HEALTH INFORMATION TECHNOLOGY

**Code:** HIT 209  
**Title:** ICD-10-CM Coding  
**Division:** Health Sciences  

**Course Description:** This course focuses on disease coding with the International Classification of Diseases 10th Edition, Clinical Modification (ICD-10-CM). It covers coding principles; conventions; clinical and technical guidelines; maintenance and referencing resources. It also emphasizes the review of medical records to identify diagnoses treated, and/or services performed, and the correct sequencing for optimal reimbursement.

**Prerequisite:** BIO 114 OR 212; HIT 115 AND 117, OR HIM 110

**Credits:** 3 cr.

**Required Materials (Check Bookstore for Latest Edition):**  
Click on the bookstore for the supplies which you are attending each class.  
[Rowan.edu/bookstore](http://rowan.edu/bookstore)

**Course Learning Outcomes:**  
Upon completion of this course, students will be able to:

- State the purpose of classification and coding systems.
- Define coding classification terminology and Coding conventions that relate to DRG (diagnosis related groups) assignment and reimbursement.
- Identify the basic characteristics, conventions and principles of the ICD-10-CM coding system.
- Assign ICD-10-CM diagnoses codes for diseases, conditions and encounters.
- Abstract, code and sequence diagnostic information from Health Records.
- Apply principles of pharmacology to assigned coding cases.

**General Education Outcomes in This Course:**

| Written and Oral Communication: Communication | * Students will logically and persuasively support their points of view or findings. |
* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.

* Students will conduct investigative research, which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation.

**Technological Competency or Information Literacy: Technology**

* Students will demonstrate competency in office productivity tools appropriate to continuing their education.

* Students will use critical thinking skills for computer-based access, analysis, and presentation of information.

* Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.

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**HIM Associate Degree Entry-Level Competencies Domains, Subdomains, and Tasks For 2011 and beyond**

- **Domain: Health Data Management**
  - **Subdomain: Health Data Structure, Content and Standards**
    - Collect and maintain health data (such as data elements, data sets, and databases).
    - Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status.
    - Apply policies and procedures to ensure the accuracy of health data.
    - Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.
  - **Subdomain: Clinical Classification Systems**
    - Use and maintain electronic applications and work processes to support clinical classification and coding.
    - Apply diagnosis/procedure codes according to current nomenclature.
    - Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on.
    - Adhere to current regulations and established guidelines in code assignment.
- Validate coding accuracy using clinical information found in the health record.
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT).
- Resolve discrepancies between coded data and supporting documentation. 2011 AHIMA Education Strategy Committee

**Core Course Content:**

- CD-10-CM Overview
- Introduction to the ICD-10-CM Classification System
- Structure and Format of ICD-10-CM
- ICD-10-Conventions and Coding Guidelines
- Organization and Classification of Diseases and Disorders
- Diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
- Endocrine, nutritional and metabolic diseases
- Mental and behavioral disorders
- Diseases of the nervous system
- Diseases of eyes and adnexa
- Certain infectious and parasitic diseases
- Neoplasms
- Diseases of the ear and mastoid process
- Diseases of the circulatory system
- Diseases of the respiratory system
- Diseases of the Digestive System
- Diseases of skin and subcutaneous tissue
- Diseases of the musculoskeletal System and connective tissue
- Diseases of the genitourinary system
- Pregnancy, childbirth and the puerperium
- Certain conditions origination in the perinatal period
- Congenital malformations, deformations, and chromosomal abnormalities
- Symptoms, signs, and abnormal clinical and laboratory findings, not elsewhere classified
- External causes of morbidity
- Factors influencing health status and contact with health services

**Course Activities:**

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:
Writing assignments: students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

Speaking assignments: students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.

Simulation activities: Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.

Case Studies: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.

Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.

Speakers: Representatives from various related fields may be invited to speak.

Videos: Related topics will provide impetus for discussion.

EDUCATIONAL TECHNOLOGY:

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include online materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

STUDENT EVALUATIONS:

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor’s course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.
**Grading Standard:**

A  Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
B+  Mastery of essential elements and related concepts, showing higher level understanding.
B  Mastery of essential elements and related concepts.
C+  Above average knowledge of essential elements and related concepts.
C  Acceptable knowledge of essential elements and related concepts.
D  Minimal knowledge of related concepts.
F  Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

**College Policies:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

**Office of Student Support and Disabilities Services:**

RCBC welcomes students with disabilities into the college’s educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: [www.rcbc.edu/studentsupport](http://www.rcbc.edu/studentsupport)

**Additional Support/Labs:**

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:
- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:
Academic Advising     www.rcbc.edu/advising
Student Support Counseling     www.rcbc.edu/counseling
Transfer Center     www.rcbc.edu/transfer

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at www.rcbc.edu/tutoring

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