Course Syllabus

HITT 1441 – Coding and Classification Systems

Catalog Description: Fundamentals of coding rules, conventions, and guidelines using clinical classification systems.

Lecture hours **= 3,** Lab hours **=3**

Prerequisites or Co-requisite: HITT1305, BIOL 2404

Semester Credit Hours: 4
Lecture Hours per Week: 3
Lab Hours per Week: 3
Contact Hours per Semester: 96

State Approval Code: 510713000

Instructional Goals and Purposes: The purpose of this course is to provide students with knowledge of how to accurately report diagnosis codes through the application of official coding guidelines (ICD-10). Upon successful completion of this course, students will be able to effectively identify, understand, and utilize medical codes as applicable to hospital reimbursement in the field of healthcare.

Learning Outcomes:
1. Describe the format and conventions for ICD-10-CM/PCS.
2. Identify and apply current coding practices for ICD-10-CM/PCS.
3. Apply nomenclatures and classification systems and assign codes.

Specific Course Objectives (includes SCANS):
After studying the material presented in the text and online, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on assignments and exams.

1. Describe the purpose of classification and coding systems.
Basic Skill Competencies: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv
Workplace Competencies: Ai, Aiii, Bi, Bvi, Ci, Cii, Ciii, Di, Dii

2. Describe the major coding, nomenclature, and classification systems and the healthcare settings in which they are used.
Basic Skill Competencies: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv
Workplace Competencies: Ai, Aiii, Bi, Bvi, Ci, Cii, Ciii, Di, Dii

3. Identify the basic components, conventions, and principles of the ICD-10-CM/PCS Classification System
Basic Skill Competencies: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv
Workplace Competencies: Ai, Aiii, Bi, Bvi, Ci, Cii, Ciii, Di, Dii

4. Apply current coding practices for ICD-10-CM/PCS and apply basic coding steps to

      a. Diseases
      b. Injuries
      c. Procedures
      d. Use supplementary classifications
      e. Accurately code signs, symptoms ill-defined conditions
      f. Accurate code diseases and procedures of specific organs and systems
          i. Diseases of the nervous system and sense organ
          ii. Diseases of the respiratory system
          iii. Diseases of the digestive system
          iv. Diseases of the genitourinary system
          v. Diseases of the skin and subcutaneous tissue
          vi. Diseases of the musculoskeletal system and connective tissue
          vii. Diseases of the circulatory system
          viii. Infectious and Parasitic diseases
          ix. Neoplasms
          x. Endocrine, nutritional and metabolic diseases and immunity disorders
          xi. Mental, behavioral and neurodevelopmental
          xii. Complications of pregnancy, childbirth, puerperium and abortion
          xiii. Congenital anomalies
          xiv. Perinatal conditions
          xv. Injuries
          xvi. Burns
          xvii. Poisoning and adverse effects
          xviii. Complications of medical and surgical care
          xix. Outpatient coding

Basic Skill Competencies: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv
Workplace Competencies: Ai, Aiii, Bi, Bvi, Ci, Cii, Ciii, Di, Dii

5. Describe preparation for and implementation issues of ICD-10-CM and ICD-10-PCS.

Basic Skill Competencies: Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv
Workplace Competencies: Ai, Aiii, Bi, Bvi, Ci, Cii, Ciii, Di, Dii

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Demonstrate knowledge of course material by completing course examinations given over lecture and textbook material.
2. Students will complete all daily assignments as instructed.
3. Students will be able to locate the correct ICD-10-CM/PCS codes for diagnoses and procedures using the ICD-10-CM/PCS Coding Manuals.
4. Students will demonstrate knowledge of ICD-10-CM/PCS coding guidelines and will be able to accurately code diagnoses and procedures using the ICD-10-CM/PCS Coding Manual.

Methods of Instruction/Course Format/Delivery
Students will meet regularly for lecture over the material. The resources provided, for this class, through Canvas include:
- A calendar displaying assignments each
- Email

***Assignments will only be accepted via Canvas.

All assignments are listed/ posted in Canvas.

Students should use the Email within Canvas to communicate with the instructor. Using Canvas email gives you access to the instructor and other classmates without having to remember or type email addresses - you must select a name from the list. If you are not able to contact me using email in Canvas, you may use my Panola College email address, contact me by telephone, or stop by my office. I attempt to respond to all email within 24 hours. Please always include a subject line and your name in your email.

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. Chapter exercises (chapters 1-25)
2. Chapter review (chapters 1-25)

Assessment(s):

1. 4 Major Exams
2. Final Exam (comprehensive)

Course Grade:

The grading scale for this course is as follows:
- Attendance – 10%
- Chapter exercises and reviews (chapters 1-25) – 40%
- Major Exam – 30%
- Final Exam – 20%

Texts, Materials, and Supplies:
- *ICD-10-CM/PCS Theory and Practice*, 2016 Edition, Karla R. Lovaasen, Elsevier, Copyright 2016
- *ICD-10-CM Professional for Hospitals*, 2016 Edition, Optum 360, Copyright 2015
- *ICD-10-PCS Professional for Hospitals*, 2016 Edition, Optum 360, Copyright 2015

Required Readings:
- *ICD-10-CM/PCS Theory and Practice*, 2016 Edition, Karla R. Lovaasen, Elsevier, Copyright 2016
- *ICD-10-CM Professional for Hospitals*, 2016 Edition, Optum 360, Copyright 2015
- *ICD-10-PCS Professional for Hospitals*, 2016 Edition, Optum 360, Copyright 2015

Recommended Readings:
- Coding Notes W/Access
- ICD-10-CM Flash Cards
- ICD-10-PCS Flash Cards
- Medical Abbreviations
- Merck Manual of Diagnosis
- Medical Dictionary
- Pocket Anatomy + Physiology

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 Administration Building 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.