HCRSC146 : Medical Coding Externship

General Information

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Course Code (CB01) :	HCRSC146
Course Title (CB02) :	Medical Coding Externship
Department:	Allied Health
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1208.20) Administrative Medical Assisting
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	11/02/2018
Board of Trustees Approval Date:	12/13/2018
External Review Approval Date:	12/13/2018
Course Description:	This course provides practical experience in applying the concepts, theories, and 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) through a medical coding practical online application system. 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 being offered as an adjunct to the Administrative Medical Assistant. A new local certificate will prepare students to take the national Certified Professional Coder Exam through the American Academy of Professional Coders (AAPC). The course meets the competency standards for AAPC. The Medical Coder Certificate is pending and will be sent forward when all courses are completed. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• 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.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

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)	0
Maximum Credit Units (CB06)	0
Total Course In-Class (Contact) Hours	0
Total Course Out-of-Class Hours	0
Total Student Learning Hours	0

Faculty Load   0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	

☐ Variable Credit Course

Weekly Student Hours

	In Class	**Out of Classs**
Lecture Hours	0	0
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	0
Laboratory	0
Activity	0
Total	0

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

This course is 80 hours of online coding practice with 9 hours of lecture through a learning management system. The 80 hours does not include time spent on study time or homework time outside of the course.

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

Units and Hours: Non-standard

Summary

Minimum Credit Units (CB07)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	0
Total Course Out-of-Class Hours	0
Total Student Learning Hours	107
Faculty Load	0

Detail

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	0.5	0
Laboratory Hours	10	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	9
Laboratory	80
Activity	0
Total	0
Course Out-of-Class Hours	
Lecture	18
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

This course is 80 hours of online coding practice with 9 hours of lecture through a learning management system. The 80 hours does not include time spent on study time or homework time outside of the course.

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: Non-standard - 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 provides the student with the basic understanding of the medical coding system, use of coding priniciples, and how to use CPT, ICD-10-CM, and HCPCS II coding books. **Outcomes**
- Analyze the basics of medical insurance related to procedural coding.
- Differentiate between Current Procedural Terminology (CPT) and International Classification of Diseases (ICD) coding.
- Accurately complete all ICD and CPT coding forms.
- Evaluate the coding systems used to describe diseases, injuries, and procedures.

AND

Prerequisite

HCRSC145 - Advanced Medical Coding

HCRS C145 provides the student with advanced skills to accurately apply the medical coding system, using the CPT, ICD-10-CM, and HCPCS II coding books. **Outcomes**
- Use the CPT, ICD 10-CM, and HCPCS coding books appropriately to identify medical codes based on case scenarios.
- Explain the determination of levels for evaluation and management services (E/M).
- Analyze the CPT®, ICD-10-CM, and HCPCS Level II codes for a wide variety of anatomy systems.
- Determine the appropriate ICD 10-CM and CPT codes from client operative reports, medical reports, and procedure reports.

AND

Advisory

BIOLC125 - Survey of Anatomy and Physiology

BIOL C125 provides the student with the basic knowledge of the parts of the human body including the basic function of each physiological system. Students need to have this basic knowledge to read medical reports and apply medical coding to medical maladies. **Outcomes**
- Identify and describe anatomical structures and explain the physiological functions of body systems.
- Apply a basic understanding of anatomy and physiology in the comprehension of disease and health disorders.

OR

Co-Requisite

HCRSC145 - Advanced Medical Coding

HCRS C145 provides the student with advanced skills to accurately apply the medical coding system, using the CPT, ICD-10-CM, and HCPCS II coding books. **Outcomes**
- Use the CPT, ICD 10-CM, and HCPCS coding books appropriately to identify medical codes based on case scenarios.
- Explain the determination of levels for evaluation and management services (E/M).
- Analyze the CPT®, ICD-10-CM, and HCPCS Level II codes for a wide variety of anatomy systems.
- Determine the appropriate ICD 10-CM and CPT codes from client operative reports, medical reports, and procedure reports.

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 billing codes: HCPCS code for emergency services. Discuss your process of finding the appropriate HCPCS codes.

Methods of Instruction	Discussion
Rationale	Discussion allows students to enteract with each other about the medical coding process.

Methods of Instruction	Peer analysis, critique & feedback
Rationale	Peer Analysis helps students apply critical thinking to home assignments using peer to peer feedback. Example: Students will critique their peers' answers to the discussion question: Discuss the process for finding the HCPCS code for outpatient services.

Assignments

A. Required Readings: outline chapter prior to lecture.

B. Homework Assignments: complete chapter questions.

C. Practice scenario-based on acute care and outpatient forms.

D. Review of Medical Records: 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 billing codes:
HCPCS code for emergency services.
Discuss your process of finding the appropriate HCPCS codes.

Methods of Evaluation	Rationale
Homework	

A. Required Readings: outline chapter prior to lecture.

B. Homework Assignments: complete chapter questions.

C. Practice scenario-based on acute care and outpatient forms.

D. Case studies. 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 billing codes:

HCPCS code for emergency services.

Discuss your process of finding the appropriate HCPCS codes.

Tests	B. Week Quizzes using multiple choice, true-false, or short answer questions. Example of questions: Fees should be based on 1. What the patient can afford 2. An established fee schedule 3. The number of patients in the family 4. The demographics of the community
Other	Students needs to spent at least 80 hours in the medical coding practical online application system.
Distance Education Description: how outcomes are evaluated	The same assignments and rubrics are used for both the onsite and online students. Participation is determined by level of interaction and contact hours in the practical online coding system for both online and onsite situations.

Equipment

Medical Coding Training: Practical Application CPC®; AAPC; AAPC publisher

Computer with the following requirements: High-speed Internet connection with Adobe Flash player and Adobe Acrobet Reader. For best experience, use of a mobile device is not recommended.

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Assign diagnosis and procedural codes from medical records.

Expected SLO Performance: 70.0

Identify the purpose of the Current Procedural Terminology, International Classification of Diseases-Tenth Revision, Clinical Modification (ICD-10-CM), and Healthcare Common Procedural Coding System, Level II (HCPCS) code books.

Expected SLO Performance: 70.0

Code a wide variety of patient services using the following: Current Procedural Terminology, International Classification of Diseases-Tenth Revision, Clinical Modification (ICD-10-CM), and Healthcare Common Procedural Coding System, Level II (HCPCS) codes.

Expected SLO Performance: 70.0

Outline

Course Outline

Students apply the concepts, theories, and 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) learned in previous courses.

A. Applying the medical coding guidelines
  1. ICD 10
  2. CPT
  3. HCPCS
B. Accurate Coding
  1. Review medical records
  2. HIPAA
C. Medical Coding Training: Practical Application
  1. Logging into the system
  2. Recording your work

Lab Outline

A. Integumentary System
  1. CPT
  2. ICD-10 CM
  3. HCPCS
  4. Modifiers
B. Musculoskeletal System
  1. CPT
  2. ICD-10 CM
  3. HCPCS
  4. Modifiers
C. Respiratory System
  1. CPT
  2. ICD-10 CM
  3. HCPCS
  4. Modifiers
D. Cardiovascular System
  1. CPT
  2. ICD-10 CM
  3. HCPCS

N. Evaluation & Management Services
  1. CPT
  2. ICD-10 CM
  3. HCPCS
  4. Modifiers
O. 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

iTV - Interactive video
Face to Face
Online
Online with some face to face

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)

 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.

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual student work.
Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, iTV.

Student-Student contact will include discussion forums.
Student-Student contact MAY include: chat/zoom, newsgroup, phone, iTV.

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?

Medical Coding Training: Practical Application CPC®; AAPC; AAPC publisher

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.

Learning Management system
Medical Coding Training: Practical Application CPC®; AAPC; AAPC publisher
The learning management system is accessible and compatible with support programs. Faculty will use the learning management system accessibility checker along with other resources provided by the Distance Education Director to ensure learning materials are accessible, including but not limited to, documents, PDFs, OERs, external websites, and videos.

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.

15 students per all clinical/ lab course