



## INSTRUCTIONAL PACKAGE

HIM216

Coding and Classification I

Effective Term

Fall/2018

# INSTRUCTIONAL PACKAGE

## PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: HIM 216

COURSE TITLE: Coding and Classification I

CONTACT HOURS: 2 Lecture/3 Lab

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

To introduce basic coding in medical diagnosis using the International Classification of Diseases current edition. Basic diagnostic statements will be presented to establish a foundation in ICD-10-CM coding concepts.

### **COURSE DESCRIPTION:**

This course includes a study of disease and procedural coding and classification system.

### **PREREQUISITES:**

Credit level AHS 102 Minimum Grade of C or Credit level AHS 102 Minimum Grade of TC and Credit level BIO 112 Minimum Grade of C or Credit level BIO 112 Minimum Grade of TC and (Credit level HIM 103 Minimum Grade of C or Credit level HIM 103 Minimum Grade of TC) and

### **COREQUISITES**

Credit level HIM 140

\*Online/Hybrid courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

**STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

**CLASSROOM ETIQUETTE:**

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

**Part II: Student Learning Outcomes****COURSE LEARNING OUTCOMES and ASSESSMENTS\*:****Learning Outcomes**

- \*Students will understand why coding is essential and necessary to the statistical reporting and reimbursement methodologies of the healthcare industry.
- \*Students will comprehend the basics of the health record and how documentation is required for reimbursement.
- \*Students will understand the foundational rules, guidelines, and functions of the ICD-10-CM and be able to locate codes using the coding sets.

**Assessments**

- \* Students will be participating in weekly discussion posts.
- \* Students will be assigning ICD-10-CM codes to medical records.
- \* Students will be quizzed at the end of each chapter.
- \* Student will complete a project.

**Learning Outcomes and Assessments**

- \* Students will be using text book to learn the concepts of correct ICD-10-CM coding.
- \* Students will learn how to use the ICD-10-CM code book to assign codes correctly by using the Alphabetic Index and the Tabular.
- \* Students will have the opportunity to attend AAPC meetings for networking and learning purposes.
- \*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

**MODULE 1:**

**LEARNING OBJECTIVES: CHAPTER 2 AN OVERVIEW OF ICD-10-CM**

**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Explain the development of ICD-10-CM and how this replaces ICD-9-CM
- List the official instructional notations in ICD-10-CM
- Format of ICD-10-CM
- Know the format of your ICD-10-CM book and how to tab your book

**Module 2:**

**Learning Objective: Chapter 3 ICD-10-CM Outpatient Coding and Reporting Guidelines**

**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Identify a first listed diagnosis
- Define assignment of codes for unconfirmed diagnosis
- Describe code assignments for outpatient surgery
- Outline assignment of additional diagnoses.
- Describe Z code reporting.

**Module 3**

**Learning Objectives: Chapter 4 Using ICD-10-CM**

**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Demonstrate ability to utilize the Alphabetic Index and Tabular List
- Understand the steps to accurate coding
- Use both the Alphabetic and Tabular List
- Outline the need for level of specificity in diagnosis coding
- Assign codes based on laterality

**Module 4**

**Learning Objectives: Chapter 5 Chapter Specific Guidelines ICD-10-CM chapters 1-10**

**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Review Infectious and parasitic disease codes
- Analyze neoplasm codes
- Examine the endocrine, nutritional and metabolic disease codes
- Understand the mental, behavioral and neurodevelopmental disorder codes
- Recognize the diseases of the circulatory system codes

## **Module 5**

**Learning Objectives: Chapter 6 Chapter Specific Guidelines ICD-10-CM Chapters 11-14**  
**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Examine the digestive system coding
- Review the skin and subcutaneous tissue diseases
- Understand diseases of the musculoskeletal system and connective tissue coding

## **Module 6**

**Learning Objectives: Chapter 7: Chapter Specific Guidelines ICD-10-CM Chapters 15-21**  
**ASSESSMENTS: ICD-10-CM BOOK, STEP BY STEP BOOK: SECTION EXERCISES, LEARNING OBJECTIVE AND GLOSSARY REVIEW, CHAPTER REVIEW AND CHAPTER QUIZ.**

- Review the pregnancy, childbirth and puerperium coding
- Report services of certain conditions originating in the perinatal period
- Examine the congenital malformations, deformities and chromosomal abnormalities
- Define the rules of symptoms, signs and abnormal clinical and laboratory findings that are not elsewhere classified
- Identify the elements of coding injury, poisonings, and certain other consequences of external causes

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **CODING AND CLASSIFICATIONS GRADING POLICY**

Your grade for this course will be determined solely based on the criteria outlined in this syllabus. Students will not be allowed to substitute other activities (reports, homework, etc.) to count in place of any of the stated criteria. (This means there will be NO extra credit offered.)

Also, since the tests/exams given in this course are designed to measure the extent to which you have mastered course materials, students should not expect there to be any “curving” of grades

## ACADEMIC DISHONESTY

All forms of academic dishonesty, as outlined in the Student Code in the HGTC catalog, will NOT be tolerated and will result in disciplinary action. Anyone caught cheating, committing plagiarism (Defined in the code as: “The appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit”) **or giving any ICD-9-CM answers will be given a grade of a zero for that assignment.** A second offense will result in charges being filed with the Chief Student Services Officer.

The student is expected to:

1. Attend class regularly (80%)
2. Complete homework assignments in a timely manner in the dropbox (late work will be accepted with 2 point per day reduction)
3. Exhibit knowledge of each chapter by successfully completing homework, class work, and chapter tests, which cover the objectives listed in each chapter. Students are expected to be participate in all discussions
4. Quizzes are to be completed on line in the Respondus browser. There is NO makeup for any quiz or final exam.

## EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

### EVALUATION\*

Quizzes	20%
Homework	30%
Class Discussion	20%
Special Project	10%
Final Exam	20%
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	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

## GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources

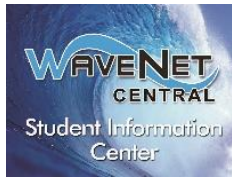


### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



## Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

**Note:** It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.



## Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>