Part I

North Central

MICHIGAN COLLEGE

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Master Course Syllabus

Course Name: <u>Beginning Medical Coding</u> _____

Course Number: <u>OAS 220</u> _____

Credit Hrs. __2___   Lecture Hrs. __2___   Lab Hrs. _____   Clinical Hrs. _____   Variable Hrs. _____

Total Hours of Instruction: __2___   Total Contact Hours: __35.2__
(*Total Contact Hours Formula*: (*lecture hrs. + lab hrs. + clinical hrs.*) x 17.6)

Course Description: Introduces the student to the basic concepts of medical billing. Students will learn the difference between ICD-9-CM and ICD-10-CM, CPT, and HCPCS coding books. Students will learn the basics of documentation principles, gain insight into coding mechanisms and how to look codes up.

Prerequisite (s): OAS 116
           AH 130 or BIO 133

Co-requisite (s):

Course Objectives and Outcomes: At the successful conclusion of this course, the student will:

● How to select accurate diagnosis codes from the ICD-10-CM and CPT volumes

● Identify the components and characteristics of the ICD-10-CM and CPT

● Identify the significance of the ICD-10-CM and CPT coding conventions

● Identify the tables in the ICD-10-CM and CPT from which codes can be selected

● Identify the appropriate contents for diagnosis coding fields on claim forms

● Understand the role of documentation and evaluation in the billing profession

● Identify the types of examinations a physician may perform

● Be able to identify and know how to respond to fraud and abuse in billing

Satisfies Lumina Degree Qualification Profile (*DQP*) *(as approved on 04/11/12)*: #1-5, 7, 10

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, kflewelling@ncmich.edu, Room 533 SCRC.

Suggested Methods of Instruction: Presentation of materials, interactive lessons and quizzes, class discussions

Suggested Methods of Evaluation: Quizzes, final exam, homework project assignments

- Adopted Text at Time of Course Adoption/Revision: Step-by-Step Medical Coding, Carol J Buck
- Step-by-Step Medical Coding Workbook, Carol J. Buck
- 2013 CPT Procedural Coding Book
- 2013 ICD-9-CM
- 2013 ICD-10-CM, Draft
- 2013 HCPCS Level II Coding Book

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor.

Week 1: Introduction	Week 9: Chapters 19 & 20
Week 2: Chapter 3 & 4	Week 10: Chapters 23 & 24
Week 3: Chapters 5, 6, 7	Week 11: Chapters 25 & 26
Week 4: Chapter 8	Week 12: Chapters 27 & 28
Week 5: Chapters 13 & 14	Week 13: Chapters 29 & 30
Week 6: Chapters 15 & 16	Week 14: Chapter 3
Week 7: Chapters 17 & 18	Week 15: Review
Week 8: Chapter 19 & 20	Week 16: Final

The Degree Qualifications Profile
Lumina Foundation, 2011

Specialized Knowledge
1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge
4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry
10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources
11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives
12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency
13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning
15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning
17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012