

Module 1: Introduction to Coding – the Language of Medical Billing

MCBH110 Syllabus

UNIT 1 - INTRODUCTION TO HCPCS**UNIT 2 - INTRODUCTION TO ICD-10-CM****MODULE CREDIT HOURS: 4.0****MODULE CLOCK HOURS: 80****MODULE LENGTH: 4 Weeks**

Class Description: The focus of this course is to develop an understanding and provide a practical approach to coding the language of medical billing, the basis of any healthcare reimbursement management career. Emphasis will be placed on learning about the medical coding systems available for submitting a medical bill, including, the Current Procedural Terminology (CPT), Healthcare common Procedural Coding System (HCPCS) Level II coding system and the International Coding of Diseases, (ICD-10-CM) used to facilitate proper coding in claim submission. Unit 1 introduces the student to all aspects of procedural coding, including, coding fundamentals, specific coding guidelines for Level I and Level II procedural coding.

Unit 2 includes analysis of the diagnosis coding system and provides instruction on the applications associated with establishing medical necessity through accurate diagnosis coding to provide validation for all medical procedures billed to an insurance company. Emphasis will also be placed on the medical coding profession, including, the legal considerations in medical coding and billing.

Prerequisites: N/A**Approach**

Healthcare professionals must be able to communicate effectively with each other and with patients, both verbally and in writing. Medical coders and billers also need to communicate with insurance companies. Patients, clients and insurance companies need information and instruction in terms that are clear and understandable by the layperson. However, communication among healthcare professionals requires that providers use technical language for coding and medical terminology to convey information concisely and unambiguously. This course attempts to explain and teach the language of health care, medicine and of course medical coding and billing. The approach for this introductory course is problem-focused learning; this approach uses a word building method to develop the coding skills needed to enhance speed and accuracy associated with a medical coder. The step by step learning approach of building coding skills with emphasis on coding speed and accuracy based on knowledge and understanding of coding guidelines.

Teaching Considerations

Once the lecture is complete and concepts are discussed, you will find that practical experience is the most efficient way for students to understand how to learn coding by mastering coding concepts and following appropriate guidelines to finding the accurate code. Understanding coding concepts and a clear understanding of mastery of the coding index are of the up most importance to mastering medical coding. In addition, students will be given class assignments with cohort peer review time to understand homework assignments in preparation for Module 2 (MCBH120) – Body Systems with Introduction to Coding. Students must also become familiar with common procedural and diagnostic terminology that is useful for understanding medical reports and procedural coding; this terminology will be further enhanced in Module 2 (MCBH120).

Method(s) of Instruction: This course will be taught through the utilization of lecture, class discussions, practical exercises and hands on coding demonstration and preparation. Power Point demonstrations will aid the student and help make use of basic coding concepts and coding guidelines.

Objectives:

Upon successful completion the student will be able to:

- Define the meaning of universal coding standards
- Recognize and understand basic coding guidelines
- Identify and decipher key main terms needed for accurate coding
- Spell and pronounce basic medical coding terms
- Analyze coding procedural modifiers and how they affect reimbursement
- Describe the main differences between procedural coding and diagnosis coding
- Describe common methods used to determine correct coding assignment
- Demonstrate knowledge of the ICD-10-CM Guidelines and Coding Conventions
- Explain the development of the ICD-10-CM
- Review the format of the ICD-10-CM
- Identify the characteristics of the Alphabetic Index
- Identify the characteristics of the Tabular List
- Determine the level of highest specificity
- Identify conditions integral to a disease process; Assign multiple codes to a single condition; Report acute and chronic conditions; Demonstrate application of combination codes
- Demonstrate the ability to use the HCPCS Coding System correctly
- Identify the uses of the CPT manual
- Name the developers of the CPT manual
- Know the importance of using the current year CPT manual
- Recognize the symbols used in the CPT manual
- Identify the content of the CPT appendices
- List the major sections found in the CPT manual
- Recognize CPT modifiers and understand their purpose
- List the major features of Level II National Codes, HCPCS
- Recognize the code groupings within HCPCS
- Review Temporary Procedure and Professional Services
- Describe the HCPCS code format
- Understand the Table of Drugs
- Demonstrate the ability to assign HCPCS codes
- Analyze Musculoskeletal case studies from a procedural & diagnostic standpoint
- Understand the Surgery section format
- Locate notes and Guidelines in the Surgery section
- Examine the separate procedure designation
- Analyze the contents of a surgical package
- Determine the contents of the General Subsection
- Type 30 WPM with a 95% accuracy by the end of the Module
- Initiate resume preparation
- Common medical terms of major disease processes, diagnostic and surgical procedures, laboratory tests, abbreviations, drugs, and treatment modalities will be introduced in preparation for Module 2 (MCBH120)

Learning Outcomes:

Medical Billing techniques and concepts needed for physician reimbursement management for the medical coding and billing industry: Communication and vocabulary needed for the medical coding and billing industry. Knowledge based medical billing skills as it pertains to healthcare industry insurance payor guidelines for proper submission of electronic claims following coding guidelines and payor guidelines.

Cognitive: The student will learn the history of the alpha-numeric nomenclature that represents medical coding, the language of medical billing

Motor: The student will determine the correct answers to the Testing Your Comprehension exercises with cohort peer review and assessment

Affective: The student will explore the evolution of the International Classification of Disease, Clinical Modification (ICD-10-CM) in the United States, the language of medical billing and how the current changes have led to the way coding is handled today, as well as looking forward to coding updates by classification

Montes HealthCare College Institutional Learning Outcomes:

The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

- Critical Thinking
- Communication
- Technical Competence

Method of Assessment:

In class weekly assessments to determine learning competency. Testing Your Comprehension will be discussed and reviewed at the end of every lecture. In addition, an online self-assessment via the online Populi learning apparatus will be provided allowing students to determine level of understanding; assessment online will cover the basics of medical billing and reimbursement management and content will be lecture specific, covering topics centered around procedural and diagnosis coding.

Online instruction will be on campus in computer lab. Students will also be given the opportunity to complete self-assessments in classroom with instructor moderated cohort peer review.

All assessments with exception of midterm and final examination will be graded and returned to students' same day with answer key for review and discussion. Midterm and final exam results will be returned next class session.

Required Text/Materials:

- ✓ 2021 **AMA** CPT Professional (ISBN-13: 978-1622028986)
- ✓ 2021 PMIC HCPCS Level II (ISBN-13: 978-1943009176)
- ✓ 2021 PMIC ICD-10-CM (ISBN-13: 978-1936977765)
- ✓ Taber's Cyclopedic Medical Dictionary, 23rd Edition (ISBN-13: 978-0803659049)
 - Populi student account accessed via student email address for online instruction: <https://support.populiweb.com/hc/en-us/articles/223791887-Your-Populi-account-login-everything-you-need-to-know>
 - Taber's Online Medical Dictionary: <https://www.tabers.com/tabersonline/>

Supplemental Materials/Resources/Websites:

- Daily Lesson Plan to be printed and handed out or inked on whiteboard
- Lecture Coding notes by Instructor covering daily lecture topics
- Electronic Medical Dictionary (Taber's) – Online Resource for Computer Lab exercises
- Student Web Links - Online Resource for Coding and Billing

CLASS MEETING TIMES:

Evening: Monday through Friday 6:00 P.M. to 10:00 P.M.

(Detailed course calendar provided on Populi)

BREAK TIMES:

Evening: 6:50 P.M. until 7:00 P.M.

7:50 P.M. until 8:10 P.M.

Grading Considerations: Returning from breaks on time is important and is considered in the Attendance/Professionalism grade.

GRADING:

Students receive a letter grade at the end of the grading period. Grades are based upon attendance, assignments, assessments and performance examinations given with each unit of learning. The mid-term and final grade are weighted as follows:

Attendance/Professionalism/Participation	15%
Assessments and Quizzes	50%
Comprehensive Written Final Examination	15%
Homework	20%
Total:	100%

Grading Scale:

90-100	A
80-89	B
70-79	C
69 and below	FAIL

A Quiz, as defined by the course catalog, cannot be made up. Students arriving to class after the Quiz is completed will not be allowed to take the Quiz and will receive a zero. A Vocabulary Quiz is given once per week. A Pop quiz or Lecture quiz is at the Instructor's discretion and can be given at any time. All quiz scores are entered the grade book. A Vocabulary Quiz may be taken one day in advance, if the student will be absent on the scheduled Vocabulary Quiz day.

A Test, Exam or Assessment as defined by the course catalog, is usually between 25-100 questions. Students present at the time a test is administered are obligated to take the test or be given a zero. Make-up tests are permitted provided the missed test is taken within five (5) school days. A student may take a test one day in advance, if the student will be absent on the scheduled test day.

- ***Students cannot enter the classroom once a test or quiz has begun. The student is to report to the Program Director and not return to the classroom until the test or quiz is complete.***

HOMEWORK

Chapter reading, coding exercises, key term definitions, form completion and handouts are a part of the required curriculum. The Instructor will assign and grade all homework. All homework will be assigned a due date and is due on the date stated. Homework will be accepted one day late but a 10-point penalty for each assignment will apply. Homework turned in more than one day late will receive a 20-point penalty.

ATTENDANCE/PROFESSIONALISM/PARTICIPATION

All students begin with 100 points when the grading period begins. Points are deducted for loss of classroom time due to absence, tardiness and leaving early. Points are deducted for non-participation during lectures and labs, improper uniform attire and unprofessional conduct while in class. Points are deducted daily as follows:

Absent	=	-5 points
Tardy	=	-1 point
Leaving Early	=	-1 point
Unprofessional appearance	=	-1 point
Returning late from breaks	=	-1 point

- ***Unprofessional conduct point deduction will depend upon the unprofessional conduct demonstrated and will be decided upon by the Instructor and the Program Director.***

ATTENDANCE

Notify your Program Director's School voicemail if you are going to be late or absent. To maintain satisfactory attendance a student must attend 80% of the required classroom hours per grading period. If the student has not attended 80% of any given grading period, the student will be placed on Attendance Probation for the next grading period. If the students fail to attend 80% of the required hours while on Attendance Probation, the student will be dropped from the Program. A student can be placed on Attendance Probation during Externship.

- ***Any student missing more than ten (10) consecutive class days will be withdrawn from the program, regardless of their attendance status.***

TARDY POLICY

Students are required to arrive for class and return from breaks on time. In addition, students are required to stay for the entire class session. Students returning from breaks late will be counted as tardy and the total time missed will be rounded into 15-minute increments and deducted from the attendance/professionalism/participation score.

- ***Four (4) tardies or early departures (or any combination thereof) equal one absence.***

ACADEMIC PROGRESS

To make satisfactory academic progress, a student must maintain a cumulative grade point average (CGPA) of at least 2.0 or the student will be placed on academic probation. In addition, the student must maintain an adequate rate of progress towards successful completion of their respective program. The credit hours attempted cannot exceed one and one half (1.5) times the credit hours required to complete the credit-hour program.

For determining satisfactory academic progress, each program is broken down into grading periods, which may be course/term/semester. At the end of each grading period the student's CGPA will be determined.

ACADEMIC PROBATION

A student whose cumulative grade point average (CGPA) falls below 2.0 during any grading period will be placed on ACADEMIC Probation. If the student fails to achieve a 2.0 grade average for the next grading period in which the student is on probation, the student will be terminated from the program for lack of satisfactory academic progress. A student will be removed from academic probation upon achieving at least a cumulative 2.0 grade point average.

ACADEMIC HONESTY

It is assumed that all students are enrolled in class to learn; therefore, cheating is not an acceptable practice. Dishonesty of any type in a course, including cheating on an examination or quiz, plagiarizing materials or copying another student's work (or allowing your work to be copied) will result in a grade of F and may be cause for suspension or termination from the program. Plagiarism includes attempting to or passing off the ideas, work or writing of another person's as one's own.

CONDUCT

Instructors have the right and duty to maintain the learning environment in their classes. Students must adhere to high standards of scholarship and conduct that will not interfere with the learning process of another student, the classroom presentation by the Instructor or the progress of the class in general. Any student who disrupts the class in any way will be removed from the class for the remainder of the day. Those students whose conduct reflects discredit upon themselves or the school will be subject to suspension and or termination. This policy includes inappropriate use of the internet.

A student dismissed for unsatisfactory conduct will be re-admitted into the program only at the discretion of the administration. Please refer to the school catalog for further information.

CELL PHONES

Cell phones and pagers are considered a classroom disruption. These items must be **turned off** and out of sight while in the classroom. For emergencies, have family and friends call the front desk at **(310) 436-7000** and the message will be relayed to the student.

DRESS CODE AND APPEARANCE

Many perspective employers visit the school and it is important that students be dressed in proper attire to make the best possible impression. Students are required to wear the designated school uniform. Full uniform is to be worn in class, while on clinical rotations and on externship daily, unless otherwise directed. Students who report to their classroom or clinical facilities in inappropriate attire will be sent home. The time missed will constitute an absence.

Additionally, the following standards must apply:

- The uniform must be wrinkle free, well fitted and in good repair. Uniform pants should be worn at the natural waist. Undergarments should not be visible above the waistband of the uniform pants.
- During the winter season, students must wear the uniform jacket provided by the school. No pullovers, sweatshirts, tops or non-uniform jacket. Our classrooms and clinics can be cool. To compensate, you may wear a white turtleneck or undershirt.
- Undershirts should be plain, white, either long or short sleeved with no graphics or verbiage printed on them. Undershirts should always be tucked into the uniform pants.
- Students may wear small stud earrings, one in each ear. Other jewelry and other visible body piercings are prohibited for all students.
- Hair must be clean and neatly arranged in a simple style, which is away from the face and off the collar. Barrettes and hair clips must be functional, not decorative.
- Beards and mustaches must be well trimmed. Male students not wearing a beard or mustache must be clean shaven.
- Fingernails must be short and clean with only clear or light-colored polish. Acrylic and or artificial nails or overlays are prohibited.
- Make-up should be used with discretion and be in good taste for a health professional. Make-up should never be applied in the classroom.
- Many people have severe allergies. Use of body scents such as cologne, body sprays, scented lotions and scented body washes; scented soaps should be used sparingly and never applied in the classroom.
- Personal hygiene is essential since students work closely with other people.
- Gum chewing while in uniform is unprofessional and is not permitted.
- Students must wear appropriate school-issued protective gear while in the clinic or lab, as applicable.
- Montes HealthCare College issued student identification must always be worn and visible.