

Course Outline

Health Science and Medical Technology

REVISED: July/2021

Job Title

Medical Records Specialist

76-15-90

Career Pathway:

Healthcare Administrative Services

**Medical Office Administration/5:
Procedural Coding**

Credits: 5

Hours: 90

Industry Sector:

Health Science and Medical Technology

Course Description:

This competency-based course is the last in a sequence of five designed for Medical Office Administration. Instruction includes an orientation and safety, introduction to CPT and HCPCS coding, modifiers, section specific guidelines, inpatient coding, and employability skills review. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

O*NET-SOC CODE:

29-2072.00

Prerequisites:

Enrollment requires successful completion of the Medical Office Administration/4: Diagnostic Coding (76-15-80) course and keyboarding speed and accuracy as required by the industry.

CBEDS Title:

Intro to Health Information & Records Systems

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

CBEDS No.:

4263

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



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-10

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 12
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-10
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	p. 12
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

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

C. Health Care Administrative Services Pathway

Health care administrative workers include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialists, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems simply could not function.

Sample occupations associated with this pathway:

- ◆ Clinical Data Specialist
- ◆ Ethicist
- ◆ Medical Illustrator
- ◆ Health Care Administrator

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
- C3.0 Understand the overarching concepts of economic and financial management systems, system and information management, and the latest innovations in health care as they affect health care delivery
- C4.0 Know the role and relationship of public policies and community engagement on the health care delivery system.
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
- C6.0 Understand the dynamics of human relations, self-management, organizational, and professional leadership skills necessary within the health care administrative system.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
- C8.0 Understand the resources, routes and flow of information within the health care system and participate in the design and implementation of effective systems or processes.
- C9.0 Use an electronic health care patient information system to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine.
- C10.0 Understand common file formats for document and medical imaging, digitizing paper records, and storing medical images.
- C11.0 Know how to schedule and manage appointments for providers.
- C12.0 Understand how to use health information effectively.
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
- C14.0 Understand how to transfer information to third-parties.
- C15.0 Code health information and bill payers using industry standard methods of classification of diseases, current procedural terminology, and common health care procedure coding system.
- C16.0 Use a systematic method of continual process improvement.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Medical Office Administration/5: Procedural Coding Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Describe classroom, campus and workplace safety policies and procedures. 4. Describe the various occupations in the Health Science and Medical Technology Industry Sector that have an impact on the healthcare industry. 5. Describe the opportunities available for promoting gender equity, cultural sensitivity and the representation of non-traditional populations in the healthcare field. 6. Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Health Science and Medical Technology industry sector. 7. Describe resource and time management and its importance to the successful operation of an organization. 8. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing the healthcare field. 9. Describe the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Terminology Industry Sector practices. 10. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 11. Describe how each of the following insures a safe workplace: <ol style="list-style-type: none"> 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) 12. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.5 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: C1.1, C1.2, C1.3 C1.4, C1.5, C1.7, C2.4, C3.1, C3.2, C5.1, C5.2, C5.3, C16.1</p>
<p>B. INTRODUCTION TO CPT AND HCPCS CODING</p> <p>Understand, apply, and evaluate the content of the current edition of the Current Procedural Terminology (CPT) and Healthcare Common</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to the CPT and HCPCS. 2. Describe the format of the current edition of the CPT and HCPCS manuals. 3. Identify the steps to CPT/HCPCS coding. 4. Define AMA/CMS and their roles in the updating of the CPT and HCPCS manuals. 5. Understand the symbolic conventions of the CPT/HCPCS coding systems. 6. Demonstrate how to use the Alphabetic Index and Tabular List 	<p>Career Ready Practice: 1, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Procedure Coding System (HCPCS).</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 7. Describe the alphanumeric difference between CPT, and HCPCS codes. 8. Understand the various categories of the CPT/HCPCS codes. 9. List the sections of the current edition of the CPT/HCPCS coding manuals. 10. Pass an assessment on introduction to CPT, and HCPCS Coding. 	<p>Technology: 4.5</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: C1.1, C1.5, C2.4, C4.2, C5.1, C5.2, C5.3, C6.3, C7.1, C14.2, C16.1</p>
<p>C. MODIFIERS</p> <p>Understand, apply, and evaluate the policies and procedures for using modifiers.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to modifiers. 2. Recognize modifiers. 3. Understand the purpose of modifiers. 4. Locate the correct modifier(s) using proper coding methods. 5. Pass an assessment on modifiers. 	<p>Career Ready Practice: 1, 2, 5, 10, 11</p> <p>CTE Anchor: Academics: 1.0</p> <p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6</p> <p>Responsibility and Flexibility: 7.3, 7.8</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.2, C8.2, C12.1, C12.2, C15.2, C15.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. SECTION SPECIFIC GUIDELINES</p> <p>Understand, apply and evaluate the section specific guidelines of the current editions of the CPT/HCPCS manuals.</p> <p>(75 hours)</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to the Sections of the CPT, and HCPCS coding manuals. 2. Locate appropriate codes utilizing the Section Specific Guidelines for the current editions of the CPT/HCPCS. 3. Pass an assessment on Section Specific Guidelines. 	<p>Career Ready Practice: 1, 2, 5, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Responsibility and Flexibility: 7.3, 7.8 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.2, C8.2, C12.1, C12.2, C15.2, C15.4</p>
<p>E. INPATIENT CODING</p> <p>Understand, apply and evaluate the inpatient coding and analyze their proper use in procedural coding.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Explain the differences between inpatient and outpatient coding. 2. Define principal diagnosis and procedure. 3. Examine the <i>Official Guidelines for Coding and Reporting</i>. 4. Review the Guidelines for selection of a Principal Diagnosis. 5. Determine when a condition should be reported as an additional diagnosis. 6. Examine the current edition of the ICD-10-PCS System. 7. Pass an assessment on inpatient coding. 	<p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Responsibility and Flexibility: 7.3, 7.8 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.2, C8.2, C12.1, C12.2, C15.2, C15.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required in the health information business.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Develop a career plan that reflects career interests, pathways, and postsecondary options. 2. Identify potential employers and required qualifications. 3. Evaluate personal character traits such as integrity, respect, professionalism, and responsibility and understand the impact they can have on career success. 4. Describe soft skills to include punctuality, dependability, attendance, attitude, and work quality. 5. Integrate changing employment trends, societal needs, and labor market trends into career planning. 6. Compose a cover letter and résumé formats. 7. Compile information and complete an application for employment. 8. Identify successful interview types and techniques, to include demonstration of professional work attire. 9. Describe appropriate follow-up procedures. 10. Describe the importance of the continuous upgrading of career skills. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 10, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 Technology: 4.1, 4.3, 4.6 Problem Solving and Critical Thinking: 5.6 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway: C1.1, C2.4, C5.1, C5.2, C6.1, C6.2, C6.3, C6.4, C6.5, C16.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL MATERIAL

American Medical Association. CPT 2021 Professional Edition (CPT/ Current Procedural Terminology), 1st Edition. American Medical Association, 2021

American Academy of Professional Coders, HCPCS Level II Expert Code Book, American Academy of Professional Coders, 2022

Newby, Cynthia. Medical Coding Workbook for Physician Practices and Facilities, 8th Edition. McGraw-Hill Companies, 2018.

RESOURCES

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards

<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

A.D.A.M. Medical Encyclopedia

<http://www.adam.com>

American Academy of Professional Coders

<http://www.aapcnati.org>

American Health Information Management Association (AHIMA),

<http://www.ahima.org>

Office of the Inspector General

<http://www.os.dhhs.gov/progorg/oig/>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B –Introduction to CPT and HCPCS Coding – Pass all assignments and assessments on introduction to CPT and HCPCS coding with a minimum score of 80% or higher.

SECTION C –Modifiers – Pass all assignments and assessments on modifiers with a minimum score of 80% or higher.

SECTION D –Section Specific Guidelines – Pass all assignments and assessments on section specific guidelines with a minimum score of 80% or higher.

SECTION E –Inpatient Coding – Pass all assignments and assessments on inpatient coding with a minimum score of 80% or higher.

SECTION F –Employability Skills Review– Pass all assignments and assessments on employability skills review with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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



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