

Part I



North Central
MICHIGAN COLLEGE
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Master Course *Syllabus*

Course Name: Advanced Medical Coding CPT _____

Course Number: OAS 231 _____

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: An extension of CPT and HCPCS coding from OAS 220. Students will be introduced to detailed medical history reports, including post-operative reports using the coding guidelines that apply to different cases.

Prerequisite (s): OAS 220 and OAS 221 and OAS 116
AH 130 or BIO 133

Co-requisite (s):

Course Objectives and Outcomes:

- Understand the procedures in evaluating both new and current patients in in-patient and outpatient settings
- How to select advanced diagnosis codes from the CPT volumes as they pertain to specialized diagnoses
- Identify the components and characteristics of the CPT for specialized diagnoses
- Identify the significance of the CPT coding conventions
- Identify the tables in the CPT from which codes can be selected
- Demonstrate an understanding of physiology as it pertains to the role of the biller and coder

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:

- 2012 Step-by-Step Medical Coding, Carol J. Buck
- 2012 Step-by-Step Medical Coding Workbook, Carol J. Buck
- 2012 CPT procedural Coding Book
- 2012 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/abbreviation

Week 9: Coding Review

Week 2: Chapters 21, 22, 23

Week 10: Coding Test

Week 3: Chapter 23, 24

Week 11: Case Study CPT

Week 4: Chapter 25, 26, 27

Week 12: Case Study ICD-10-CM

Week 5: Week 13: CPT Coding

Week 13 Case Study ICD-10-PSC

Week 6: CPT Coding Test

Week 14: Case Study 1

Week 7: ICD-10-PCS

Week 15: Case Study 2

Week 8: ICD-10-PCS

Week 16: Final Exam

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