

Part I



North Central
MICHIGAN COLLEGE
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Master Course Syllabus

Course Name: Beginning Medical Coding

Course Number: OAS 221

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: Continues to introduce the student to the basic concepts of medical billing. Students will be introduced to the HCFA 1550 claim form as well as the CMS 1450 claim form for professional and facility billing. Students will also be introduced to major insurance company billing policies including Medicare, Medicaid, Blue Cross Blue Shield, Tricare, Commercial carriers, Workmen's Comp and Disability. Students will be responsible for claim form completion as well as applying ICD-10-CM and CPT codes to claim forms. Students will learn where to locate and apply rules, conventions, and instructions of ICD-10-CM and Chapter specific guidelines as they determine appropriate classification codes.

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

Co-requisite (s):

Course Objectives and Outcomes: Be able to complete HCFA 1500 (CMS 1500) and HCFA 1450 (CMS 1450) forms

- Understand the importance of front office management to the biller/coder
- Gain a familiarity with Medicare and its various rules on eligibility and reimbursement
- Understand the distinction between a primary and secondary payer
- Understand the relationship between Medicare and Home Health Agencies
- Understand the unique issues regarding Medicare and Women's Health

Satisfies Lumina Degree Qualification Profile (DQP) (as approved on 04/11/12): #'s 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:

- Health Insurance Today; A Practical Approach
- Health Insurance Today; A Practical Approach, Workbook
- Virtual Medical Office, study guide with online simulation, Mountain View Clinic

Topics Covered During the Semester:

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

Week 1: Introduction

Week 9: Chapter 11

Week 2: Chapter 4

Week 10: Chapter 14

Week 3: Chapter 5

Week 11: Chapter 15

Week 4: Chapter 6

Week 12: Chapter 18

Week 5: Chapter 7

Week 13: Chapter 19

Week 6: Chapter 8

Week 14: Review

Week 7: Chapter 9

Week 15: Review

Week 8: Chapter 10

Week 16: Final Exam

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