**1. COURSE TITLE\*:** Medical Billing & Coding

**2. CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  MAST 2218

**3.** **PREREQUISITE(S)\*:** Acceptance in Medical Assistant Technology

**CO-REQUISITE(S)\*:**  MAST 1101, MAST 1111, MAST 1115

**4.** **COURSE TIME/LOCATION/MODALITY:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Course Time: | Course Location: |

**5.** **CREDIT HOURS\*:**  3 **LECTURE HOURS\*:** 2

**LABORATORY HOURS\*:**  1 (2 Contact) **OBSERVATION HOURS\*:** 0

**6. FACULTY CONTACT INFORMATION:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Instructor: | Phone: |
| Email: | Term: |
| Office Hours:  | Days/Time: |
| Office Campus/Room: | Course Campus/Room: |
| Course Webpage/Login: |

**7**. **COURSE DESCRIPTION\*:**

The course begins with the fundamentals of initiating, tracking and processing insurance forms for commercial insurance carriers. Basic theory and coding principles utilizing Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM), and Healthcare Common Procedure Coding System (HCPCS) for completion of medical insurance claims. Use of appropriate terminology is emphasized along with accurate abstracting of information from the office medical record. A Competency Based Exam (CBE) for accurate completion of CMS-1500 is completed. The second half of the course continues emphasis of accuracy in CPT and ICD-10-CM coding skills and moves into insurance problem-solving, and initiating, tracking and processing Blue Plans, managed care plans, private insurance, Medicare, Medicaid, TRICARE, Veteran’s Health Care, Workers’ Compensation, and finishes with introduction to Diagnosis Related Groups (DRGs).

**8.** **LEARNING OUTCOMES\*:**

* To achieve proficient entry-level medical assisting skills for safe and effective performance of patient care in the ambulatory setting, with the understanding of their application to real life and/or on-the-job situations.

Medical Assistant students will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical professionals and in effective communication, both orally and written.

**Upon successful completion of this course, the student will be able to:**

* Define and understand medical insurance terminology.
* Explain the purpose of accurate CPT and ICD-10 coding.
* Abstract data from medical office records and complete CMS (HCFA) 1500 claim forms using accurate CPT and ICD-10-CM codes.
* Explain the life cycle of an insurance claim.
* Evaluate a prepared claim form for errors and explain corrections needed.
* Explain the administrative life cycle of a physician-based insurance claim from completion to third-party payer processing and payment.
* Demonstrate how to track submitted insurance claims.
* Describe the proper information to post to the patient’s financial account after claims submission and payment received.
* Describe common billing errors found in medical records and define medical necessity.
* Explain the reasons for and importance of coding diagnoses.
* Describe the importance of matching the correct diagnosis to the appropriate procedural code.
* Differentiate between primary, principal and secondary diagnoses and discuss admitting diagnoses.
* Describe how medical necessity is supported by the diagnosis code.
* Discuss the benefits of the ICD-10 coding system and differentiate between ICD-10-CM and ICD-10-PCS.
* Identify and describe the Alphabetic and Tabular Index of the ICD-10-CM coding manual.
* Define and demonstrate an understanding of diagnostic code conventions, symbols and terminology.
* Apply general coding guidelines to translate written descriptions of conditions into diagnostic codes.
* Define terminology used in Current Procedural Terminology (CPT).
* Demonstrate an understanding of CPT code conventions.
* Describe various methods of payment by insurance companies and state and federal programs.
* Describe the process to create a fee schedule using relative value studies conversion factors.
* Discuss the format and content of the CPT code book including category I, II and III.
* Interpret the meaning of the CPT code book symbols.
* Identify and discuss the complexity of evaluation and management (E/M) service codes.
* Explain how to choose accurate procedure codes for descriptions of services and procedures documented in a patient’s medical record, including discussions on bundled codes, unbundling, downcoding, upcoding, and code monitoring.
* Explain the correct use of modifiers in procedural coding.
* Explain how the diagnostic fields on the CMS-1500 (02-12) claim form would be completed.
* Describe reasons why claims are rejected.
* Identify claim submission errors and discuss the solutions to correct the errors.
* Describe the use of patient encounter forms and scannable encounter forms in electronic claim submission.
* Discuss interactive transactions and relate the electronic funds transfer process and mandated requirements under the Affordable Care Act.
* Identify the components of an explanation of benefits document and interpret and post an EOB document to a patient’s account.
* Identify specific reasons for rebilling a claim.
* Describe situations for filing appeals and discuss the review and appeals process.
* State medical office policies for managing patient accounts and collection.
* Discuss fees with patients.
* Explain statute of limitations of three kinds of financial accounts.
* Perform oral and written communication collection techniques.
* State and discuss the role of a collection agency in the collection process.
* Explain the purpose of small claims court in the collection process.
* Identify and describe special collection issues.

**8A. COURSE LEARNING OBJECTIVES:**

This course follows the minimum standards of quality used in awarding accreditation to programs that prepare individuals to enter the medical assistingprofession.

CAAHEP/MAERB 2022 Entry Level Medical Assistant core curriculum:

* Cognitive Objectives: Example: *II.C.1. Define the basic units of measurement: a. the metric system, b. the household system.* (“C” represents Cognitive).
* Psychomotor Competencies: Example: *II.P.2.* *Record laboratory test results into the patient’s record.* (“P” represents Psychomotor).
* Affective Competencies: Example: *A.2. Reassure patients.* (“A” represents Affective).

**FOUNDATIONS FOR CLINICAL PRACTICE**

|  |
| --- |
| **CONTENT AREA VIII: Third Party Reimbursement** |
| **Cognitive (Knowledge)** **VIII.C. Third Party Reimbursement** |
| VIII.C.1 | 1. Identify: |
| VIII.C.1.a | a. types of third-party plans |
| VIII.C.1.b | b. the steps for filing a third-party claim |
| VIII.C.2 | 2. Identify managed care requirements for patient referral |
| VIII.C.3 | 3. Identify processes for: |
| VIII.C.3.a | a. verification of eligibility for services |
| VIII.C.3.b | b. precertification/preauthorization |
| VIII.C.3.c | c. tracking unpaid claims |
| VIII.C.3.d | d. claim denials and appeals |
| VIII.C.4 | 4. Differentiate between fraud and abuse |
| VIII.C.5 | 5. Define the following: |
| VIII.C.5.a | a. bundling and unbundling of codes |
| VIII.C.5.b | b. advanced beneficiary notice (ABN) |
| VIII.C.5.c | c. allowed amount |
| VIII.C.5.d | d. deductible |
| VIII.C.5.e | e. co-insurance |
| VIII.C.5.f | f. co-pay |
| VIII.C.6 | 6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements |
| **Psychomotor (Skills)** **VIII.P. Third Party Reimbursement** |
| VIII.P.1 | 1. Interpret information on an insurance card |
| VIII.P.3 | 3. Obtain precertification or preauthorization with documentation |
| VIII.P.4 | 4. Complete an insurance claim form |
| **CONTENT AREA IX: Procedural and Diagnostic Coding** |
| **Cognitive (Knowledge)** **IX.C. Procedural and Diagnostic Coding** |
| IX.C.1 | 1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II) |
| IX.C.2 | 2. Discuss the effects of: |
| IX.C.2.a | a. upcoding |
| IX.C.2.b | b. downcoding |
| IX.C.3 | 3. Define medical necessity |
| **Psychomotor (Skills)** **IX.P. Procedural and Diagnostic Coding** |
| IX.P.1 | 1. Perform procedural coding  |
| IX.P.2 | 2. Perform diagnostic coding  |
| IX.P.3 | 3. Utilize medical necessity guidelines  |

**9.** **ADOPTED TEXT(S): \***

*Fordney’s Medical Insurance and Billing, 16th Edition* (or most recent edition)

By: Linda M. Smith

Elsevier, 2023

www.elsevier.com

**ISBN:** 978-0-323-79535-7 – Printed Paperback Textbook

*Workbook for Fordney’s Medical Insurance and Billing,16th Edition (or most recent edition)*

By: Linda M. Smith

Elsevier, 2021

www.elsevier.com

**ISBN:** 978-0-323-79536-4

*Practice Management with Auditing for Coders powered by SimChart for Medical Office* (or most recent edition)

(SCMO with access code)

Elsevier

**ISBN:** 978-0-323-43011-1– Printed Paperback Textbook

**ISBN:** 978-0-443-20300-8 – Printed Paperback Textbook/Workbook bundle

Explore your favorite internet search engine or the publisher website for additional textbook options.

**10.** **OTHER REQUIRED MATERIALS:**

**For Online Supplemental & Resource Materials students will need**:

* My Canvas LMS - will be utilized as a classroom supplement (per instructor).
* Daily access to personal desktop PC, laptop or tablet (see Southern State Community College (SSCC) website minimum computer requirement recommendations; iOS/Android (cell phone) will not meet all requirements/recommendations)
* A working printer
* High speed internet access for access to course supplemental materials (not all required software/online resources are compatible with iOS/Android)
* One USB storage device for personal use/backup
* A medical dictionary
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Required learning resources from previous program courses may be utilized

Review and consider immediate enrollment in the free online offering of [**CRDW 1100 Student Canvas Orientation**](https://www.sscc.edu/academics/online-courses.shtml#workshops), for best success using your LMS.

***MAST 1101 Textbook (as needed, per instructor)***

*Kinn's The Medical Assistant with Student Study Guide and Procedure Checklist Manual, 15th edition (or most recent edition) & SimChart for the Medical Office (SCMO), 2023 edition* *(or most recent edition), Elsevier, 2023*

*\* Specific coding books are required for the AHIMA CCA and CCS credentialing exams. The full list of required coding books is updated approximately twice a year and must be reviewed at www.ahima.org prior to attending the AHIMA approved testing center:*

*Per AHIMA Site – CCA and CCS Credentials Exam:*

*All candidates are required to bring the following code books to the test center:*

*1. ICD-10-CM code book (see AHIMA approved list prior to testing center arrival)*

*2. ICD-10-PCS code book (see AHIMA approved list prior to testing center arrival)*

*3. CPT code book – AMA only (see AHIMA approved list prior to testing center arrival)*

*OPTIONAL: ICD-10-CM Guidelines for Coding and Reporting (see AHIMA approved list prior to testing center arrival)*

*CCS-P Exam: Elsevier: HCPCS Level II Standard or Professional Edition (see AHIMA approved list prior to testing center arrival)*

AHIMA Approved (or most recent approved editions):

[AMA CPT® - Deluxe or Professional](http://www.aapc.com/onlinestore/medical-coding-books/2011/cpt-book-professional.aspx) or Standard *(see AHIMA approved list prior to testing center arrival)*

Elsevier: ICD-10-CM and PCS Code Books – Professional *(see AHIMA approved list prior to testing center arrival)*

AHIMA Approved (or most recent approved editions) - Available in bundle:

Elsevier ICD-10-CM Professional, ICD-10-PCS Professional, HCPCS Professional Edition, and AMA CPT Deluxe or Professional or Standard Edition Package *(see AHIMA approved list prior to testing center arrival)*

**ISBN:** 978-0-323-39739-1 – Package above Professional Edition

**11. GRADING SCALE\*\*\*:**

To satisfactorily complete this course, the student must achieve a grade of ‘C’ or above according to the following system:

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

C (2.0) = 70% - 79% **\***

D (1.0) = 60% - 69%

F = 0 – 59%

***\*****A minimum final grade of ‘C’ is required to apply toward Medical Assistant Technology (MAST) and/or Allied Health Technology (ALTH) program completion.*

**12.** **GRADING PROCEDURES OR ASSESSMENTS:**

This course maintains a no extension, no make-up policy for all course content (i.e., no make-up tests will be given). If you do not complete the course requirements as outlined, exceptions will not be made. The medical professional charged with care of others must remain diligent to meet career responsibilities and deadlines daily.

Students must earn a passing average score of 75% on exams. A minimum final grade of ‘C’ is required for this course to apply toward MAST/ALTH program completion (refer to **11. GRADING SCALE,** and Sample Final Grade Percentage Calculation below).

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency-based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to Evaluation below).

Evaluation may include:

* Demonstration of listening skills, and respect, for diversity during interactions with patients and families
* Demonstration of assertive verbal and nonverbal communication skills with patients, families and team members
* Practice of correct medical terminology to communicate and document patient information
* Providing patient care in accordance with regulations, policies, laws and patient rights
* Following health and safety office policies and procedures to prevent injury and illness
* Textbook Reading: Students are to come to class prepared for lecture. Read all assigned chapters before coming to class.
* Examination: All exams may be comprehensive; quizzes are not. Quizzes may be utilized at the discretion of the instructor. Students must earn a passing *average score* of 75% on examinations. Failure to achieve the required 75% *average* will result in failure to progress in health science program (refer to **11. GRADING SCALE,** and Sample Final Grade Percentage Calculation below).
* Competency Based Examination (CBE): Competency-based skill performance is required on each psychomotor skill presented in the course (return demonstration *is not* an assessment of a skill explanation; *demonstration* of the skill set is required). Students must successfully pass 100% of all the psychomotor and affective competencies within two demonstration attempts, earning a minimum required score of 80%, in order to pass the course and/or progress in the program. A second attempt will have an automatic 10 point deduction (90% maximum score available). Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Scenarios: May include discussion or role-playing or both. Objective: the student will learn professional behavior (affective domain CBE), through the use of scenarios to demonstrate communication, critical thinking skills and understanding of their application to real life and/or on-the-job situations. Students must successfully pass 100% of the affective competencies within two demonstration attempts, with a minimum required score of 80%, in order to pass the course and/or progress in the program. Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Written Communication: Accurate spelling is required and will be graded. Spelling exams/quizzes may be administered at the discretion of the instructor. Points will be deducted on all course related work, exams, correspondence, assignments, quizzes, etcetera (including text and email), for incorrect spelling, punctuation and/or grammar.
* Participation: Evaluated by contribution(s) to class discussion; come prepared.
* Exercises/Assignments: Reinforce course content, cognitive objectives, and critical thinking skills. As assigned by the course instructor (refer to instructor syllabus/rubric).
* Work Projects:
	+ A patient information brochure is to be created as assigned. Assignment details and topic will be determined by the instructor (refer to instructor syllabus/rubric).
	+ A Policy and Procedure Manual is to be completed as assigned. Assignment details and topic will be determined by the instructor (refer to instructor syllabus/rubric).
	+ An educational resume will be created as assigned. Assignment details and topic will be determined by the instructor (refer to instructor syllabus/rubric).
	+ Students will initiate the student Practicum Program Objectives (PPO) for instructor signature, verifying competent performance of core curriculum objectives, following successful completion of the term in which the competency-based examination was completed.
* Professionalism: Professionalism is required in both behavior and attire:
	+ Classroom attire – professional casual (refer to program handbook)
	+ Lab attire – scrubs/lab coat (refer to program handbook)

**Sample Coursework, Sample Final Grade Percentage Calculation:** (passing score required as above; assignments may be added/graded to meet core objectives):

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **TOTAL POINTS** | **% OF FINAL GRADE****Passing Score required as above** |
| Competency Based Examinations | (core curriculum, 8.A) | 30% |
| Chapter Examinations (7 x 100) | 700 points | 30%  |
| Coursework/Exercises/ Professionalism | 100 points | 20% |
| Midterm Exam (1 x 100) | 200 points | 20% |
| Final Exam (1 x 100) |
| TOTAL | 1000 points + | 100% |

**13. COURSE METHODOLOGY:**

This course may include a variety of learning experiences which may include, but is not limited to: lecture, class discussion and/or online discussion board, journaling, audio-visual materials, critical thinking exercises, chapter and workbook assignments, computer assisted learning, publisher supplemental materials, student projects/ presentations, group exercises/projects, research paper, skill demonstration, lab skills and peer practice, practical scenarios, human patient simulation, competency based examination (CBE), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

Following procedure lecture, the instructor will demonstrate the psychomotor skill, and students will practice for return demonstration at required competency level. CBE will be utilized for skill competency in the lab and in the practicum site setting. Students must successfully pass 100% of the psychomotor and affective competencies, with a score of 80% or higher, within two demonstration attempts in order to pass the course and/or progress in the program (see **12. GRADING PROCEDURES OR ASSESSMENT**).

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/****INDEPENDENT STUDY**  |
| Attend/participate in course as scheduled  | Attend/participate in course as scheduled  | NA |
| For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | NA |
| This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements | This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements | NA |
| Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | NA |
| Complete all assignments and examinations within the due dates  | Complete all assignments and examinations within the due dates  | NA |
| Complete assigned discussion activities | Complete assigned discussion activities | NA |
| Complete/turn in assigned reports and/or presentations | Complete/turn in assigned reports and/or presentations | NA |
| Skill Demonstration/CBE completed on campus with instructor | Skill Demonstration/CBE completed on campus with instructor | NA |
| Lab practice/peer review completed on campus with/without instructor (as assigned) | Lab practice/peer review completed on campus with/without instructor (as assigned) | NA |

Students are expected to apply information and knowledge gained in this course to other health science courses, including practicum assignments.

**14.** **COURSE OUTLINE:**

Textbook Outline:

Insurance Handbook for the Medical Office (Introductory):

Chapter 1 Role of an Insurance Billing Specialist

Chapter 2 Privacy, Security, and HIPAA

Chapter 3 Compliance, Fraud, and Abuse

Chapter 4 Basics of Health Insurance

Chapter 11 Medical Documentation and Electronic Health Record

Chapter 12 Diagnostic Coding

Chapter 13 Procedural Coding

Chapter 14 The Paper Claim CMS-1500 Insurance Handbook for the Medical Office (Intermediate)

 Chapter 15 The Electronic Claim

Chapter 16 Receiving Payments and Insurance Problem Solving

Chapter 17 Collection Strategies

Chapter 5 The Blue Plans, Private Insurance and Managed Care Plans

Chapter 6 Medicare

Chapter 7 Medicaid and Other State Programs

Chapter 8 TRICARE and Veterans’ Health Care

Chapter 9 Workers’ Compensation

Chapter 10 Disability Income Insurance and Disability Benefit Programs

Chapter 18 Introduction to Health Care Facilities and Ambulatory Surgery Centers

Chapter 19 Billing for Health Care Facilities

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC/CONTENT** | **EVALUATION** | **LEARNING OBJECTIVE** |
| 1 | * **TOPIC (CAMPUS/CANVAS):** Syllabus, Class Rules, Student Software Challenge & Self-Assessment Quizzes (Online Resources), Audit for Coders, Office/Computer (OC) Lab Policies, Peer Evaluation, CBE Policies and Scenarios
* **TOPIC (CAMPUS/CANVAS):** Read Role of an Insurance Billing Specialist (1) – Workbook, Worksheets, and online practice as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | A.7 |
| * **OC SKILL LAB (CAMPUS):** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 2 | * **TOPIC (CAMPUS/CANVAS):** Read Privacy, Security, and HIPPA (2) – Workbook and online practice as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.C.4 |
| * **OC SKILL LAB (CAMPUS):** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 3 | * **TOPIC (CAMPUS/CANVAS):** ReadCompliance, Fraud, and Abuse (3) – Workbook and online practice as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.P.1, VIII.P.3, VIII.P.4, A.7, VIII.C.1.a, VIII.C.1.b, VIII.C.3.a, VIII.C.3.b, VIII.C.3.c, VIII.C.3.d |
| * **OC SKILL LAB (CAMPUS):** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 4 | * **EXAM (CANVAS)** Chapter 1,2,3
* **TOPIC (CAMPUS/CANVAS):** Basics of Health Insurance (4) – Workbook and online practice as assigned
* **TOPIC (CAMPUS/CANVAS):** Medical Documentation and Electronic Health Records (11) – Workbook and online practice as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | A.6, VIII.C.1.b, IX.C.1, IX.C.3 |
| * **OC SKILL LAB (CAMPUS):** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 5 | * **TOPIC:** Medical Documentation and Electronic Health Records (11) – Workbook and online practice as assigned
* **TOPIC:** Diagnostic Coding (12) – Workbook and online practice as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos as Assigned (Unit Three & Four, Chapters 12-15)
 | * Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | Listed Above |
| * **OC SKILLLAB:** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
* **LOOKING AHEAD:** Review/Learn Coding Book Symbols for Exam (next week)
 |
| 6 | * **EXAM:** Chapter 4,11 with Diagnostic Coding
* **TOPIC:** Procedural Coding (13) – Workbook and online practice as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos as Assigned (Unit Three & Four, Chapters 12-15)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | IX.C.1, IX.C.2.a, IX.C.2.b, VIII.P.3 |
| * **QUIZ:** Coding Book Symbols
* **OC SKILL LAB:** Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 7 | * **EXAM** Chapter 12,13 with Diagnostic and Procedural Coding
* **TOPIC:** Continue Procedural Coding
* **TOPIC:** The Paper Claim CMS-1500 (14) – Workbook and online practice as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos as Assigned (Unit Three & Four, Chapters 12-15)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.C.1.b, VIII.P.1, VIII.P.3, A.7  |
| * **OC SKILL LAB:** CMS-1500, Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 8 | * **TOPIC:** Continue The Paper Claim CMS-1500

OC Lab: Peer/Group Work CMS-1500* **TOPIC:** The Electronic Claim (15) – Workbook and online practice as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos as Assigned (Unit Three & Four, Chapters 12-15)
 | * Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.P.1, VIII.P.3, VIII.P.4, A.7 |
| * **CBE/OC SKILL LAB:** CMS-1500; Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A (if time after CBE)
 |
| 9 | * **TOPIC:** Receiving Payments and Insurance Problem-Solving (16) – Workbook and online practice as assigned
 | * Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.C.2, VIII.C.3.a, VIII.C.3.b, VIII.C.3.c, VIII.C.3.d, VIII.C.4 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **CBE/OC SKILL LAB (Rotation around Sim Labs):** CMS-1500; Team Worksheets – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 10 | * **EXAM:** Chapter 14,15
* **TOPIC:** Collection Strategies (17) – Workbook and online practice as assigned
* **TOPIC:** The Blue Plans, Private Insurance and Managed Care Plans (5)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VIII.P.1, VIII.P.3, VIII.P.4, IX.P.1, IX.P.2 |
| * **OC SKILL LAB:** Student Software Challenge; Audit for Coders as assigned – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 11 | * **EXAM:** Chapter 16,17
* **TOPIC:** Medicare (6) – Workbook and online practice as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VII.P.2, VII.P.3, VIII.P.1, VIII.P.3, VIII.P.4, IX.P.1, IX.P.2 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **OC SKILL LAB (Rotation around Sim Labs):** Student Software Challenge; Audit for Coders as assigned – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 12 | * **TOPIC:** Medicaid and Other State Programs (17) – Workbook and online practice as assigned
* **TOPIC:** Self Review for Final Exam (Ch 1-4)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VII.P.2, VII.P.3, VIII.P.1, VIII.P.3, VIII.P.4, IX.P.1, IX.P.2 |
| * **OC SKILL LAB:** Student Software Challenge; Audit for Coders as assigned – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 13 | * **EXAM:** Chapter 5, 6, 7
* **TOPIC:** TRICARE and Veteran’s Health Care (8) – Workbook and online practice as assigned
* **TOPIC:** Workers’ Compensation (9) – Workbook and online practice as assigned
* **TOPIC:** Disability Income Insurance/Benefit Programs (10) – Workbook and online practice as assigned
* **TOPIC:** Self Review for Final Exam (Ch 11-14)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | VII.P.2, VII.P.3, VIII.P.1, VIII.P.3, VIII.P.4, IX.P.1, IX.P.2VII.P.2, VII.P.3, VIII.P.1, VIII.P.3, VIII.P.4, IX.P.1, IX.P.2 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **OC SKILL LAB (Rotation around Sim Labs):** Student Software Challenge; Audit for Coders as assigned – Online Practice, Exercises/Worksheets as assigned, Q&A
 |
| 14 | * **EXAM:** Chapter 8,9, 10, 11
* **TOPIC:** Ambulatory Surgery Center (18)
* **TOPIC:** Self Review for Final Exam (Ch 15-17 & 5-6)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | Listed Above |
| * **OC SKILL LAB:** Review as needed, Coding Worksheets, Q&A
 |
| 15 | * **TOPIC:** Hospital Outpatient and Inpatient Billing (19)
* **TOPIC:** DRGs and HCPCS Worksheets
* **TOPIC:** Self Review for Final Exam (Ch 7-9 & 18-19)
 | * Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
 | Listed Above |
| * **OC SKILL LAB:** Inventory, computer lab equipment check, and cleanup
 |
| 16 | * **FINAL EXAM: PROCTORED (ZOOM OR CAMPUS – Per Instructor)**
 | * Cognitive Objectives: Exam Questions
 | Listed Above |

*\*The instructor reserves the right to adjust, rearrange, and/or maintain a different schedule of work (assignments, projects, exercises, exams/quizzes) to fulfill the objectives of the course and/or to revise course syllabus as needed according to circumstances during the semester. Changes will be announced/posted 24 hours prior to implementation; students are advised to read all announcements as they arrive.*

**15.** **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* Instructor Responsibilities: 1). To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2). To prepare graduates for successful completion of appropriate credentialing examinations available to graduates of accredited Medical Assistant Technology programs. To this end, the instructor will develop a course of instruction to create a learning environment conducive to the achievement of professional competency. The student will develop information and insights that fill in this matrix. The instructor will highlight main points of the assigned text. The instructor will sensitize him/herself to individual student’s educational needs and make him/herself available for assistance.
* Student Responsibilities: 1). The student is responsible for reading, and being familiar with, the assigned material, prior to class presentation and/or discussion. 2). The student is responsible for bringing any misunderstandings they may have regarding the course content to the attention of the instructor in class. Participation in class discussion is mandatory.

**Classroom Policies:**

* Academic Honesty Statement: Academic honesty is expected of all students in institutions of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Honesty and integrity are a must in professional behavior and are expected of each Health Science Division student. Students observed or found to be cheating in any Health Science Division course will be given a failing grade for the test/assignment and/or the course. A written report of the incident, signed by the instructor and the student, will be placed in the student’s permanent program file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the Health Science Division. Should a second incident of cheating occur in any Health Science Division course, the student will be dismissed from the Health Science Division for one year (all re-application guidelines apply; acceptance is not guaranteed).

The failing grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given. If a student allows another student to copy or cheat from their work, or assists a student to cheat, the same ramifications will be given to that student as well. The student witnessing cheating is morally obligated to report the incident to the instructor.

* Online/hybrid: Students registered for the online course must visit the Online Information Webpage and comply with the Online Course Requirements, Instructor Requirements and complete the Online Readiness Checklist available on the SSCC website. Students are strongly advised to complete the Online Success Workshops. To meet the objectives of the online/hybrid course, students must login to the online course the first day of the semester and complete the attendance assignment, or be dropped from the course.
* Attendance: To meet the objectives of each course students must attend scheduled classes. The class schedule is passed out the first day of the term. There are no excused absences, only absences. It is your professional responsibility to inform the instructor of your absence via phone, e-mail, or voice message.

There is no penalty for the first three (3) class absences. A fourth (4) absence will result in a drop of one full letter grade from the final grade; a fourth (4) absence will reduce a final grade of A to a B, a B to a C (therefore impacting MAST/ALTH program progress) and a D to an F.

The student is responsible for missed lecture and/or notes, assignments, handouts, etcetera, due to failure to attend/login into class.

The fall and spring terms are on a 16-week schedule: 15 class weeks and a final exam week.

15 weeks x 2 classes/week = 30 class days less holidays/closings (approximately 28-30 class days/term).

Five to six (5-6) absences equals 20% missed scheduled class time.

Summer term is 10-week schedule: 10 class weeks and a 2-day final exam week. With holidays, one to two (1-2) absences equal 20% missed scheduled class time.

Faculty may withdraw students who have missed 20% of the total scheduled classes of a course and issue a grade of WI to the student (refer to SSCC College Catalog). If you intend to drop the course you must complete the drop process (refer to SSCC College Catalog). *Do not* assume the instructor will drop you from the course should you stop attending class.

* Tardiness/Early Departure: Tardiness/early departure is extremely disruptive to the classroom. For every two (2) occurrences of tardiness/early departure, you will earn an absence (refer to Absentee Policyabove).
* Inclement Weather: In the event of campus delay (when this class start time is impacted by said delay) the class will begin at the scheduled campus opening time to complete any remaining class time permitted.
* Reading: To be prepared to participate fully in class, students are expected to complete the assigned reading before attending class lecture. Examination may cover 100% of presented content in the assigned readings.
* Quizzes: May cover spelling, medical abbreviations, course content, other as needed.
* Examination: Exams may be timed, fill-in-the-blank, true/false, oral, multiple choice, and/or essay.
* Work Products/Projects: As assigned to meet core curriculum objectives outlined for program accreditation.
* Scenarios: May include written and/or role-playing scenarios, simulation assessment(s), and/or patient procedures/treatment scenarios to meet core curriculum objectives outlined for program accreditation.
* Missed Computer Lab: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Office Skill Demonstration: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Office/Computer CBE: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Examination: This course maintains a no extension, no make-up policy. You will earn a zero for missed exams. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Midterm: This course maintains a no extension, no make-up policy. You will earn a zero for missed midterm. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Final: This course maintains a no extension, no make-up policy. You will earn a zero for missed final. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Due Date: This course maintains a no extension, no make-up policy. You will earn a zero for the assignment (refer to instructor syllabus).
* Cell Phones: No cell phones are allowed in class. Put them away. If you have your cell phone out, you will be directed to leave class, and you will be marked absent.
* Sleeping: Sleep at home. If you are caught sleeping, you will be directed to leave class, and you will be marked absent.
* Disruptive Behavior: Any behavior that distracts other students from learning and participating is disruptive. If you are disruptive, you will be directed to leave class, and you will be marked absent.
* Plagiarism: Copying someone else’s ideas and/or words and passing them off as yours. This includes copying and pasting material from your group/peer work, books, the Internet, videos, and all copyrighted material without express permission and proper documentation (use quotation marks and citations/footnotes).
* See Three, Before Me (C3B4Me): To encourage students on the path to becoming self-directed learners, we endeavor to create an environment that will empower and encourage students, throughout their journey, to become more self-directed in their approach to learning.

Before contacting the instructor/professor, search three resources to determine if you can find the answer to your question on your own. Start with three of the following suggestions:

* + Think it through; you may know the answer.
	+ Read the textbook.
	+ Read the course syllabus and course handouts.
	+ Read/review the information posted in the online course.
	+ Search the internet/website.
	+ Ask a classmate to see if they know the answer.
	+ If available, post the question to a class forum to see if a classmate responds with the answer.
	+ If you do not locate the answer you need, it is time to contact the course instructor/professor (not support staff or another instructor). Most likely, at that point, it is a question that needs addressed with the whole class, and the instructor will determine the best way to share the information with everyone.

**16. FERPA:** \*

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17.** **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION: \*\*\***

* Classroom Conduct: Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online courses are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the class; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department Coordinator and Academic Dean.

**SUPPORT SERVICES:**

* Student Success/Tutoring Services: Students seeking support in computer fundamentals, using the online LMS, or available learning resources for course success may contact the Student Success Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2281; or visit the SSCC website and search Student Success/Tutoring Services.
* Accommodation: Students in need of accommodations may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2604; or visit the SSCC website and search Disability Services.
* Career Services: Students and alumni seeking guidance with resume and employment resources may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Career Services.
* Counseling Services: Students seeking guidance with career counseling and counseling services may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Counseling Services.
* Campus Library:Students seeking assistance with reference and study materials may contact any campus library, at 800-628-7722 or 937-393-3431; or visit the SSCC website and search Library for online resources, hours of operation and contact information.

**ADDENDUM TO SYLLABUS**

**MEDICAL ASSISTING ADMINISTRATIVE COMPUTER LAB POLICIES**

The MAST computer/office lab is for student skill practice only.

* The area is not designated for study; you will be instructed to leave if you are not actively practicing skills for competency-based exams.
* Each group must respectfully consider the working environment for all; professionalism is to be maintained at all times.
* Study areas are available in campus libraries, the student computer lab, and study tables are available in selected hallways. Multiple individuals/groups may be practicing skills in the lab at the same time.
* If you are not actively practicing skill sets, leave the lab practice area.

**Required Office Lab:**

The purpose of the Required Practice Lab is to allow the student a simulated patient care experience in order to become familiar with the required psychomotor skills for a course.

* To meet program degree requirements (ODHE), students are required to arrange time for one (1) hour practice lab time outside of class weekly for practice of competency skills only.
* Supervised practice lab time is scheduled during class with an instructor according to the requirements of a course.
* Attendance at supervised and unsupervised labs is required.
* Specific lab objectives written for each lab session must be satisfactorily achieved in order to successfully complete the course.

**Open Office Lab:**

* Students are required (ODHE) to complete one hour lab practice outside the regularly scheduled class time to meet degree/course requirements (scheduled Simulation Laboratory Hours will count toward the required lab practice).
* The office/computer lab is available for self-directed student practice during the hours not utilized for instruction.
* The student should use the Open Lab Practice to become proficient in a skill BEFORE requesting an evaluation of the skill by the student peer/instructor.
* Students must record each lab session, and remember to sign in and out of the lab. The sign-in book is located on the counter of the lab and requests date, time, name, and procedure.

**Equipment and Lab Maintenance:**

* All equipment, reference materials and supplies should be returned to the appropriate place after they are used for practice.
* No equipment, reference materials or supplies may be removed from the lab at any time.
* Students are expected to leave the computer lab in order, which means cleaning off table/counter surfaces, pushing in and straightening chairs/tables and returning materials and equipment to appropriate spaces.

If stations have been prepared for instruction, they are to be kept clean, clutter-free and safely out of traffic flow.

All students are responsible for maintaining order in the lab as follows:

* See that the room/lab is in order at the end of each class (chairs pushed in, tables clean, etc.).
* All equipment and supplies are returned to proper place.
* Furniture is in proper place.
* All lights are turned off.

**PROTOCOL FOR PEER COMPETENCY REVIEW**

**MINIMUM REQUIREMENTS:**

**After watching the skill video resources and/or instructor demonstration, using textbook competency checklist:**

**1. Ten (10) error-free practice sessions**

* Sign in on the Lab Hour Log as needed.
* Start your recording device as needed.
* Gather needed supplies.
* Set up your lab area.
* Begin to practice (minimum 10 error-free practice sessions successfully completed within the specified time).

**2. Three (3) peer competency evaluations**

Each skill that is designated for Competency Based Exams (CBE) must have three (3) **peer competency evaluation reviews** completed in the following manner:

* + 1. After completing ten (10) error-free practice sessions above, perform each step, ensuring video recording of the entire process (as instructed), and document the skill with a one peer reviewer from your lab group.
		2. Get constructive feedback from your peer reviewer about your performance of the skill. Feedback is to be given, and received, as a professional evaluation (i.e., no smiley faces, etcetera).
		3. Have each peer competency evaluation signature, with appropriate dates, documented on your skill sheet, indicating you have performed the skill for the peer competency evaluation correctly.

***\*Peer Competency Reviewers: Do not sign off on a skill for classmates unless you feel certain that the skill has been performed safely and competently (error-free).***

* + 1. Perform and record the skill for/with two additional peer competency reviewers from each of the OTHER lab groups (2 addition classmates for a minimum total of three (3)). Continue to practice independently for improved proficiency after peer competency reviews are complete.
* Ensure all steps have been documented accurately.
* Turn off your recording device.
* Return supplies to proper storage location.
* Clean up your lab area (refer to Medical Assisting Lab Policies):
	+ Make sure all equipment is plugged in/recharging.
	+ Make sure all cabinet doors are closed.
	+ Push in all chairs, cover mannequins, etc.
	+ Turn off all lights.
		1. Continually practice the skill until you feel confident in each step and your performance of the skill is consistently error free (achieve mastery of the skill).
		2. Address all questions regarding specific competency reviews to the instructor from whom the assignment was obtained.
		3. Place all signed peer competency sheets and documentation of required lab log hours in a designated folder for safe keeping until the time of your CBE or by the deadline date as designated by instructor.
		4. Turn in your USB device containing all lab and skill video recordings at the end of the term (as/if assigned).

**COMPETENCY BASED EXAMINATION (CBE) -- SKILL CHECKOFF PROCEDURE**

Lab participation is an important factor in lab performance evaluation. Students are to take individual responsibility for learning laboratory procedures BEFORE evaluation by an instructor/peer. The office/computer lab will be open for individual practice during the hours posted (one hour required weekly to meet degree/course requirements). The initial skills CBE will be scheduled by the instructor. CBEs will be performed according to the procedure listed below:

A. Students are required to successfully demonstrate skill mastery of all skill competencies within 2 CBEs, with a minimum score of 80%. Performance skills are weighted. The second attempt is not awarded 100 points; a 10-point deduction will be assessed after competency scoring (maximum attainable score for second attempt 90%).

B. If unsuccessful in 2 attempts, an unsatisfactory lab performance will result. Unsatisfactory lab performance at completion of the semester will result in the grade of F for the entire course regardless of the theory grade.

C. Only one attempt to perform the same lab procedure may be made each proficiency day. If the lab procedure is not completed successfully, the student will be required to reschedule the CBE at an available time on the second attempt calendar with the lab instructor, before the date it is due.

D. CBEs are to be scheduled during class lab time and at other assigned times as scheduled by instructor. Each student may sign up only once for a skill until all students have had an opportunity to sign up for that skill.

E. No books or notes are to be available during CBEs. "Patients" and assistants may not give clues or any verbal assistance during the CBE.

Before beginning the CBE, each student needs to:

* Make arrangements for an assistant if needed (per instructor).
* Make arrangements for a patient if needed (per instructor).
* Gather supplies and be ready to start 10 minutes prior to your scheduled CBE time.
* Have accurate record of all required lab hours/log copies, all peer evaluation documentation, all names/signatures on all documents as required, ready to give to evaluating instructor (proof your documents for completion/errors to ensure accurate completion/documentation prior to scheduling you CBE).
* Place all required documentation in order of performance (per instructor), ready to present at CBE.

F. Students are instructed not to watch others being evaluated.

G. CBE sheets are to be given to the instructor at the beginning of the evaluation.

* Upon satisfactory completion, each competency checklist will be signed by the testing student, CBE partners, the lab instructor, (as directed) and scores will be calculated.
* Each program required CBE must be successfully completed in the lab and signed off by the instructor BEFORE the practicum student is permitted to perform the skill in any clinical setting.

H. All written lab assignments must be satisfactorily completed and submitted on due date to pass the fundamentals skills course.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.