HITT – 2346 – 001I3
Advanced Coding
Spring 2025
Online

Instructor Information: Tori B. Collins, RHIA, CCS, toshabee@hotmail.com

Student hours and location: By Appointment, Special arrangements can be made to meet before or after scheduled class time if needed

Required Textbook/Materials:
Huey, Current Procedural Terminology and HCPCS Coding; for Physicians and Facilities 2024;
Publisher AHIMA; ISBN: 978-1-58426-926-7; AHIMA Product Code # AC200723. , CPT 2025-Professional ED,

Course Description: In-depth coverage of ICD – 10 & ICD - 10 and CPT coding rubrics, conventions, principles, and updates as they apply to accurate coding of complex medical/surgical cases with emphasis on case studies. Government regulations and changes in healthcare reporting will be addressed. Students will assign coding and prospective payment categories using computerized software and the ICD-9-CM, ICD-10 and CPT coding books.

Course Pre & Co-requisition: Pre-requisition HITT – 1341 Coding and Classification

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements (www.ahima.org).

Should you wish to request a review of the impact of criminal history on your potential (RHIT) prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": (www.ahima.org). This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

Course requirements: (including description of any special projects or assignments)

Determination of Course Grade/Detailed Grading Formula:

Four (4) Exams (15% each; 60% final grade)

Final (20% of final grade)

The final is a comprehensive exam consisting of questions pertaining to all chapters.

Attendance/class participation (20% of final grade)

Detailed Grading Formula:

Your semester grade will be comprised of the following components and graded per the followinggrading scale: Furthermore, **to pass this class, you must obtain 75 (C) or better**.

Assignments/Participation	50%
Two (2) Exans - 15% each	30%
Final Exam	20%

Grading Scale:

- 90 to 100, = A
- 80 to 89 = B
- 75 to 79, = C
- 70 to 74 = D
- 69 and below = F

Late Work, Make-Up, and Extra-Credit Policy:

Make-Up Policy: As a student you are required to complete all lessons, assignments and test as part of each course within the program. Tests may be submitted after the due date and receive a grade; however**, grades for these assignments and exams submitted after the due date and time will receive a maximum grade of 75% unless prior arrangements have been made with the instructor.** The percentage of each activity will weigh in the final grade, regardless if the student participates in the activity or test.

Attendance Policy: Students must log onto blackboard at least three (3) times a week.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

Student Learner Outcomes:

Student Learner Outcome	Maps to Scans Competency	Assessed via this Assignment
1. Students will be able to analyze health records to assign principal/secondary diagnoses and procedures	Critical Thinking	Final
2. Students will be able to assign reimbursement methodologies	Critical Thinking	Final

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook (pg. 19). Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action. https://www.com.edu/student-services/student-handbook

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Kay Carrier at 409-933-8414 or kcarrier3@com.edu

Course outline – Tentative

Date	Class	Topics Covered/Assigned Reading	Assignments	Lab Assignments
1/13 – 1/19	1	Introduction and Review of Syllabus and Lesson Plan	Chapter Reviews are due at the beginning of each class	
1/20 – 1/26	2	Chapter 1 – Introduction to CPT and HCPCS • Introduction to CPT and HCPCS • HCPCS Coding • Claim forms (CMS-1500 and CMS-1450) Chapter 2 – Procedural Terminology in Current Use • Format and	Chapter Review due 1/26	

		organization of CPT		
		• Conventions and characteristics of CPT • Alphabetic Index • Abstracting documentation • Coding references		
1/27 – 2/2	3	Lecture Chapter 2 & 3 Chapter 3 – Modifiers • Purpose of Modifiers • Uses of modifiers for surgical procedures • Differentiate between modifiers identified for Hospital Outpatient Use and complete list of CPT modifiers • Differentiate between modifiers 73 and 74 • Proper use of modifier 59	Chapter Review 2 & 3 <mark>due 2/2</mark>	
2/3 – 2/9	4	TEST 1- Chapter 1, 2 and 3 Coding Resources • Anatomy & clinical resources • CPT Assistnat • AHA Coding Clnics for HCPCS • Websites	TEST 1- Chapter 1, 2 and 3 <mark>Due 2/9</mark>	
2/10 – 2/16	5	Lecture Chapter 4 Chapter 4 – Surgery Surgery Overview • Organization of the surgical section in CPT • Components of a surgical package • Distinguish between the CPT definition of surgical package and Medicare definition • Separate procedures	Chapter 4 Review <mark>TBD</mark>	

		• National Correct Coding Initiative (NCCI)
		• Modifiers for physician use vs. modifiers for hospital outpt. Use
		Integumentary System Subsection
		    • Guidelines for coding excision of lesions
		    • Benign and malignant lesions
		    • Excision and destruction of lesions
		    • Simple, Intermediate and complex wound repairs
		    • Guidelines for coding wound repairs
		    • Types of skin grafts
		Excisional and incisional breast biopsies		

2/17 – 2/23	6	Lecture Chapter 4 -Continued
		
		Musculoskeletal System Subsection
		    • Casting and Strapping codes
		    • Surgical and diagnostic endoscopies
		Respiratory System Subsection
		    • Guidelines for nasal endoscopy procedures
		    • Direct and Indirect laryngoscopies
		    • Procedures commonly performed with bronchoscopies
		Cardiovascular System Subsection
		    • Injection procedures
		    • Guidelines for coding CABG
		    • Documentation necessary for coding pacemaker procedures
		    • Interventional Radiology
		    • AV fistula and indications for the procedure		

		• Coding selections for AV fistulas • VAD		
2/24 – 3/2	7	Chapter 4 – Surgery Continued		
3/3 – 3/9	8	Chapter 4 Test	Test over Chapter 4	
3/10 – 3/16	9	Lecture Chapter 5 Chapter 5 Radiology • Apply modifiers associated with radiological procedures (26, TC) • State the meaning of the phrase "supervision and interpretation" as it applies to radiological procedures	Chapter Review 5 <mark>due 3/</mark>16	
3/17 – 3/23	10	Spring break		
3/24 – 3/30	11	Lecture Chapter 6 Chapter 6 Pathology and Laboratory • Apply physician-billing guidelines for coding laboratory services • State the appropriate use of organ- or disease-oriented panels • Select pathology level codes associated with pathological examination and diagnosis	Chapter 6 Review <mark>due 3/30</mark>	

3/31 – 4/6	12	Chapter 7 – Evaluation and Management Services • Contents of the Evaluation and Management Services Section • Differentiate between a new and established patient • Components included in the descriptors for the levels of E/M services • Key components for levels of E/M services • Documentation requirements Circumstances when "time" is a key factor in determining E/M level of service	Chapter 7 Review <mark>due 4/6</mark>	<mark>AHIMA Vlab E/M (Find-a-code)</mark>
4/7 – 4/13	13	Chapter 8 – Evaluation and Management Documentation Requirements • Describe the documentation requirements for E/M code assignment • Identify the documentation elements for history, examination, and medical decision making. • Translate elements of documentation to auditing format. • Given a scenario, identify documentation requirements to support E/M code selection.	Chapter 8 Review <mark>due 4/13</mark>	
4/14 – 4/20	14	Lecture Chapter 9 Chapter 9 Medicine • Assign codes to report the administration of vaccines or toxoids • Apply guidelines to	Chapter 9 and 10 Reviews <mark>due 4/20</mark>	

		identify injections and infusions Lecture Chapter 10 Chapter 10 Anesthesia • Apply "qualifying circumstances" and "physical status" codes to anesthesiology services • Given a procedure/service, successfully assign CPT code(s) for the above listed services (radiology, pathology and laboratory, medicine, and anesthesia)		
4/21 – 4/27	15	Lecture Chapter 11 Chapter 11 – HCPCS Level II • Structure of HCPCS Level II codes • Guidelines for HCPCS Level II coding assignments • Use of HCPCS Level II modifiers • Identify the HCPCS Level II modifiers for hospital outpatient services	Chapter 11 Review <mark>due 4/27</mark>	<mark>Case Study 4.3 Group Project Due</mark> 5/2
4/28 – 5/4	16	Review for Final		
5/5	17	Final	Due 5/6	

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook **https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf.** *An appeal will not be considered because of general dissatisfaction with a grade,*

penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodation is requested to contact:
Kimberly Lachney, Student Accessibility Services Coordinator
Phone: 409-933-8919
Email: AccessibilityServices@com.edu
Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:
If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life

issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:
The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Success Tips for Students

Three Prior to Me: The HIM faculty encourages students to problem-solve, work as a team as well as utilize available resources. In order to develop these skills, we will employ the **"Three Prior to Me" process**. This means that before you contact the instructor with a course-related question, you must have attempted to find the information in three other places. For instance, if you are unsure about the meaning of a term used in the course, you would attempt to locate this information in three places prior to asking the instructor. Hence, you might do a Google search for the term, ask a classmate, and refer to your text book. Instructors **will** question you regarding what research methods you utilized to locate information on your own. This process is not meant to be a barrier to you, but instead to provide the following benefits:
-preparation for the workforce
-increased research skills
-instructors will have more time to provide feedback and interact with students
If you have a question that **ONLY** the instructor would know the answer to (grade-related, assessments, etc.), then of course you would go to the instructor directly. This process will require practice and patience from the student as well as the instructor.

Professionalism: Success in one's career is almost as dependent on professional behavior as on one's academic knowledge and abilities. Therefore, students are expected to exhibit professional behavior in the classroom as well as all activities with this course. Professional behavior includes:

- **Attends class and is punctual** – The student attends every class period, arrives on time for class activities or informs the instructor in a timely manner of unavoidable situations that cause the student to be late or miss class.
- **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.
- **Effective interpersonal and team skills** – The student relates well to people, shows respect to others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without altering others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.

- **Effective communication skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. um, you know, like
- **Ethical conduct** – The student maintains honesty, integrity, and confidentiality of patient provider, fellow student and college information.

AHIMA Domains and Sub-domains specify the HIM body of knowledge and practice that is taught within this course

Domain I. Data Structure, Content, and Information Governance

1.5 Explain the use of classification systems, clinical vocabularies, and nomenclatures

Domain IV. Revenue Cycle Management

IV. 1 Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.

IV.2 Describe components of revenue cycle management and clinical documentation improvement.

IV.1 (RM) Determine diagnosis and procedure codes according to official guidelines