should create social media accounts specifically for professional/academic use to separate their personal online persona from their professional/academic work.
- The college assigns and e-mail account to all students. I will communicate with students through course e-mail or through e-mail directly to the student's Middlesex Community College e-mail address.
- I will not accept requests to connect with students from my personal social media accounts. I have a LinkedIn account for professional use and I will accept requests to connect from students who have set up a professional LinkedIn account. I will delete that connection if the LinkedIn activity contains unprofessional content.

Attendance Policy:

Attendance in face-to-face courses and regular activity in online courses is essential to student success. If you have decided not to continue in a course, do not simply stop attending. You need to withdraw officially. Only students who withdraw from class will receive a grade of W. Otherwise, students will receive the grade they have earned.

Course Evaluation and Grading:

Use APA Style for written submissions in this course www.apastyle.org.

Discussion	130 points
Assignments	575 points
Tests	180 points
Final Exam	115 points
Total	1000 points

The final grade will be evaluated as a percentage and will translate into letter grades as follows:

Letter Grade	Percent Grade
A	93.0-100.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	Less than 60.0

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

NONDISCRIMINATION POLICY STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
  Dr. Adrienne Maslin; Dean of Students/Title IX and Section 504/ADA Coordinator
  amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123
- Secondary Title IX Coordinator
  Ms. Queen Fordham, Coordinator of the Meriden Center Welcome Desk
  qfordham@mxcc.edu; 203-608-3011.
- Ms. Anastasia Pych, Director of Human Resources and Labor Relations
  apych@mxcc.edu; 860-343-5751; Founder Hall 115

Course Schedule:

The following syllabus may be updated at the discretion of the instructor, please refer to Weekly Assignments and Announcements for any changes during the course.

Unit # Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 1	Nomenclatures and Classification Systems History of the International Classification of Disease. Introduction to ICD-10-CM and ICD-10-PCS structure, format, and conventions. Uniform Hospital Discharge Data Set ICD-10-CM Coding Guidelines Standards of Ethical Coding	Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. Explain current regulations and established guidelines in clinical classification systems. Apply the Standards of Ethical Coding	Read: Chapters 1, 2, 3, 4, and 5 Read: "AHIMA Standards of Ethical Coding" Discussion: D-1 Standards of Ethical Coding Assignment(s): For chapters 1-5, complete: "Apply Yourself" and "Chapter Review" Quiz(s): For Chapters 1-5, complete "Test Yourself"
Unit 2	Infectious and Parasitic Disease Neoplasm Diseases of the blood and blood-forming organs Endocrine, nutritional and metabolic disease ICD-O	Use the ICD-10-CM code set to assign correct codes for diagnoses. Describe the use of ICD-O in cancer registries.	Read: Chapters 6, 7, 8, and 9 Read: "International Classification of Diseases for Oncology, 3rd Edition (ICD-O-3)" Discussion: D-2 ICD-O-3 Assignment(s): For chapters 6, 7, 8, and 9 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 6, 7, 8, and 9 complete "Test Yourself"

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Unit # Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 3	Mental, Behavioral, and Neurodevelopmental Disorders Disease of the Nervous System Diseases of the Eye and Ear DSM-5	Use the ICD-10-CM code set to assign correct codes for diagnoses. Demonstrate the different function and use of the DSM-5 vs ICD-10-CM.	Read: Chapters 10, 11, 12, and 13 Read: "DSM History" Discussion: D-3 DSM-5 Assignment(s): For chapters 10, 11, 12, and 13 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 10, 11, 12, and 13 complete "Test Yourself"
Unit 4	Diseases of the circulatory, respiratory, and digestive systems. Disease of the skin and subcutaneous tissue Diseases of the musculoskeletal system and connective tissue Physician Queries	Use the ICD-10-CM code set to assign correct codes for diagnoses. Write appropriate physician queries to resolve data and coding discrepancies	Read: Chapters 14, 15, 16, 17, 18 Read: "Physician Query Examples" Discussion: D-4 Physician Query. Assignment(s): For chapters 14, 15, 16, 17, 18 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 14, 15, 16, 17, 18 complete "Test Yourself"
Unit 5	Disease of the genitourinary system Pregnancy, childbirth, and the puerperium Conditions originating in the perinatal period Congenital malformations, deformations, and chromosomal abnormalities Reimbursement	Use the ICD-10-CM code set to assign correct codes for diagnoses.	Read: Chapters 19, 20, 21, 22 Discussion: Discussion: D-5 Revenue Cycle Assignment(s): For chapters 19, 20, 21, 22 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 19, 20, 21, 22 complete "Test Yourself"

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Unit # Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 6	Signs, symptoms, and abnormal findings Injury and Poisoning External causes of morbidity Factors influencing health status Computer-Assisted Coding	Use the ICD-10-CM code set to assign correct codes for diagnoses. Describe computer assisted coding and potential problems with computer-assisted coding accuracy.	Read: Chapters 23, 24, 25, and 26 Read: "Automated Coding Workflow and CAC Practice Guidance (2013 update)" Discussion: D-6 Computer-assisted Coding Assignment(s): For chapters 23, 24, 25, and 26 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 23, 24, 25, and 26 complete "Test Yourself"
Unit 7	Introduction Medical and Surgical Section Obstetrics Section	Use the ICD-10-PCS code set to assign correct codes for procedures	Read: Chapters 27, 28, 29, and 30 Discussion: D-7 Medical Devices Assignment(s): For chapters 27, 28, 29, and 30 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 27, 28, 29, and 30 complete "Test Yourself"
Unit 8	Medical and Surgical Related Sections	Use the ICD-10-PCS code set to assign correct codes for procedures	Read: Chapters 31, 32, 33, and 34 Discussion: D-8 Procedure References Assignment(s): For chapters 31, 32, 33, and 34 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 31, 32, 33, and 34 complete "Test Yourself"

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Unit # Dates	Topics	Outcomes/Learning Objectives	Reading & Assignments (with due dates)
Unit 9	Other Services Auditing Prospective Payment Systems	Use the ICD-10-PCS code set to assign correct codes for procedures Employ auditing techniques to identify incorrect diagnostic or procedural code assignment. Employ auditing techniques to identify incorrect diagnostic/procedural groupings.	Read: Chapters 35, 36, 37, 38 Read: "Making the Most of External Coding Audits: From Preparation to Recommendations " Discussion D-9 Auditing Assignment(s): For chapters 35, 36, 37, 38 complete: "Apply Yourself," "Chapter Review," "Coding Assignment," and "Case Studies" Quiz(s): For Chapters 35, 36, 37, 38 complete "Test Yourself"
Unit 10	Prospective Payment Systems Reimbursement FINAL EXAM	Interpret the role of the coder and the coding process in the revenue cycle of a healthcare organization.	Complete Final Exam

Bibliography

AHIMA House of Delegates. "AHIMA Standards of Ethical Coding." (September 2008).
Retrieved October 12, 2016, from http://bok.ahima.org/Doc/4/2/0/106344#.V_5QCvkrLcs.

AHIMA Practice Brief. "Automated Coding Workflow and CAC Practice Guidance (2013 update)" (Updated November 2013) Retrieved October 12, 2016 from http://library.ahima.org/PB/CACGuidance#.V_5wOfkrLcs

AHIMA Staff. "Physician Query Examples" (Journal of AHIMA website), February 01, 2013. Retrieved October 12, 2016 from http://library.ahima.org/doc?oid=301700#.V_5wh_krLct

American Psychiatric Association, 2016, DSM History, Retrieved October 12, 2016 from https://www.psychiatry.org/psychiatrists/practice/dsm/history-of-the-dsm.

Brownfield, Cathy; Didier, Donna M.. "Making the Most of External Coding Audits: From Preparation to Recommendations " *Journal of AHIMA* 80, no.7 (July 2009): 34-38. Retrieved October 12, 2016 from http://library.ahima.org/doc?oid=91927#.V_5xCvkrLcs.

WHO. (2017). International Classification of Diseases for Oncology, 3rd Edition (ICD-O-3). Retrieved 5 12, 2017, from who.int: http://www.who.int/classifications/icd/adaptations/oncology/en/.