



Azusa Adult Education Center

Course Outline

(Updated August 2021)

TITLE: Medical Coding & Billing

CAREER PATHWAY: Healthcare Administrative Services

INDUSTRY SECTOR: Health Science and Medical Technology

DEPARTMENT: Career Technical Education

SECTION NUMBERS: 4220.07

LENGTH OF COURSE: 18 Weeks

PREREQUISITES:

- Enrollment requires a U.S. High School Diploma, high school equivalency, or A.A. Degree,
 - At least 18 years of age
 - Successful completion of the Medical Terminology (Section 4251.01) co-requisite course
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AAEC Vision Statement

Azusa Adult Education Center will empower every student to pursue their personal, educational and career goals to transition into higher education or productive employment.

AAEC Mission Statement

We are committed, as a professional learning community, to continuous improvement in providing a diverse and high quality educational program where all students are provided the opportunity to develop and deepen their knowledge, skills and abilities required to:

- Actively participate in further educational pursuits
- Obtain or advance in a career
- Ethically participate in a multi-cultural civic society

1. COURSE DESCRIPTION:

This competency-based course is designed to provide students with project-based experiences in insurance and billing, to become familiar with the health insurance industry, legal and regulatory

issues, and differences in reimbursement methodologies. The student will learn principles of medical billing related to proper claim form preparation, submission and payment processing, and the follow up process. This course is recommended for anyone who is preparing for a career in a medical billing department at a physician's office, clinic, or similar positions. This course is strongly recommended for anyone who is preparing for Certified Professional Biller (CPB) Certification Exam.

This program covers: Billing procedures and standard insurance claim forms; Risk Management; HCPCS/CPT coding and its principles; Computerized Billing; Claim Search; Authorizing Procedures; HIPAA (Privacy Act) Requirements; Chart Review; Abstracting of Inpatient Charges; Medical Terminology; and Anatomy & Physiology.

2. COURSE GOALS:

- This course is designed around the competency-based model of instruction.
- The Medical Coding & Billing Program consists of theory and technical instruction to include: reviews of workplace safety policies and procedures, resource management, and employability skills, policies and procedures used to complete Workers' Compensation, State Disability Insurance, (SDI), group and private insurance, Medicare, Medicaid (MediCal), Medi/Medi Crossover, managed care, TRICARE, and CHAMPVA forms, claims, and contracts. Advanced training in the use of healthcare software is also covered.
- Students will be prepared to take the Certified Professional Biller (CPB™) Certification Exam. The CPB medical billing credential is vital to the financial success of the professional healthcare services claims process.
- Demonstrate the ability to use the three major coding manuals, CPT®, ICD-9-CM, and HCPCS Level II, and apply medical necessity standards.
- The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.
- Scans Foundation Skills and competencies are embedded in class instruction.

3. STANDARDS

California Career Technical Education Model Curriculum Standards: Health Science and Medical Technology Industry Sector - Knowledge and Performance Anchor Standards

The State of California Career Technical Education (CTE) Model Curriculum Standards are designed to assist California districts and schools in developing high-quality curriculum and instruction to help ensure that students are career and college ready and to prepare them for future careers.

1.0 Academics - Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications - Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking - Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities – Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills - Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application - Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

The State of California Standards for the Patient Care Pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

B1.0 - Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B2.0 - Understand the basic structure and function of the human body and relate normal function to common disorders.

B3.0 - Know how to apply mathematical computations used in health care delivery system.

B4.0 - Recognize and practice components of an intake assessment relevant to patient care.

B5.0 - Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B6.0 - Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B7.0 - Apply observation techniques to detect changes in the health status of patients.

B8.0 - Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B9.0 - Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness

B10.0 - Comply with protocols and preventative health practices necessary to maintain a safe

B11.0 - Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

B12.0 - Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning

B13.0 - Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

4. STUDENT LEARNING OUTCOMES:

At the end of the course, students will be able to meet the following specific Medical Billing and Coding competencies:

Section A - Introduction and Safety

Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations..

- Review the scope and purpose of the course.
- Review the overall course content as a part of the Linked Learning Initiative.
- Review classroom policies and procedures.
- Review the different occupations in the Health Science and Medical Technology Industry Sector which have an impact on the role of health information technicians.
- Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the health information field.
- Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing health information technicians.
- Review the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices.
- Review and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards.
- Review classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards.
- Review how each of the following insures a safe workplace:
 - a. employees' rights as they apply to job safety
 - b. employers' obligations as they apply to safety
 - c. role of the Division of Workers' Compensation (DWC)
 - d. adherence to Universal Precautions
 - e. avoidance of falls and filing cabinet mishaps

Section B – Resource Management Review

Understand, apply, and evaluate the basic principles of resource management in health care offices.

- Review the following:
 - a. resources
 - b. management
 - c. sustainability
- Review the management of time, materials, and personnel resources in healthcare offices.
- Review the benefits of effective resource management in healthcare offices.
- Review the economic benefits and liabilities of managing resources in an environmentally responsible way.

SECTION C – Workers’ Compensation Insurance

Understand, apply, and evaluate the policies and procedures used to complete Workers’ Compensation Insurance claim forms..

- Define the following:
 - a. Division of Occupational Health and Safety Administration (Cal/OSHA)
 - b. Division of Workers’ Compensation (DWC)
 - c. on-the-job injuries
 - d. injured worker
 - e. no-fault system
 - f. certified health care organizations (CHO’s)
 - g. Federal Workers’ Compensation plans
- Identify and describe the features of the Workers’ Compensation insurance.
- Describe and demonstrate the following:
 - a. identifying and using the appropriate insurance claims forms
 - b. abstracting Workers’ Compensation cases
 - c. completing claims forms
 - d. submitting claims forms, if available, in electronic medium
- Pass a practical examination using correct principles and data to complete forms and statements.

SECTION D – State Disability Insurance

Understand, apply, and evaluate the policies and procedures used to complete State Disability Insurance forms..

- List and define medical terminology related to pharmacology.
- Define the following:
 - a. California Unemployment Insurance Code, Section 2626
 - b. California State Disability Insurance (SDI)
 - c. Family Medical Leave Act
 - d. Paid Family Leave Insurance
 - e. serious health condition
 - f. disability
 - g. Social Security Disability Insurance Social Security Income (SSI)
- Describe and demonstrate the following:

- a. identifying and using the appropriate insurance claims forms
- b. abstracting SDI, Family Leave Insurance, and SS Disability Insurance cases
- c. completing claims forms
- d. submitting claims forms, if available, in electronic medium
- Identify and describe the different features of the California State Disability Insurance.
- Pass a practical exam covering principles of State Disability Insurance and proper completion of claim forms. Describe basic drug actions and reactions.

SECTION E – Group / Private Insurance

Understand, apply, and evaluate the policies and procedures used to complete group and private insurance company claim forms.

- Define the following:
 - a. group insurance
 - b. employer sponsored
 - c. risk-based
 - d. pre-existing condition
 - e. premium
 - f. deductible
 - g. co-payment
 - h. exclusions
 - i. coverage limits
 - j. out-of-pocket maximums
 - k. capitation
 - l. in-network provider
 - m. out-of-network providers
 - n. prior or pre-authorization
 - o. explanation of benefits
 - p. Health Care Financing Administration (HCFA)
 - q. Center for Medicare and Medicaid Services (CMS)
 - r. National Uniform Billing Committee (NUBC)
 - s. Uniform Claim Form (UCF-1500)/CMS-1500 (formerly HCFA 1500)
 - t. UB-92 form
- Identify and describe the different types of insurance coverage.
- Compare group insurances with private insurances.
- Differentiate between group health insurance and disability insurance.

SECTION F – Medicare

Understand, apply, and evaluate the policies and procedures used to complete Federal Medicare forms..

- Define and describe the following:
 - a. assigned claims
 - b. unassigned claims
 - c. Diagnosis-Related Groups (DRGs)

- d. Ambulatory Payment Classifications (APCs)
- e. Medigap and supplemental plans
- f. filing guidelines
- g. submission deadlines
- h. appeal process
- Describe the history of the Medicare/Medicaid program.
- Identify and describe the components and parts of Medicare coverage.
- Describe and demonstrate the following:
 - a. identifying and using the appropriate insurance claims forms
 - b. abstracting Medicare cases
 - c. completing claims forms
 - d. submitting claims forms, if available, in electronic medium
- Pass a practical examination using Medicare regulations and principles to accurately complete claim forms.

SECTION G – Medicaid (Medi-Cal) and Medi/Medi Crossover

Understand, apply, and evaluate the policies and procedures used to complete Medicare/Medicaid forms..

- Define the following:
 - a. Medicaid Insurance
 - b. Medi-Cal
 - c. Medicare/Medi-Cal Crossover (Medi/Medi)
- Identify and describe the different features of Medi-Cal.
- Describe and demonstrate the following:
 - a. identifying and using the appropriate insurance claims forms
 - b. abstracting Medi-Cal and Medi/Medi cases
 - c. completing claims forms
 - d. submitting claims forms, if available, in electronic medium
- Pass a practical examination using correct principles to accurately complete claims and other forms.

SECTION H – Managed Care

Understand, apply, and evaluate the procedures used to complete managed care contracts and forms..

- Define the following:
 - a. managed care
 - b. Health Maintenance Organization (HMOS)
 - c. repaid plans
 - d. 'in-network' principle
 - e. 'out-of-network' principle
 - f. primary care physician (PCP)
 - g. preferred provider organization (PPO)
 - h. utilization review

- i. pre-certification requirement
 - j. exclusive provider organization (EPO)
- Describe the differences between HMOs, PPOs, and EPOs
- Describe the responsibilities of the Primary Care Physician
- Describe the referral process
- Describe and demonstrate the following:
 - a. identifying and using the appropriate insurance claims forms
 - b. abstracting HMO, PPO, and EPO cases
 - c. completing claims forms
- Pass a practical examination using correct principles to accurately complete claim forms.

SECTION I – TRICARE / CHAMPVA

Understand, apply, and evaluate the management procedures used to complete TRICARE/CHAMPVA forms.

- Define the following:
 - a. TRICARE PLAN – Standard / Extra / Prime / Reserve
 - b. Civilian Health and Medicare Program of Veterans Affairs
- Identify and describe the different aspects of the TRICARE and CHAMPVA Plans
- Demonstrate completing and submitting the appropriate insurance claim forms.
- Demonstrate abstracting TRICARE and CHAMPVA cases.
- Pass a practical examination using correct principles to accurately complete claim forms with 80% accuracy.

SECTION J – Healthcare Software

Understand, apply, and evaluate the different types of software available in healthcare accounting, business summaries, scheduling appointments, and correspondence.

- Review and compare the features of different types of healthcare software available in the market today.
- Review the importance of the following:
 - a. use of passwords
 - b. confidentiality of patient healthcare records
 - c. identification of primary and secondary insurance status
 - d. aspects of the electronic healthcare environment.
- Identify and describe creating electronic insurance claims.
- Demonstrate the electronic scheduling procedures.
- Describe and demonstrate electronic accounting procedures.
- Pass a practical examination using correct principles and procedures to accurately complete claim forms and demonstrate the ability to navigate through a healthcare billing software with 80% accuracy.

SECTION K – Employability Skills

Demonstrate the ability to prepare for and keep employment as a pharmacy technician.

- Describe opportunities in community and clinical based locations.
- Describe various sites to obtain employment information e.g. internet, newspaper, employment office.
- Describe application and résumé requirements.
- Prepare résumé.
- Complete a sample application form.
- Describe grooming for an interview.
- Describe and demonstrate interview techniques for employment.
- Review the informational materials and resources needed to be successful in an interview.
- Review and demonstrate appropriate follow-up procedures.

5. INSTRUCTIONAL STRATEGIES:

The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged:

Instructional Strategies to Incorporate CASAS Competencies and Language Skills:

Graphic Organizers, Semantic Maps, and Word Webs - This strategy appeals to both hemispheres of the brain. Create mind maps for teaching main idea and details, sequence of events, cause and effect, compare and contrast, and many other comprehension skills.

K-W-L Charts - These language charts start with the question, “What do you know about the topic?” Following this discussion, students are asked, “What do you still want to know about the topic?” Once the unit of study has been completed, the language charts are used again and students answer the third question, “What did you learn about the topic?”

Lecture and Discussion – The Lecture-Discussion model uses what students already know by building on their existing background. It presents information in a systematic way. And it uses teacher questioning to involve students actively in the learning process.

Metaphors, Analogies, and Similes - One of the highest level thinking strategies is the use of metaphors. When a student can find ways to compare two or more dissimilar things, they are really using their brains. For example, when teaching main idea and supporting details, I compare it to a table and legs.

Mnemonic Devices - Every content area contains acronyms and acrostics, shortened ways of helping students retain content. While these may not foster higher levels of thought, they go a long way toward increasing the amount of content students can remember.

Project-Based and Problem-Based Learning - Take 10 or 15 objectives and incorporate them into a real-life project or give them a relevant problem to solve. These objectives will be mastered so much easier if students encounter them within the context of real life.

Reciprocal Teaching and Cooperative Learning - Having students sometimes work in pairs or teams to accomplish curricular objectives is a good way to ensure that they are career and "life" ready since the ability to work together is a major workplace and community competency.

Structured Notetaking - The students draw a vertical line about two inches from the left side of the paper, log main ideas and key words to the left and details to the right of the line, and write a brief summary of the lesson at the bottom of the page. Structured notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Technology - The use of technology is another workplace competency that every student should acquire prior to graduation. It is essential since so much literacy today involves computer literacy.

Visuals - At least 50% of students who walk into any classroom today will be predominantly visual learners. Comprehension is facilitated when students have visuals (pictures, captions, bold and subheadings, charts, and graphs) to assist them.

Writing and Journals – Use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Students write reflections, summaries, quick writes, take notes, observations, etc. to solidify their thinking and demonstrate their command of language.

Instructional Strategies to Incorporate SCANS Competencies:

Start each class with an agenda on the board.

- Information: organizing
- Resources: allocating time
- Interpersonal: negotiating

Put students in teams and assign teams classroom maintenance jobs.

- Interpersonal: working in teams, taking individual responsibility
- Personal Qualities: demonstrating sociability
- Systems: developing system to improve performance

Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.

- Systems: monitoring performance

Teach students how to organize their classroom materials.

- Interpersonal: teaching others
- Systems: monitoring performance

Monitor students' progress with checklists and weekly tests.

- Interpersonal: organizing and maintaining information
- Systems: monitoring/correcting performance

Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.

- Interpersonal: working in teams, negotiating
- Thinking skills: solving problems, making decisions
- Personal qualities: demonstrating sociability

Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.

- Personal qualities: taking responsibility, managing self
- Systems: understanding systems

Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.

- Technology: maintaining & troubleshooting equipment and applying technology to task

Designate student trainers, tutors or experts who can train new students and assist classmates as needed.

- Interpersonal: teaching others
- Systems: improving or designing systems

Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.

- Systems: monitoring/correcting performance Interpersonal: taking individual responsibility
- Personal qualities: assessing/managing self

6. INSTRUCTIONAL MATERIALS:

Instructors teach from the adopted textbooks, workbooks and printed materials. Teacher prepared, student centered materials such as downloadable worksheets, realia, visuals and supplementary texts may also be used to reinforce lessons related to course content.

- American Medical Association (2021). *CPT Professional 2021 and CPT Quickreference*. Chicago, IL: AMA

- American Medical Association (2021). *HCPCS Level II*. Chicago, IL: AMA
- American Medical Association (2021). *ICD-10-CM 2021: The Complete Official Codebook*. Chicago, IL: AMA
- Clark, C., Renfroe, L., & Rimmer, M. (2019) *Medical Billing 101* (2nd ed.). Independence, KY: Cengage Learning

7. RESOURCES

Foundation Standards

www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf

www.cde.ca.gov/be/st/ss/documents/ctestandards.doc

American Academy of Professional Coders

www.aapcnati.org

American Health Information Management Association (AHIMA)

233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800.

Phone: (312) 233-1100. www.ahima.org

California Employment Development Department (EDD)

Disability Insurance Branch

www.edd.ca.gov/disability/disability_insurance.htm

Federal Workers' Compensation

www.workerscompensation.com/federal.php

Office of the Inspector General

www.oig.hhs.gov/authorities/docs/dpgnf.pdf

Social Security Disability Insurance

www.ssa.gov/disability/

VA Health Administration Center

CHAMPVA

P.O. Box 65023, Denver, CO 80206-9023

www.champvaus.com

8. EVALUATION:

Students study under a competency-based system and are graded as competency requirements are satisfactorily completed. Each course's competencies and grading expectations are explained in the

course syllabus shared with students at the beginning of each term. Attendance and a work ethics are also taken into consideration.

SECTION A – Introduction & Safety

Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Resource Management Review

Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Workers’ Compensation Insurance

Pass all assignments and exams on compensation with a minimum score of 80% or higher.

SECTION D – State Disability (SDI)

Pass all assignments with a minimum score of 80% or higher.

SECTION E – Group /Private Insurance

Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Medicare

Pass all assignments and exams with a minimum score of 80% or higher

SECTION G – Medicaid (Medi-Cal) and Medi/Medi Crossover

Pass all assignments and exams with a minimum score of 80% or higher

SECTION H – Managed Care

Pass all assignments and exams with a minimum score of 80% or higher

SECTION I – TRICARE / CHAMPVA

Pass all assignments and exams with a minimum score of 80% or higher

SECTION J – Healthcare Software

Pass all assignments and exams with a minimum score of 80% or higher

SECTION K – Employability Skills

Pass all assignments and exams with a minimum score of 80% or higher

9. REPETITION OF COURSE:

This course cannot be repeated once a student receives a Certificate of Completion.

10. STATEMENT OF CIVIL RIGHTS:

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.