HIT 2230
Advanced Coding and Classification Systems
3 Credit Hours

Course Information

Course Description:
This course focuses on advanced topics in diagnosis and procedural coding including ICD-9-CM and CPT/HCPCS. The course will concentrate on official coding guidelines, sequencing skills and use of ICD-9-CM in healthcare reimbursement as well as prospective payment system theory and methodology. The course will include practice in coding and optimization techniques using both case studies and actual health records and computerized coding and grouping software.

Course Objectives:
At the conclusion of this course, the student will be able to:

- Explain the historical development of healthcare reimbursement in the United States.
- Identify Centers for Medicare and Medicaid Services (CMS) prospective payment systems, theory and methodology.
- Determine principal diagnosis and procedure for case studies accurately.
- Define terminology associated with diagnosis related groups (DRG) prospective payment system.
- Use coding software to accurately assign ICD-9-CM and CPT codes for assigned case studies and actual health records.
- Apply prospective payment system concepts to assure appropriate reimbursement for treatment supplied by the healthcare provider.
- Apply American Health Information Management Association Standards for Ethical Coding.
- Review documentation for information that substantiates the principal and secondary diagnoses as well as complications and/or comorbidities.
- Define the purpose and content of the UB-92 and CMS-1500 claim forms.
- Apply medical knowledge in review of documentation substantiate medical necessity of services provided.
- Display appropriate method for querying physician for questions concerning documentation.
- Determine appropriate DRG assignment through use of computerized coding and grouping software.
Course Topics

- Development of United States healthcare reimbursement
- Role of ICD-9-CM, CPT/HCPCS coding in determination of reimbursement levels for healthcare providers
- Advanced topics in ICD-9-CM
- Advanced topics in CPT/HCPCS
- Selection of principal diagnosis, secondary diagnoses, principal procedure
- Coding guidelines including official guidelines and facility specific guidelines
- Content of claim forms-UB-92 and CMS-1500
- DRG assignment
- Use of computerized coding and grouping software
- Code of ethics for coders
- Review of documentation for accurate code assignment
- Process to conduct a quality audit for appropriate code assignment
- Coding of intermediate case studies, advanced case studies and actual health records

| Module 1 | The historical development of healthcare reimbursement in the United States.  
|          | Role of ICD-9-CM, CPT/HCPCS coding in determination of reimbursement levels for healthcare providers.  
|          | Centers for Medicare and Medicaid Services (CMS) prospective payment systems, theory and methodology associated with various types of healthcare facilities. |
| Module 2 | Review of documentation for information that substantiates the principal diagnosis and secondary diagnoses as well as complications and comorbidities.  
|          | Assignment of present on admission (POA) indicators.  
|          | Hospital acquired conditions and serious reportable events. |
|          | Advanced topics in ICD-9-CM and CPT/HCPCS. |
| Module 3 continued | • Use coding software to accurately assign ICD-9-CM and CPT codes for assigned case studies and health records.  
• Determination of appropriate MS-DRG assignment through use of computerized coding and grouping software.  
• Selection of principal diagnosis, secondary diagnosis and procedures for case studies.  
• Application of medical knowledge in review of documentation to substantiate medical necessity of services provided.  
• Application of prospective payment system concepts to assure appropriate reimbursement for treatment provided by the healthcare provider.  
• Application of prospective payment system concepts to assure appropriate reimbursement for treatment provided by the healthcare provider. |
|-------------------|--------------------------------------------------------------------------------------------------|
| Module 4          | • Application of AHIMA Standards for Ethical Coding  
• Appropriate method for querying physician for questions concerning documentation  
• UB-04 and CMS-1500 content and purpose |
| Module 5          | • Preparation for Final Exam |

**Associate Degree Entry Level Competencies: Domains, Subdomains, and Tasks**

- I. C. 1. Use and maintain electronic applications and work processes to support clinical classification and coding  
- I. C. 2. Apply diagnosis/procedure codes using ICD-9-CM  
- I. C. 3. Apply procedure codes using CPT/HCPCS  
- I. C. 4. Ensure accuracy of diagnostic/procedural groupings, such as DRG, APC and so on.  
- I. C. 5. Adhere to current regulations and established guidelines in code assignment  
- I. C. 6. Validate coding accuracy using clinical information found in the health record
• I. C. 7. Identify discrepancies between coded data and supporting documentation
• I. D. 1. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.
• I. D. 2 Support accurate billing through coding, chargemaster, claims management and bill reconciliation processes.
• I. D. 3.Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative.
• III.A.3 Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth.
• IV.A.3 Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.

Specific Course Requirements:
This course is an advanced study of principles and applications of ICD-9-CM coding and CPT/HCPCS coding with a focus on prospective payment systems. Students should have understanding of the basic coding guidelines for both ICD-9-CM and CPT/HCPCS coding to comprehend material presented.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

If you have different editions of these textbooks from previous HIT courses, please contact your instructor before purchasing new textbooks.


These textbooks were used in other classes in the HIT Program and will be used in other HIT courses. It is recommended that you do NOT sell these books back at the end of the course.

Please visit the Virtual Bookstore to obtain textbook information for this course:http://rodp bkstr.com/
Supplementary Materials:

**Required:** Student membership in American Health Information Management Association (AHIMA). See [http://www.ahima.org](http://www.ahima.org) for more information.

**Suggested resource:** A medical abbreviation book such as *The Davis Book of Medical Abbreviations* or *Dictionary of Medical Acronyms & Abbreviations Book with CD-Rom* and a medical dictionary such as Dorland's or Mosby's.

**Hardware Requirements:**

The minimum requirements can be found at [http://www.rodp.org/students/hardware_software.htm](http://www.rodp.org/students/hardware_software.htm).

**Software Requirements:**

- Virtual Lab subscription. Access to the AHIMA Virtual Lab is required to access the Quantim and 3M encoders and groupers. Details about the AHIMA Virtual Lab will be made available when needed in the course.
- All word processed assignments should be completed in Microsoft Word. Students must have software that will permit assignments to be saved in Microsoft Word format or as an html file so the instructor may view the file.
- Adobe Acrobat will be needed to view the scanned records.

The minimum requirements can be found at [http://www.rodp.org/students/hardware_software.htm](http://www.rodp.org/students/hardware_software.htm). All word processed assignments should be completed in Microsoft Word.

**Instructor Information**

Please see the separate page inside the course to find instructor contact information as well as a statement of virtual office hours and other communication information.

**Assessment and Grading**

**Testing Procedures:**

All tests will be taken online. **Proctors are not required for the final exam.**

**Grading Procedure:**

The course will be graded using a point system. The final grade will be computed using the following components for learning assessment:
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
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<td>Quiz 1</td>
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<td>Quiz 2</td>
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<td>Quiz 3 Part 1</td>
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<td>Quiz 3 Part 2</td>
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<tr>
<td>Article Review</td>
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<td>Evolution of DRGs</td>
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<td>Understanding HACs</td>
<td>25</td>
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<td>Discussion</td>
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<td>Introduction</td>
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<td>Personal Response to HACs</td>
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<td>article</td>
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<td>Physician Query</td>
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<td>HACS Article Discussion-</td>
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<td>Response to other student’s</td>
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<td>posting</td>
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<td>Assignments</td>
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<td>MedLearn Acute Hospital IPPS</td>
<td>25</td>
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<td>POA-HACs</td>
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<td>Present on Admission</td>
<td>30</td>
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<td>Ethical Coding Scenario</td>
<td>20</td>
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<td>MC Strategies/Educode</td>
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<td>Lessons</td>
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<td>Inpatient Record Coding</td>
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<td>Group 1</td>
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<td>Group 2</td>
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<td>Outpatient Record Coding</td>
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<td>Outpatient Group 1</td>
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<td>Outpatient Group 2</td>
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<td>Outpatient Group 3</td>
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<td>Final Exam</td>
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<td>Theory</td>
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<td>A</td>
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<td>B</td>
<td>85%-92%</td>
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<td>C</td>
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<td>D</td>
<td>70%-75%</td>
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<td>F</td>
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Assignments and Participation

Class Participation:

Students must communicate with the instructor regarding any issues they have regarding the course, schedule and assignments. If a student is having difficulty with any concept being taught it is the student's responsibility to contact the instructor for assistance. To be successful the student should make regular contact with the instructor. Students must check the course discussions for discussion topics/questions. Students should check course announcements and updates on a regular basis. Students must actively participate in discussion events.

Punctuality:

Attending class and being punctual in an online environment should be treated with the same importance as a face-to-face class.

Late submission of assignments may be allowed based on extenuating circumstances at the instructor's discretion and are subject to grade reduction. It is the responsibility of the student to contact the instructor about late submissions or circumstances interfering with the ability to complete course work on schedule.

Course Ground Rules

Participation is required; students are expected to communicate with other students, learn how to navigate in D2L, and keep abreast of course announcements; students must use the assigned e-mail address within the course management system rather than
a personal e-mail address; students should address technical problems immediately; students must observe course netiquette at all times.

**Guidelines for Communications**

**Email:**
- **Always include a subject line.**
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

**Discussion Groups:**
- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

**Web Resources:**
- [Columbia Guide to Online Style](http://www.bedfordstmartins.com/online/cite6.html) by Janice R. Walker and Todd Taylor
- Citation Styles Online [http://www.bedfordstmartins.com/online/cite6.html](http://www.bedfordstmartins.com/online/cite6.html)

**Library**

The [Tennessee Virtual Library](http://www.tennesseevirtuallibrary.com) is available to all students enrolled in the Regents Degree Program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses.
Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

Telephone Support:

Call Here First  Hotline: 866-550-7637


Technical Help for RODP/ROCE Students:
RODPHelpdesk@tbr.edu
This email address is for Desire2Learn (D2L) help and is monitored on a rotating basis by all members of the RODP technical support department.

Technical Help for RODP/ROCE Faculty:
RODPtech@tbr.edu
This email address is for Desire2Learn (D2L) help and is monitored on a rotating basis by all members of the RODP technical support department.

RODP/ROCE Technical Services Staff
Jim Dye: 615-366-4420
Bryan Booth: 615-366-4415
Tachaka Hollins: 615-366-4468

RODP/ROCE central office toll free number:
888-223-0023