BARTON COMMUNITY COLLEGE
COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: MDAS 1675
Course Title: Medical Coding III
Credit Hours: 4
Prerequisite: MDAS 1672 Medical Terminology and MDAS 1673 Medical Coding
Division/Discipline: Workforce Training & Comm Ed/Medical Assistant
Course Description: Medical Coding III is introducing the student to the ICD-10-CM and ICD-10-PCS coding systems. The class will explore the uses of the codes within patient documentation. Students will practice CPT coding, ICD-10-CM, and ICD-10-PCS codes on online coding cases. This class brings all coding aspects together in patient documentation.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:
http://academicintegrity.bartonccc.edu/

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

This course is required for students receiving an Associate in Applied Science degree in either Medical Office Specialist or Medical Assistant. This course is also required for students pursuing the Medical Coding certificate. Students will gain an understanding of how coding is important in a medical office setting.

V. ASSESSMENT OF STUDENT LEARNING/COURSE OUTCOMES

Barton Community College is committed to the assessment of student learning and to quality

education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies and Supplemental Competencies:

A. Demonstrate knowledge of International Classification of Diseases – 10 Clinical Modification (ICD-10-CM) coding principles
   1. Explain the development of the ICD-10-CM
   2. List the official instructional notations in the ICD-10-CM
   3. Describe the format of ICD-10-CM

B. Accurately look up codes for diagnoses in the ICD-10-CM reference manual
   1. Identify a first listed diagnosis
   2. Define assignment of codes for unconfirmed diagnosis
   3. Describe code assignment for outpatient surgery
   4. Outline assignment of additional diagnoses
   5. Describe Z code reporting
   6. Explain uncertain diagnosis
   7. Apply the Official Guidelines for Coding and Reporting
   8. Analyze Neoplasm codes
   9. Code with ICD-10-CM with chapter specific guidelines

C. Demonstrate knowledge of International Classification of Diseases – 10 – Procedure Coding System (ICD-10-PCS) coding principles
   1. Explain the differences between inpatient and outpatient coding
   2. Define principal diagnosis and procedure
   3. Examine the Official Guidelines for Coding and Reporting
   4. Review the Guidelines for selection of a principal diagnosis
   5. Explain the purpose of the present on admission indicators
   6. Examine the ICD-10-PCS system

D. Accurately look up codes for diagnoses in the ICD-10-PCS manual
   1. Demonstrate the use of ICD-10-PCS coding in patient documentation
   2. Explain PCS Guidelines for Medical and Surgical Procedures

E. Apply advanced knowledge in online coding cases
   1. Demonstrate ability to utilize the Alphabetic Index and Tabular Index
   2. Explain the steps to accurate coding
   3. Identify the organization of the Guidelines
   4. Use both the Alphabetic Index and Tabular Index
   5. Assign multiple codes to a single condition
   6. Report acute and chronic conditions
   7. Demonstrate application of combination codes
   8. Outline the rules when reporting the same diagnosis code more than once

9. Assign codes based on laterality

VI. INSTRUCTORS EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE