Course Description

This course will prepare and train students to understand the format used and how to build an ICD-10-PCS procedure code. Key terms related to ICD-10-PCS, the system's use, and the different sections contained within the PCS coding system include the following: medical and surgical, obstetrics, placement, administration, measurement, and monitoring; extracorporeal assistance, performance, and therapies. Additionally, osteopathic, chiropractic, and other procedures and treatment sections will be covered.

Course Textbook


COURSE SOFTWARE

Encoder Pro

Homepage: www.EncoderPro.com

Encoder Pro will be utilized in this course to help students understand medical coding. If you completed HTH 2201 or HTH 2202, you should have created a user name and password, AND you will continue to use the same login for this course. If you received transfer credit for HTH 2201 and HTH 2202, our bookstore will send you an access code to register with Encoder Pro.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Recognize the structure and organization of ICD-10-PCS.
2. Distinguish ICD-10-PCS attributes, characteristics, and definitions.
3. Identify the ICD-10-PCS body systems, code components, ancillary sections, and guidelines.
4. Code procedures and treatments using ICD-10-PCS.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide to aid students in their course of study.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Quizzes**: This course contains two Unit Quizzes, one to be completed at the end of Units IV and V. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of multiple-choice questions.

7. **Unit Assessments**: This course contains six Unit Assessments, one to be completed at the end of Units I, II, III, VI, VII, and VIII. Assessments are composed of multiple-choice questions, ordering questions, matching questions, and written-response questions.

8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units IV and V. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit IV and V Assignments. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit IV Essay**

**HIPPA Regulations**

Search online to find information about HIPAA regulations related to code sets and electronic data interchange. Write an essay about your findings.

Below you will find a few ideas for research and discussion.

- Explain the reasoning for the Health Insurance Portability & Accountability Act of 1996 (HIPAA).
- Define and discuss Electronic Data Interchange (EDI) of electronic claims.
- Define and discuss the Health Care Common Procedure Coding System (HCPCS).
- Define and discuss why and how the Current Procedure Terminology (CPT) is used.
- Define and discuss Current Dental Terminology (CDT) and how it is used.
- Define and discuss the American Dental Association (ADA).
- Discuss the International Classification of Diseases-9-Clinical Modification Volume 3.
- Discuss the International Classification of Diseases-10-Procedure Code System.
- Explain National Drug Codes (NDC) and where they may be found.
- Provide examples of Ancillary Durable Medical Equipment and Supplies.
- Identify and discuss Inpatient and Outpatient Facility Services.
- Locate the Official Coding Guidelines and discuss how they are used.

Your essay should

- be a minimum of 400 words,
- include an introduction that summarizes the main points of the essay and identifies the relevance of the assignment to the course topic(s), and
- be in APA style (cover and reference pages are not included in the required assignment length).
Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Assignment

The Unit V assignment is scenario based. Imagine the following:

You have just been hired on as a new medical coding instructor at Hemingway College. Your Program Director at the college has asked you to fill in for the Introduction to ICD-10-PCS instructor. The Program Director informs you that the topic you will be teaching the students that session is ICD-10 PCS Structure, Format, and Table Conventions. She also tells you that the objectives for that specific session are to

- demonstrate how to build and apply the structure of the ICD-10-PCS and
- demonstrate how to assign accurate codes for the ICD-10-PCS.

For this assignment, you are tasked with creating the material you would use to teach the students the two objectives. You can create and present the assignment using a format of your choosing:

- PowerPoint presentation
- Prezi presentation
- Word document
- Graphic
- Guide
- Website
- Test or quiz (must include the correct answers)
- Practice activity (must include correct answers)

There are many other formats that could be used. If you are unsure about your method, please check with your instructor.

By completing this assignment, you will be demonstrating that you know how to build and apply the structure of the ICD-10-PCS and can assign accurate codes for the ICD-10-PCS.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the
Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 3%) = 24%
- Unit Assessments (6 @ 8%) = 48%
- Quizzes (2 @ 5%) = 10%
- Unit IV Essay = 9%
- Unit V Assignment = 9%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
<table>
<thead>
<tr>
<th>Unit I</th>
<th>History and Evolution of the International Classification of Diseases</th>
</tr>
</thead>
</table>
| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 1: History and Evolution of the International Classification of Diseases  
Chapter 1 Presentation: See Study Guide |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Formats and Conventions of Diagnosis Coding Systems</th>
</tr>
</thead>
</table>
| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 2: Formats and Conventions of Diagnosis Coding Systems  
Chapter 2 Presentation: See Study Guide |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Elements of Medical Documentation</th>
</tr>
</thead>
</table>
| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 4: Elements of Medical Documentation  
Chapter 4 Presentation: See Study Guide |
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |
## Course Schedule

### Unit IV
**Procedure Coding System Formats and Conventions**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 25: Procedure Coding System Formats and Conventions
  - Chapter 25 Presentation: See Study Guide
  - Internet Reading: See Study Guide for link

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Quiz by Tuesday, 11:59 p.m. (Central Time)
  - Essay by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit V
**ICD-10-PCS Structure, Format, and Table Conventions**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 27: ICD-10-PCS Structure, Format, and Table Conventions
  - Chapter 27 Presentation: See Study Guide

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Quiz by Tuesday, 11:59 p.m. (Central Time)
  - Assignment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VI
**ICD-10-PCS Sections 0-4**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - Chapter 28: ICD-10-PCS Sections 0-4
  - Chapter 28 Presentation: See Study Guide

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
### Unit VII
**ICD-10-PCS Sections 5-9**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 29: ICD-10-PCS Sections 5-9
- Chapter 29 Presentation: See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VIII
**ICD-10-PCS Sections B-H**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 30: ICD-10-PCS Sections B-H
- Chapter 30 Presentation: See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**