New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > AHMS 162

2. Course Title
   > Beginning Diagnostic Coding

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   > This course covers basic and intermediate levels of theory and application of ICD principles and guidelines for coding procedures. Students perform diagnostic coding using health records, case studies, and scenarios. The course uses applicable coding books and an overview of electronic encoder programs.

   The methods of instruction are lecture with moderate amounts of student participation in guided discussions and case study reasoning. This course allows the students to perform practical applications of the material.

   The student will take the national exam CCA (certified coding associate) through AHIMA (Accreditation for health informatics and information management education) and this course’s content is required to pass this exam.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?
   > 6 exams (including final), competencies, class participation

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

   > Upon Course Completion, the student will be able to:
1. Define the major nomenclature, classifications, taxonomies, and clinical vocabularies in the ICD coding system.
2. Identify the agencies and groups that maintain and revise the nomenclature and system.
3. Rely on medical terminology, anatomy, physiology, and pathology to interpret medical record content to determine diagnostic groupings.
4. Apply symbols, punctuation, and abbreviations unique to ICD.
5. Consult medical dictionaries, professional references such as DSM-IV and computerized encoders to assist current coding system.
6. Adhere to privacy laws and regulatory guidelines.
7. Identify the impacts of proper diagnostic coding on data quality, reimbursement, and statistical information.

6. List required texts or other required references.

> Step by Step Medical Coding by Carol Buck 2013 edition
Step by Step Medical Coding Workbook
ICD9 volumes 1 and 2 (2013 edition)
CPT (2013 edition)
HCPCS (2013 edition)
ICD10 CM (current published draft)

7. What are the estimated enrollment and student credit hour (SCH) production?
   [SCH = (enrollment * credits)]

> 15 students * 3 credits = 45 SCH

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> 15, classroom capacity

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> Gallatin College-students-only enrollment restriction. This course is one of the requirements for a one-year Certificate of Applied Science. Students enrolled in the Certificate program will be given priority enrollment.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> Success of the course will be based on the ability of the students to independently perform basic procedural coding when given a case study or scenario.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support,
signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Instructors have not been hired but will be certified coders or individuals working as a coder for more than 5 years.

**Level of Offering**
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> This course is a requirement for a one-year Certificate of Applied Science; therefore the course is 100-level.

**Relationship to other Courses, Curricula, and Departments**
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> This course is a beginning diagnostic coding course from which other courses will build.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> New enrollments.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> N/A

**Students Served**
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.
This course serves only students enrolled in the Health Information Coding program.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

This course will require access to the internet.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

None.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

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AHMS 162 Beginning
Diagnostic Coding
Syllabus Revision 4-2013
3 Credits
Room LL10, Alfred Stiff Building

Instructor:
Carol Klewin, MT(ASCP), CCMA (NHA)       Email: cjklewin@montana.com
Phone:  595-8399
Office hours:  TBD

Course Description:
This course covers basic and intermediate levels of theory and application of ICD principles and guidelines for coding procedures. Students perform diagnostic coding using health records, case studies, and scenarios. The course uses applicable coding books and an overview of electronic encoder programs.

The methods of instruction are lecture with moderate amounts of student participation in guided discussions and case study reasoning. This course allows the students to perform practical applications of the material.

Course Text and Materials:
TBD

Course Prerequisites:
None.

Course Learning Outcomes:
Upon Course Completion, the student will be able to:

1. Define the major nomenclature, classifications, taxonomies, and clinical vocabularies in the ICD coding system.
2. Identify the agencies and groups that maintain and revise the nomenclature and system.
3. Rely on medical terminology, anatomy, physiology, and pathology to interpret medical record content to determine diagnostic groupings.
4. Apply symbols, punctuation, and abbreviations unique to ICD.
5. Consult medical dictionaries, professional references such as DSM-IV and computerized encoders to assist current coding system.
6. Adhere to privacy laws and regulatory guidelines.
7. Identify the impacts of proper diagnostic coding on data quality, reimbursement, and statistical information.
**Course Delivery Methods:**
Residential, Instructor paced face to face traditional classroom setting.

**Assessment Methods and Grading Policy:**
Homework will be assigned daily. It is up to you to keep up on the workload. Failure to complete homework will reflect on your participation points. Grades are derived from:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Exam 4</td>
<td>100</td>
</tr>
<tr>
<td>Exam 5</td>
<td>100</td>
</tr>
<tr>
<td>Competencies</td>
<td>200</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Letter grades are calculated based on the amount of points earned out of the total number of points available. Grading Scale as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Mastery of material is expected. Students achieving grades below a 70% will be allowed to retake one exam after appropriate remedial work has been completed.

Each student is expected to take exams during the time frame allotted. Should the student miss an exam they will be expected to make contact with the instructor prior to the exam and make arrangements within 24 hours for a make-up exam. Failure to contact the instructor PRIOR to the exam will result in a zero for that exam.

**Safety:**
Building occupants are required to evacuate buildings when a fire alarm activates. Familiarize yourself with all exit doors of each classroom and building. Students requiring evacuation assistance should inform instructor during the first week of class. Do not re-enter a building unless given instructions by the Fire Department or Campus/Local Police.

**Attendance and Class Participation:**
Research shows that showing up is at least 80% of success; therefore, attendance is important to your success in this class and is considered mandatory. Your success in this course depends upon being in class and participating in class discussions. You are required to join in all
discussions, which includes having read and reflected on all assigned readings. **Students who miss more than 6 class sessions cannot pass this course!**

**Academic Misconduct:**
The Montana State University Student Handbook contains the penalties and procedures in situations of academic misconduct. Rules, examples, and procedures can be found at [http://www2.montana.edu/policy/student_conduct/student_conduct_code.htm#descriptexamples](http://www2.montana.edu/policy/student_conduct/student_conduct_code.htm#descriptexamples) Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. If a student is caught, possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university. **DO NOT** attempt to get by this rule.

**Collaboration:**
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

**Behavioral Expectations:**
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see [http://www2.montana.edu/policy/student_conduct/student_conduct-code_2008-2009.htm](http://www2.montana.edu/policy/student_conduct/student_conduct-code_2008-2009.htm)

**Freedom of Expression:** The free exchange of information is vital to the pursuit of learning. Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, it is expected that faculty and students will respect the views of others when expressed in classroom discussions.

**Texting:** Texting will not be tolerated. Texting in the classroom shall result, minimally, in being asked to leave the class.

**Academic Expectations:**
Section 310.00 in the MSU Conduct Guidelines states that students must:
A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.
Accommodations Statement:
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact me and Disability Services as soon as possible to discuss your individual needs. Phone number: (406) 994-2824. The office is located in the SUB, Room 180.

Email Policy:
You are expected to have access to email for the duration of this course. If you have not already, please access your school email account. I expect that you will check your email at least every three days, as I will send important information about the course via email. If you prefer using a home email account, it is easy to have your MSU mail forwarded to it. Come by my office or check with the IT Help Desk (in the basement of the library) if you need assistance in doing so.

Student Educational Records:
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release. Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826.

Withdrawals:
Should you need to withdraw from this class, fill out a drop/withdrawal form, bring it to class for me to sign, have your academic advisor sign and finally take it to the Registrar to be processed. If you have not withdrawn by the MSU date the grade you have earned in the course will be posted to your final transcript.