



## **Course Syllabus**

### **HITT1342 – Ambulatory Coding**

*Revision Date: 1/11/2017*

**Catalog Description:** Fundamentals of ambulatory coding rules, conventions, and guidelines.

**Pre- or Co-requisites:** HITT1305, BIOL2404

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Extended hours:** 0

**Contact Hours per Semester:** 64

**State Approval Code:** 5107070000

**Instructional Goals and Purposes:** The purpose of this course is to provide students with knowledge of how to accurately report ambulatory procedure codes through the application of official coding guidelines. Upon successful completion of this course, students will have achieved the goal of being able to effectively identify, understand, and utilize medical codes as they will be applicable to outpatient hospital reimbursement in the field of health care.

#### **Learning Outcomes:**

1. Apply nomenclatures and classification systems and assign codes.
2. Discuss the format and conventions for CPT/HCPCS and successfully complete class assignments, exercises, and exams.
3. Identify and apply current coding practices for CPT-4.

#### **Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

1. **Discuss the format and conventions for CPT/HCPCS and successfully complete class assignments, exercises, and exams.** (SCANS 1a-iv. 1a-v. 1bi. 1bii. 1b-iii. 1b-iv. 1b-v. 1c-i. 1c-ii. 1c-iii. 1c-iv. 1c-v. 2a-i. 2a-iii. 2b-i. 2b-ii. 2b-iv. 2b.vi. 2c-i. 2c-ii. 2c-iii. 2c-iv.)
  - a. Discuss CPT coding rules and the basic CPT coding guidelines
  - b. Distinguish between CPT Codes and National Codes
  - c. Identify the purpose and uses of CPT
  - d. Identify the official publication for CPT coding
  - e. Differentiate between CPT and ICD-10-CM/PCS
  - f. Identify the contents of CPT: sections, subsections, subcategory, etc.
  - g. Differentiate between Category I, Category II, and Category III CPT codes
  - h. Discuss the purpose of modifiers and state the uses of modifiers for surgical procedures
2. **Identify and apply current coding practices for CPT-4.** (SCANS 1a-iv. 1a-v. 1bi. 1b-ii. 1b-iii. 1b-iv. 1b-v. 1c-i. 1c-ii. 1c-iii. 1c-iv. 1c-v. 2a-i. 2a-iii. 2b-i. 2b-ii. 2b-iv. 2b.vi. 2c-i. 2c-ii. 2c-iii. 2c-iv.)
  - a. Demonstrate ability to identify and apply basic CPT coding steps by correctly abstracting pertinent clinical information from operative reports
  - b. Demonstrate ability to identify and apply basic CPT coding guidelines by correctly referencing official coding guidelines to support accurate code assignment

- c. Demonstrate ability to identify and apply basic CPT coding steps by appropriately appending a CPT code with the correct modifier, as applicable
- d. Demonstrate ability to code specific types of ambulatory services, which include the following:
  - i. Surgery
    1. List components of a surgical package
    2. Distinguish between the CPT definitions of surgical package and Medicare definition
    3. Define National Correct Coding Initiative
    4. Identify guidelines for coding surgical procedures
    5. Differentiate between simple, intermediate, and complex wound repairs
    6. Differentiate between surgical and diagnostic endoscopies
  - ii. Radiology, Pathology, and Laboratory, Medicine, Anesthesia
    1. Assign modifiers associated with radiological procedures
    2. Discuss the appropriate use of organ or disease oriented panels
    3. Discuss guidelines to identify injections and infusions
    4. Discuss the need for “qualifying circumstances” and “physical status” codes and apply the codes to anesthesiology records
    5. Identify that a procedure/service has been successfully assigned CPT codes for all of the above listed ambulatory services
  - iii. HCPCS Level II
    1. Identify the structure of HCPCS Level II codes
    2. Discuss the general guidelines for HCPCS Level II coding assignment
  - iv. Evaluation and Management Services
    1. Differentiate between a new and established patient
    2. Identify the components listed included in the descriptions for the levels of E/M services
    3. Assign appropriate E/M codes, when provided with a case scenario

**Course Content:**

Students in all sections of Ambulatory Coding will be required to do the following:

1. Students will demonstrate knowledge of course material by completing course examinations given over lecture and textbook material.
2. Students will complete all daily assignments as instructed.

**Methods of Instruction/Course Format/Delivery:**

This class is delivered entirely online. You will use the Canvas Learning Management System to access all materials and assignments for this course. The resources provided, for this class, through Canvas include:

- A calendar displaying assignments each week
- Email (totally contained within Canvas)
- Announcements
- Grades
- Learning Modules
- Assignments
- Quizzes
- Major exams

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments**

1. Homework assignments for chapters 1-13
2. Quizzes for chapters 2-13
3. Case Study assignment

**Assessment(s):**

1. 4 Major Exams
2. Final Exam

**Course Grade:**

The grading scale for this course is as follows:

- Assignments – 20%
- Quizzes – 10%
- Major Exams – 40%
- Final Exam – 30%

**Texts, Materials, and Supplies:**

- Safian, Shelley C. and Johnson, Mary A., *The Complete Procedure Coding Solution, 3<sup>rd</sup> Edition*, McGraw Hill Education, ISBN 978-0-07-802071-1
- American Medical Association, CPT 2017 Professional Edition, ISBN 9781622024001

**Required Readings:**

- Safian, Shelley C. and Johnson, Mary A., *The Complete Procedure Coding Solution, 3<sup>rd</sup> Edition*, McGraw Hill Education, ISBN 978-0-07-802071-1
- American Medical Association, CPT 2017 Professional Edition, ISBN 9781622024001

**Recommended Readings:**

- Medical Dictionary

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

### 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - i) Creative Thinking: generate new ideas.
  - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - iii) Problem Solving: recognize problems and devise and implement plan of action.
  - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.