

HCRSC145 : Advanced Medical Coding

General Information

Author:	<ul style="list-style-type: none">• Annette Hodgins• Wanta, Matthew• Rodriguez, Jessica
Course Code (CB01) :	HCRSC145
Course Title (CB02) :	Advanced Medical Coding
Department:	Allied Health
Proposal Start:	Fall 2018
TOP Code (CB03) :	(1223.10) Health Information Coding
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	03/16/2018
Board of Trustees Approval Date:	06/14/2018
External Review Approval Date:	06/14/2018
Course Description:	This course introduces the principles of medical coding related to the three main code books: Current Procedural Terminology, International Classification of Diseases-Tenth Revision, Clinical Modification (ICD-10-CM), and Healthcare Common Procedural Coding System, Level II (HCPCS). This course is recommended for anyone who is preparing for a career in medical coding for medical facilities. It is strongly recommended for anyone who is preparing for American Association Professional Coders' (AAPC) Certified Professional Coder (CPC) certification examination.
Submission Type:	This is a new course created to meet the criteria for a new Medical Coders' Certificate, which prepares students to take the national AAPC Certified Professional Coders' exam. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none">• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Rationale For Credit By Exam/Challenge**

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

 Allow Students To Audit Course**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

Medical Coding

Certificate of Achievement

Fall 2020

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to CSU only

Transferability Status

Pending

Units and Hours**Summary**

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

 Cooperative Work Experience Education Status (CB10)

 Variable Credit Course
Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Course Out-of-Class Hours

Lecture	144
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load**Extra Duties:** 0**Faculty Load:** 0**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Prerequisite**

HCRSC135 - Basic ICD and CPT Coding

HCRS C135: Basic ICD and CPT Coding is a part of a pending billing certificate. The Students are expected to know the basic coding skills to critically analyze medical reports on clients' care issues and evaluate appropriate CPT and ICD 10-CM codes for insurance purposes. The skills learned in HCRS C135 encourages students to have the skills necessary for success in HCRS C145.

AND

Advisory

BIOLC121 - Survey of Anatomy & Physiology Lecture

Students are expected to understand and identify anatomy and physiology. In addition, they must critically analyze medical reports on clients' care issues and evaluate appropriate billing codes for insurance purposes. The biology advisory encourages students to have the skills necessary for success in these assignments.

AND

Advisory

ENGLC070 - Introductory Composition

Students are expected to read and comprehend a college-level text book explaining sophisticated healthcare related data. In addition, they must critically analyze scholarly or professional arguments for discussions. The reading advisory level encourages students to have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Case Study
Rationale	Case studies provide students with client information and medical records to practice coding applications and processes: Example: Mary Jane was in a car accident and was brought to the emergency room for treatment of whiplash, concussion, and a broken femur. Read the emergency room physician's history and physical on Mary Jane and find the following codes: CPT code, ICD-10 CM code E/M code for emergency services. Discuss your process of finding the appropriate codes.

<p>Methods of Instruction</p> <p>Rationale</p>	<p>Discussion</p> <p>Discussion questions allow students to discuss terms, methods, or case studies among themselves. Example: Discuss the process for finding the hospital service code for outpatient services.</p>
<p>Methods of Instruction</p> <p>Rationale</p>	<p>Lecture</p> <p>Instructor may deliver lectures and discussion questions through video conferencing as an effective method of student contact.</p>
<p>Methods of Instruction</p> <p>Rationale</p>	<p>Peer analysis, critique & feedback</p> <p>Peer Analysis helps students apply critical thinking to home assignments using peer to peer feedback.</p> <p>Example: Students will critique the their peers' answers to the discussion question: Discuss the process for finding the HCPCS code for outpatient services.</p>
<p>Assignments</p> <p>A. Games: word searches, crossword puzzles, family feud, jeopardy, bingo, spelling bee, hangman, and concentration. B. Apply medical terminology vocabulary related to ICD and CPT Coding assignments. C. Assigned Readings: outline chapters prior to lecture. D. Textbook and workbook chapter questions and assignments. E. Assign students to report on the various coding systems: 1. ICD-9/10 CM 2. CPT-4 3. HCPCS for services and supplies F. Discussion Questions: Discuss the process for finding the ICD 10-CM service code for outpatient services.</p>	
<p>Methods of Evaluation</p> <p>Other</p> <p>Tests</p> <p>Final Exam</p>	<p>Rationale</p> <p>Scenario-based coding practice exercises. Coding Practice Example: 55 year-old Mr. Jensen arrived to the physician's office because he does not feel well. Dr. Green assesses Mr. Jensen and gives him the following diagnoses: community acquired pneumonia, diabetes type 2, and infected right big toe. What CPT and ICD 9/10 codes would you use to bill Medicare? Blue Cross? Medi-Cal?</p> <p>Week Quizzes using multiple choice, true-false, or short answer questions. Example of questions: Fraudulent billing of a patient's insurance is A. A misdemeanor B. Acceptable if done in error C. Tolerated in some cases D. A felony</p> <p>Final Exams: Example of questions: Current Procedural Terminology (CPT) codes A. are updated annually B. are used instead of ICD-9 codes C. have 6 to 8 numbers</p>

D. are not used on the CMS -1500 form

Equipment

Computer with internet access
2018 Medical Coding Training: Practical Application CPC®; AAPC; AAPC publisher;
ISBN-13: 978-1-626885-325

Textbooks

Author	Title	Publisher	Date	ISBN
AAPC	2018 Medical Coding Training: CPC®	AAPC	2018	ISBN-13: 978-1-626885-141
American Medical Association	2018 CPT Professional Edition	American Medical Association	2018	
AAPC	ICD-10-CM Expert 2018 for Providers & Facilities	AAPC	2018	
AAPC	2018 HCPCS Level II Expert Codebook	AAPC	2018	
FA Davis	Taber's Cyclopedic Medical Dictionary 23rd ED	FA Davis	2017	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify the purpose of the CPT®, ICD-10-CM, and HCPCS Level II code books.

Understand and apply the official ICD-10-CM coding guidelines.

Apply coding conventions when assigning diagnoses and procedure codes.

Identify the information in appendices of the CPT® code book.

Explain the determination of the levels of E/M services.

Code a wide variety of patient services using CPT®, ICD-10-CM, and HCPCS Level II codes.

List the major features of HCPCS Level II codes.

Provide practical application of coding operative reports and evaluation and management services.

CSLOs

Use the CPT, ICD 10-CM, and HCPCS coding books appropriately to identify medical codes based on case scenarios.

Expected SLO Performance: -

Explain the determination of levels for evaluation and management services (E/M).

Expected SLO Performance: -

Analyze the CPT®, ICD-10-CM, and HCPCS Level II codes for a wide variety of anatomy systems.

Expected SLO Performance: -

Determine the appropriate ICD 10-CM and CPT codes from client operative reports, medical reports, and procedure reports.

Expected SLO Performance: -

Outline

Course Outline

A. The Business of Medicine

1. Hospital versus Provider services
2. Types of payers
3. Medical necessity
4. Coding
5. Compliance
 - a. Rules
 - b. Audits

B. Anatomy

1. Overview of anatomy
2. Medical terminology

C. ICD-10-CM

1. Overview
2. Conventions
3. Steps/ process

D. ICD-10-CM Guidelines and Coding

1. Infectious diseases
2. Neoplasms
3. Blood
4. Anatomy systems
5. Behavioral

E. CPT®, HCPCS Level II, and Modifiers

1. National Correct Coding Initiative (NCCI)
2. Sequencing CPT
3. Resource-based relative Value Scale (RBRVS)
4. Category II Codes
5. Category III Codes
6. Surgery Guidelines
7. HCPCS II
8. HCPCS II Modifiers
9. HCPCS reimbursement

F. Integumentary System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

G. Musculoskeletal System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

H. Respiratory System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

I. Cardiovascular System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

J. Hemic & Lymphatic Systems, Mediastinum, Diaphragm

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

K. Digestive System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

L. Urinary System and Male Genital System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

M. Female Reproductive System and Maternity Care & Delivery

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

N. Endocrine System and Nervous System

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

O. Special Senses (Ocular and Auditory)

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

P. Anesthesia

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

Q. Radiology

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

R. Pathology & Laboratory

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

S. Evaluation & Management Services

1. CPT
2. ICD-10 CM
3. HCPCS
4. Modifiers

T. Medicine

1. Services

2. Vaccines
3. Biofeedback
4. Drugs
5. Procedures

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face to face
Online
Hybrid
iTV

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Online- All paper assignments are identical to those in an onsite class, except that they are submitted by learning management system. Weekly class discussions are conducted by means of online discussion forums, such as learning management system. Some instructors also use uploaded quizzes or exams accessible through the learning management system. The instructor is responsible for providing feedback via online discussion forums, video conferencing, or through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the learning management system, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays, discussion, or homework assignments.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Learning Management System
Discussion Forums
Chat
Video Conferencing
Email
Face to Face
iTV
Telephone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

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Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies

used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

iTV

Learning management system

Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

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