

## MEDC 200, Introduction to Medical Coding & Billing, Syllabus (3 credits)

### COURSE DESCRIPTION

This course introduces the field of billing and coding and goes into detail on the ICD10CM coding process. We will go through Chapter 5 of the textbook.

### REQUIRED TEXTS & RESOURCES

- AAPC. (2022). *Medical Coding Training*. AAPC
- Optum360. (2022). *HealthCare Common Procedural Coding System (HCPCS)*. OptumInsight.
- American Medical Association. (2022). *Current Procedural Terminology (CPT)*. American Medical Association Press.
- American Medical Association. (2022). *ICD-10-CM 2018 The Complete Official Code Book*. American Medical Association
- <https://www.youtube.com/watch?v=3CC8RkmGH5E>
- <https://www.youtube.com/watch?v=ptzmA6zkcYI>
- <https://www.cms.gov/>

### COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
<b>Getting Started Week</b>	<b>Course Introduction</b>	
	Review the Syllabus	
	Review Preview Week Introduction	
	Participate in Course Orientation	
	Introduce Yourself Forum (registers attendance)	<b>mandatory</b>
<b>Week 1</b>	<b>Chapter 1: The Business of Medicine</b>	
	Welcome Discussion (Introductions and meet and greet your classmates)	Due in Preview Week by Day 3 (Wednesday)

	Reading Chapter 1: The Business of Medicine	N/A
	Review Interactive Lecture: Chapter 1	N/A
	Check Your Understanding Quiz – Chapter 1	Due Week 1 Day 7 (Sunday)
	Experiential Learning	Due Week 1 Day 7 (Sunday)
	Chapter 1 Review Exam	Due Week 1 Day 7 (Sunday)
<b>Week 2</b>	<b>Chapter 2: Medical Terminology and Anatomy Review</b>	
	Read Chapter 2: Medical Terminology and Anatomy Review	N/A
	Review Interactive Lecture: Chapter 2	N/A
	Check Your Understanding Quiz	Due Week 2 Day 7 (Sunday)
<b>Week 3</b>	<b>Chapter 2: Medical Terminology and Anatomy Review Continued</b>	
	Experiential Learning	Due Week 3 Day 7 (Sunday)
	Chapter 2 Review Exam	Due Week 3 Day 7 (Sunday)
<b>Week 4</b>	<b>Chapter 3: Introduction to ICD-10-CM</b>	
	Read Chapter 3: Introduction to ICD-10-CM	N/A
	Lecture on How to Use your ICD-10-CM Code Book	N/A
	Chapter 3: Interactive Lecture	Due Week 4 Day 7 (Sunday)
	Chapter 3: Check Your Understanding	Due Week 4 Day 7 (Sunday)
<b>Week 5</b>	<b>Chapter 3: Introduction to ICD-10-CM</b>	
	Chapter 3: Experiential Learning	Due Week 5 Day 7 (Sunday)
	Chapter 3 Review Exam	Due Week 5 Day 7 (Sunday)
<b>Week 6</b>	<b>Chapter 4: ICD-10-CM Coding Chapters 1-11</b>	
	Read Chapter 4: ICD-10-CM Coding Chapters 1-11	N/A
	Review Chapter 4 Interactive Lecture	N/A
	Chapter 4 Check your Understanding Quiz	Due Week 6 Day 7 (Sunday)
	Chapter 4 Experiential Learning	Due Week 6 Day 7 (Sunday)
	Chapter 4 Review Exam	Due Week 6 Day 7 (Sunday)
<b>Week 7</b>	<b>Chapter 5: ICD-10-CM Coding Chapters 12-22</b>	
	Read Chapter 5: ICD-10-CM Coding Chapters 12-22	N/A

	Review Chapter 5 Interactive Lecture	N/A
	Chapter 5 Check Your Understanding Quiz	Due Week 7 Day 7 (Sunday)
	Chapter 5 Experiential Learning	Due Week 7 Day 7 (Sunday)
	Chapter 5 Review Exam	Due Week 7 Day 7 (Sunday)

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Weekly Reading – 60 points each	420
Weekly Lectures - 60 points each	420
Learning Activity – Check your Understanding Quiz #1	100
Learning Activity – Experiential Learning #1	100
Learning Activity – Review Exam #1	200
Learning Activity – Check your Understanding Quiz #2	115
Learning Activity – Experiential Learning #2	115
Learning Activity – Review Exam #2	215
Learning Activity – Check Your Understanding Quiz #3	115
Learning Activity – Experiential Learning #3	115
Learning Activity – Review Exam #3	215
Learning Activity – Check Your Understanding Quiz #4	115
Learning Activity – Experiential Learning #4	115
Learning Activity – Review Exam #4	215
Learning Activity – Check Your Understanding Quiz #5	115
Learning Activity – Experiential Learning #5	115
Learning Activity – Review Exam #5	215
<b>Total Points:</b>	<b>3,025</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

<b>Goal 1:</b> Review an introduction to healthcare from a medical billing perspective. Students will:		<b>Program Objective(s)</b>
	<b>Objective 1.1:</b> Obtain a background of healthcare.	1.1; 1.2
	<b>Objective 1.2:</b> Gain an understanding of healthcare regulations, including HIPAA, the Health Insurance Portability and Accountability Act.	2.2
	<b>Objective 1.3:</b> Identify what health information is and how it related to billing.	2.2
	<b>Objective 1.4:</b> Identify identifiable health information and hot it relates to the security rule.	2.2
<b>Goal 2:</b> Review an introduction to healthcare from a medical billing perspective. Students will:		
	<b>Objective 2.1:</b> Define group and individual health insurance plans.	3.1
	<b>Objective 2.2:</b> Determine the difference in Health Maintenance Organizations (HMO), Primary Care Provider (PCP) and Managed Care Organizations (MCO), and how they affect medical entities.	3.1
	<b>Objective 2.3:</b> Identify the differences in Medicare, Medicaid TRICARE/CHAMPVA government plans and how they affect reimbursements.	3.1
	<b>Objective 2.4:</b> Determine the differences in commercial insurance carriers such as Blue Cross/Blue Shield and others.	3.1
	<b>Objective 2.5:</b> Define the purpose and scope of Workmen's Compensation.	3.1
<b>Goal 3:</b> Identify the legal regulatory considerations involved in healthcare reimbursement and collections. Students will:		
	<b>Objective 3.1:</b> Define the role of Primary Care Providers/Gatekeepers	3.1
	<b>Objective 3.2:</b> Demonstrate knowledge of physician credentialing.	3.1
	<b>Objective 3.3:</b> Explain medical necessity.	1.1; 3.1; 3.2
	<b>Objective 3.4:</b> Evaluate the differences in National Coverage Determinations (NCD) and Local Coverage Determinations (LCD).	3.1; 3.2

<b>Goal 4:</b> Explain the legal regulatory considerations involved in healthcare reimbursement and collections. Students will:		
	<b>Objective 4.1:</b> Recognize the overview of an office visit.	1.1; 2.1; 3.1; 3.2
	<b>Objective 4.2:</b> Determine different patient types.	1.1; 1.2; 2.1; 2.2
	<b>Objective 4.3:</b> Demonstrate the collection of demographic and insurance information.	2.1; 2.2
	<b>Objective 4.4:</b> Identify correct insurance coverage validation.	2.2; 3.1; 3.2; 3.3
	<b>Objective 4.5:</b> Distinguish between an authorization form, encounter form, and the discharge process.	2.1, 2.2
<b>Goal 5:</b> Demonstrate the ability to use the three major coding manuals: CPT, ICD-10-CM, and HCPCS Level II, and apply medical necessity standards. Students will:		
	<b>Objective 5.1:</b> Demonstrate knowledge of the ICD-10-CM Codebook Structure.	3.1
	<b>Objective 5.2:</b> Define the different coding conventions of ICD-10-CM.	3.1
	<b>Objective 5.3:</b> Identify different sections of the CPT manual.	3.1
	<b>Objective 5.4:</b> Demonstrate knowledge of the use of modifiers.	3.1
	<b>Objective 5.5:</b> Demonstrate knowledge of HCPCS Level II codes and the structure of the codebook.	3.1
	<b>Objective 5.6:</b> Analyze the factors needed for HCPCS reimbursement.	3.1
<b>Goal 6:</b> Explain the follow-up process for A/R in a physician's office, including the top denials by insurance carriers along with the appeals processes. Students will:		
	<b>Objective 6.1:</b> Distinguish between the different claim forms.	2.1; 3.1; 3.2
	<b>Objective 6.1:</b> Define the basic procedures for billing.	2.1; 3.1; 3.2
	<b>Objective 6.3:</b> Distinguish the differences in technology and claims submission.	1.3; 2.1; 3.1
	<b>Objective 6.4:</b> Analyze A/R Management.	3.1
	<b>Objective 6.5:</b> Determine different appeals processes.	3.1; 3.3
	<b>Objective 6.6:</b> Define different patient collection practices.	3.1; 3.3

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## **COURSE EXPECTATIONS**

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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