



INSTRUCTIONAL PACKAGE

HIM 225

Coding and Classification II

Effective Term

Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: HIM 225

COURSE TITLE: Coding and Classification II

CONTACT HOURS: 2 Lecture/3 Lab

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to teach advanced coding skills with the ICD-10-CM classification system. Attention also focuses on official ICD-10-CM Cooperating Parties coding guidelines, CMS Compliance Plan, Correct Coding Initiative, coding resources (official publications and vendor supported publications), and ethical issues in coding and classification. Students are also provided preparation for coding certification with a national professional organization.

COURSE DESCRIPTION:

This course provides a study of advanced coding and classification systems.

PREREQUISITES/CO-REQUISITES:

Prerequisites: Credit level HIM 140 Minimum Grade of C or Credit level HIM 140 Minimum Grade of TC
and Credit level HIM 216 Minimum Grade of C or Credit level HIM 216 Minimum Grade of TC
And

Co-requisites:

Credit level HIM 141 Minimum Grade of C or Credit level HIM 141 Minimum Grade of TC)

*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 apply ICD-10-CM coding guidelines and rules for intermediate and complex coding cases.
- * Students will be able to assign reimbursement categories to cases based on code assignment and develop skills to query providers regarding documentation for accurate code assignment.
- * Students will comprehend basic anatomy and physiology of medical case and become familiar with common treatments and medications to identify chronic disease conditions.
- * Students will understand the requirements for National Coding Certifications with Professional Associations and prepare for these exams

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 and workbook in conjunction with the ICD-10-CM book to assign correct diagnosis codes to the medical records for each chapter.
- * Students will learn the importance of ICD-10-CM guidelines for proper coding compliance in relation to the chapters being taught each week.
- * 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: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Identify the improvements in ICD-10-CM
- Review conventions in the ICD-10-CM
- Explain the purpose of the conventions
- Explain what the sections of the ICD-10-CM book are and how to use them

Module 2:

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

ASSESSMENTS: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Define observation stay
- Delineate the differences between first-listed and coexisting conditions
- Explain uncertain diagnosis as well as coding for chronic diseases
- Apply the Official Guidelines for Coding and Reporting.
- Mark your ICD-10-CM book with common terms for location Z codes

Module 3

Learning Objectives: Chapter 4 Using ICD-10-CM

ASSESSMENTS: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Identify conditions integral to a disease process
- Assign multiple codes to single condition
- Report acute and chronic conditions, as well as combination coding
- Differentiate between residual and late affects
- Apply the Official Guidelines for Coding and Reporting pertinent to chapter

Module 4

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

ASSESSMENTS: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Understand the neoplasm table
- Analyze neoplasm codes
- Evaluate the diseases of the respiratory codes
- Demonstrate the ability to report diagnoses with ICD-10 codes for chapters 1-10
- Understand all the Official Guidelines for Coding & Reporting for chapters 1-10

Module 5

Learning Objectives: Chapter 6 Chapter Specific Guidelines ICD-10-CM Chapters 11-14

ASSESSMENTS: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Understand Ulcer coding including stages
- Understanding of pathologic fractures and chronic disease of the musculoskeletal system and connective tissues
- Understand the Official Guideline for Coding & Reporting chapters 11-14 as well as the ability to code diagnoses.

Module 6

Learning Objectives: Chapter 7: Chapter Specific Guidelines ICD-10-CM Chapters 15-21

ASSESSMENTS: STEP BY STEP BOOK, WORKBOOK, ICD-10-CM CODE BOOK AND CHAPTER QUIZ.

- Identify proper coding for pregnancy including the trimester and gestation dates
- Identify the proper Z code for the birth of a baby and which Z code is for the mother and which Z code is for the newborn
- Explain the Table of Drugs and Chemicals
- Explain what External Cause Codes are and where to find the Index.
- Explain why an External Cause Code cannot be first listed diagnosis
- Explain the different types of acute fractures as well as the 7th character assignment
- Understand complications and how to code them
- Identify when to use a Z code as a first listed diagnosis
- Understand the Official Guidelines for Coding and Reporting, chapters 15-21

****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% |
| <u>Final Exam</u> | <u>20%</u> |
| | 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).

| Inquiries regarding the non-discrimination policies: | |
|--|---|
| 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. |
| Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu | Jacquelyne Snyder, AVP Human Resources <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 Jacquelyne.Snyder@hgtc.edu |