

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092 (800) 251-4299**

**Summer 2019**

**Course:** HI215 Classification and Indexing Systems I

**Credit:** 4 Quarter Hours

**Method of Delivery:** Night Flex (NF)

**Course Description:** This course provides information about ICD-10-CM and ICD-10-PCS coding for inpatient and outpatient settings. Students will learn to utilize ICD-10-CM diagnosis and ICD-10-PCS procedure codes.

**Prerequisite:** HI105 Medical Terminology

**Text(s) & Manual(s):**

1. ICD-10-CM and ICD-10-PCS Coding Handbook, without Answers, 2018 Edition
2. 2017 ICD-10-CM Annual Version Spiral with Tabs, 2018 Edition
3. 2017 ICD-10-PCS Spiral with Tabs, 2018 Edition

**ISBN:**

1. 9781556484292
2. 9781949729071
3. 9781946729095

**Author(s):**

1. Nelly Leon-Chisen, RHIA
2. Craig D. Puckett
3. Craig D. Puckett

**Publisher:**

1. AHA Press
2. Channel Publishing
3. Channel Publishing

**Materials needed for this course:**

Additional Supplies: Students may use medical dictionaries and anatomy and physiology books.

Hardware/Software and Equipment: Subscription to AHIMA Virtual Lab

**Topics:**

1. History and Evolution of the International Classification of Diseases
2. Formats and Conventions of Diagnosis Coding System
3. Elements of Medical Documentation
4. Translating Documentation to Codes
5. ICD-10-CM Coding
6. ICD-10-PCS Coding

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

1. Apply diagnosis/procedure codes according to current guidelines.
2. Determine accuracy of computer-assisted coding assignment and recommend corrective action.
3. Create methods to manage Present on Admission (POA).
4. Apply current regulations and established guidelines for diagnosis/procedural coding.
5. Map terminologies, vocabularies, and classification systems.

**AHIMA Entry-Level Competencies (2014)**

Associate Competencies	Baccalaureate Competencies	Assessment Item
I.A.1. Apply Diagnosis/procedure codes according to current guidelines.		Coding quizzes
V.B.1. Analyze current regulations and established guidelines in clinical classification systems.		Week 1 - Appendix B POA Exercises
V.B.2. Determine accuracy of computer-assisted coding assignment and recommend corrective action.		Week 9 - Code Book Versus Encoder Assignment
	I.A.3. Map terminologies, vocabularies and classification systems.	Week 1 - ICD-9-CM to ICD-10CM mapping assignment
	V.D.2. Create methods to manage Present on Admission (POA), Hospital Acquired Conditions (HACs), and other CDI components.	Week 1 - Appendix B POA Exercises

**Midstate Grading scale:**

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

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**Academic Integrity:**

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

**Plagiarism:**

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

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**Student Success and Tutoring:**

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

**Instructor:** Carol Fremaux, RHIA  
**Midstate email:** csfremaux@midstate.edu

**Room/phone:** 236/309-692-4092  
**Office Hour(s):** Posted on website

**Policies and Procedures:**

1. This course is being administered as flex learning. The schedule will state what day and time the classroom component will be, as it would be with a regular classroom course, while eLearning is available at all times. If you plan to attend in the classroom, please let the instructor know at least one day prior to the date of the classroom meeting time so that an adequate number of classroom materials can be printed.

Flex courses are taught both on-campus and through eLearning. Flex courses offer personalized learning where students can choose each week whether they want to attend on-campus, via eLearning, or both.

- On-campus = If a student attends an on-campus course, he or she will be counted as present.
  - eLearning = To be considered in attendance for an eLearning course, the student must participate each week by submitting substantial, gradable work.
2. All work is to be submitted on time unless unusual circumstances occur. If you miss class, you are expected to use your course outline to determine what you missed. You will have seven days to make arrangements to make up the missed work without penalty. The grade will drop 10% for each week you delay in completing material

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following the seven day grace period. Late work will NOT be accepted without prior approval from the instructor. This includes homework and quizzes.

3. All work must be in APA format, including in-text citations and a reference page. Any time you are citing a fact or concept that was not your own work, you must cite the source.
4. If you attend the classroom component, you are expected to be on time. If you must arrive late, or leave early during class, please let the instructor know ahead of time and enter and leave the classroom quietly to avoid disturbing others.
5. Academic dishonesty is never tolerated and will be referred to the Dean.
6. If you are in the classroom, cell phone ringers must be silenced and absolutely no texting or taking calls will be allowed during class.
7. The final exam must be completed. Failure to do so will result in failure of the course.
8. In order to maintain equal work in both online and classroom components of this course, all students, both classroom and eLearning, must complete weekly reflections.
9. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research papers, but also discussion forum postings. Discussion postings must be in your own words and references must be cited.
10. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

**Participation Requirements:**

1. If you are attending the course via eLearning, discussion responses must be posted by Sunday night at the end of the week. In order to receive full credit for online discussion, you must also respond to at least one other student in a meaningful manner with either a value-added comment or an insightful question about the posting of your classmate. Students attending in the classroom must come prepared to discuss the assigned question and must actively participate in discussion in the classroom in order to receive full credit.
2. Attendance is expected, not suggested. Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

**Examination Information:** A pretest is administered during Week 1 for assessment purposes only and is not included in the final grade. There will be a total of 11 quizzes over the course of

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Weeks 1-11 and a Final Examination in Week 12. Each quiz is worth 20 points per chapter. The final exam is comprehensive in nature and worth 100 points.

**Methods of evaluating student performance:** All assignments, projects, quizzes, assessment items, and the final examination must be completed. If all required elements are not done, the student will not pass this course. A course average of C or better is required to be considered passing for this course.

**Instructor’s Grading Scale:**

Discussions	25%
Weekly Reflections	20%
Assignments	25%
<u>Quizzes &amp; Final Exam</u>	<u>30%</u>
Total	100%

<b>CLASSROOM DISCUSSION QUESTION GRADING GUIDELINES</b>	
Initial posting	40 points
<ul style="list-style-type: none"> <li>• Answers minimal requirements of question without supporting evidence = 10 points</li> <li>• Minimal response with supporting evidence = 20 points</li> <li>• Complete response with supporting evidence = 40 points</li> </ul>	
Response to a classmate	40 points
<ul style="list-style-type: none"> <li>• Simple response lacking insight or adding value = 20 points</li> <li>• Insightful response adding value to the initial response = 40 points</li> </ul>	
Correct spelling and grammar in postings for the week	20 points
<ul style="list-style-type: none"> <li>• Professional and respectful response = 20 points</li> <li>• Unprofessional or disrespectful response = 0 points</li> </ul>	
Total points per weekly discussion	100 points

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<b>ELEARNING DISCUSSION QUESTION GRADING GUIDELINES</b>	
Initial posting	30 points
<ul style="list-style-type: none"> <li>• Answers the minimal requirements of the question without supporting evidence = 10 point</li> <li>• Minimal posting with supporting evidence = 20 points</li> <li>• Complete posting with supporting evidence = 30 points</li> </ul>	
Response to posting of a classmate	30 points
<ul style="list-style-type: none"> <li>• Posting the minimal requirements without supporting evidence = 10 points</li> <li>• Minimal posting with supporting evidence = 20 points</li> <li>• Complete posting with supporting evidence = 30 points</li> </ul>	
Correct spelling in postings for the week	20 points
<ul style="list-style-type: none"> <li>• No spelling errors = 20 points</li> <li>• One or two spelling errors = 10 points</li> <li>• More than two spelling errors = 0 points</li> </ul>	
Correct grammar in postings for the week	20 points
<ul style="list-style-type: none"> <li>• No grammar errors = 20 points</li> <li>• One or two grammar errors = 10 points</li> <li>• More than two grammar errors = 0 points</li> </ul>	
Total points per weekly discussion	100 points

<b>WEEKLY REFLECTION GRADING GUIDELINES</b>	
<ul style="list-style-type: none"> <li>• Two complete paragraphs with supporting evidence = 40 points</li> <li>• One paragraph with supporting evidence or two minimal paragraphs without supporting evidence = 20 points</li> <li>• Answers the minimal requirements of the question without supporting evidence = 10 points</li> <li>• No posting = no points</li> </ul>	40 points
Correct spelling in postings for the week	30 points
<ul style="list-style-type: none"> <li>• No spelling errors = 30 points</li> <li>• 1 misspelled word = 20 points</li> <li>• 2-3 misspelled words = 10 point</li> <li>• More than 3 misspelled words = 0 points</li> </ul>	
Correct grammar in postings for the week	30 points
<ul style="list-style-type: none"> <li>• No grammar/mechanical errors = 30 points</li> <li>• 1 grammar/mechanical error = 20 points</li> <li>• 2-3 grammar/mechanical errors = 10 points</li> <li>• More than 3 grammar/mechanical errors = 0 points</li> </ul>	
Total points per weekly discussion	100 points

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<b>WRITING ASSIGNMENT GRADING GUIDELINES</b>			
	<b>-20</b>	<b>-10</b>	<b>-0</b>
Introduction	Does not state objectives clearly	States objectives clearly, plus includes thesis statement	Also includes necessary info for reader's understanding of topic
Paragraph Development	Paragraphs are not well developed, not using minimum number of sentences nor complex sentences	Paragraphs are somewhat developed, using simple sentences, and with the minimum number of sentences	Paragraphs are fully developed, using multiple, complex and compound sentences
Content	Does not cover content appropriately	Major areas of content are included, but lacking sufficient detail	All pertinent content is covered
Mechanics (this includes APA formatting)	More than 3 errors	Between 1-3 errors	No errors
Spelling	More than 3 misspelled words	Between 1-3 misspelled words	No misspelled words

**Course Outline**

**Week One**

**Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Outline the evolution of clinical coding through ICD-10-CM and ICD-10-PCS.
2. Explain the alphabetization rules and indentation patterns.
3. Define the specialized meanings of punctuation marks and relational terms in ICD-10-CM.
4. Correctly identify a principal diagnosis.
5. Explain the importance of accurate and ethical coding.
6. Locate codes in the alphabetic index.
7. Perform basic coding techniques.
8. Apply coding guidelines to assignment of the correct code(s).

**Assignments:**

1. **Read:** Chapters 1-7.
2. **Read:** Pages vii-CG-5 in the front of the ICD-10-CM code book.
3. Listen to the recorded lecture.

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4. **Discussion 1:** The first discussion shall consist of two paragraphs. The first paragraph will simply be an introduction of you. Please include your name, major and any professional or personal information that you wish to share. The second paragraph should address backup plans. Since this class requires an online component, it is important to have access to a reliable computer. What is your backup plan in the event that you experience computer or internet access problems?
5. **Discussion 2:** What challenges did you experience with your first experience assigning ICD-10-CM codes? How do you think you may be able to overcome these challenges?
6. **Homework:**
  - Exercise B.1, page 575
  - Exercise B.2, page 575
  - Exercise 6.1, page 47
  - Exercise 6.2, page 50
  - Exercise 7.1, page 54
  - Exercise 7.2, page 55
  - Exercise 7.3, page 56
  - Exercise 7.4, page 60
  - Exercise 7.6, page 63
  - Exercise 7.7, page 64
  - ICD-9-CM to ICD-10-CM mapping assignment
7. **Quiz:** Chapters 1-7 and Appendix B
8. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

## **Week Two**

### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Explain the structure, format, and conventions of ICD-10-PCS
2. Identify main terms in the alphabetic index of ICD-10-PCS
3. Navigate the ICD-10-PCS tables
4. Distinguish among the different root operations in the Medical and Surgical Section of ICD-10-PCS.
5. Correctly assign ICD-10-PCS codes.

### **Assignments:**

1. **Read:** Chapters 8-11.

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2. **Read:** ICD-10-PCS Coding Guidelines pages vii-CG-8 in the front of the code book.
3. Listen to the recorded lecture.
4. **Discussion:** Discuss methods you are using to learn and memorize the root operations for ICD-10-PCS.
5. **Homework:**
  - Exercise 8.3, page 78
  - Exercise 9.1, pages 83-84
  - Exercise 10.1, pages 94-95
  - Exercise 10.2, page 96
  - Exercise 10.3, page 98
  - Exercise 10.4, pages 100-101
  - Exercise 10.5, page 104
  - Exercise 11.1, page 111
  - Exercise 11.2, page 114
  - Exercise 11.3, page 116
  - Exercise 11.4, page 120
  - Exercise 11.5, page 122
6. **Quiz:** Chapters 8-11
7. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Three**

#### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Locate Z codes and External cause of morbidity codes.
2. Explain how and when Z codes and external cause of morbidity codes are used.

#### **Assignments:**

1. **Read:** Chapter 12.
2. Listen to the recorded lectures.
3. **Discussion:** Explain how and when Z codes and external cause of morbidity codes are used.
4. **Homework:**
  - Exercise 12.1, page 136
5. **Quiz:** Chapter 12
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two

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concepts that you found to be more personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

#### **Week Four**

##### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Explain the difference between a sign and a symptom.
2. Determine when to properly use a code from Chapter 18 of ICD-10-CM for a principal diagnosis.
3. Determine when to properly use a code from Chapter 18 for an additional diagnosis.

##### **Assignments:**

1. **Read:** Chapter 13.
2. **Listen** to the recorded lectures.
3. **Discussion:** Discuss examples of when it would be appropriate to assign codes from Chapter 18 of ICD-10-CM.
4. **Homework:**
  - o Exercise 13.1, pages 143-144
5. **Quiz:** Chapter 13
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

#### **Week Five**

##### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Explain the difference between, and be able to code properly, bacteremia, septicemia, SIRS, sepsis, and septic shock.
2. Assign codes for infectious and parasitic diseases; endocrine, nutritional, and metabolic diseases, and mental disorders.

##### **Assignments:**

1. **Read:** Chapters 14-16.
2. **Listen** to the recorded lectures.
3. **Discussion:** Identify a disorder from Chapter 5 of ICD-10-CM to research. Write at least one paragraph to share your findings. Don't forget to cite your sources using APA format.

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4. **Homework:**
  - Exercise 14.1, pages 155-156
  - Exercise 4.2, page 158
  - Exercise 15.1, pages 166-167
  - Exercise 15.2, pages 167-168
  - Exercise 15.3, page 170
  - Exercise 16.1, pages 176-177
  - Exercise 16.2, page 180
  - Exercise 16.3, pages 183-184
  - Exercise 16.4, page 187
5. **Quiz:** Chapters 14-16
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Six**

#### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Code the various types of anemia.
2. Distinguish among the various diseases of the white blood cells and the various types of white blood cells.
3. Code for a variety of conditions of the nervous system.
4. Code disorders of the eye and ear.

#### **Assignments:**

1. **Read:** Chapters 17-18.
2. **Listen** to the recorded lectures.
3. **Discussion:** Explain what is needed before a code of epilepsy is assigned, and why.
4. **Homework:**
  - Exercise 17.1, page 193
  - Exercise 17.2, page 194
  - Exercise 17.3, page 195
  - Exercise 17.4, page 196
  - Exercise 17.5, page 201
  - Exercise 18.1, page 205
  - Exercise 18.2, page 207
  - Exercise 18.3, page 212
  - Exercise 18.4, page 213
  - Exercise 18.5, page 216

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- Exercise 18.6, pages 216-217
  - Exercise 18.7, page 218
  - Exercise 18.8, page 220
5. **Quiz:** Chapters 17-18
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Seven**

#### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Determine the correct coding of COPD based on the documented diagnosis.
2. Classify the variety of types of pneumonia that you will encounter as a coder.
3. Code procedures commonly used to treat respiratory system diseases.
4. Classify a variety of conditions that affect the GI tract.
5. Explain coding for kidney disease in conjunction with hypertension and diabetes.
6. Classify conditions that affect both male and female genitalia.

#### **Assignments:**

1. **Read:** Chapters 19-21.
2. **Listen** to the recorded lectures.
3. **Discussion:** Do some research about the different types of treatment for renal failure, including types of dialysis, transplant, or even opting to do nothing. Which treatment option would you choose if you had to and why? Be sure to cite your sources using APA format.
4. **Homework:**
  - Exercise 19.1, pages 227-228
  - Exercise 19.2, pages 231-232
  - Exercise 19.3, pages 241-242
  - Exercise 20.1, pages 249-250
  - Exercise 20.2, pages 252-253
  - Exercise 20.3, pages 254-255
  - Exercise 20.4, page 258
  - Exercise 21.1, page 261
  - Exercise 21.2, pages 268-269
  - Exercise 21.3, page 270
  - Exercise 21.4, pages 279-280
5. **Quiz:** Chapters 19-21

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6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Eight**

#### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Code ulcers of the skin.
2. Code procedures done on the skin, such as excisions, debridement, and grafting.
3. Explain the difference between pathological and traumatic fractures.

#### **Assignments:**

1. **Read:** Chapters 22-23.
2. **Listen** to the recorded lecture.
3. **Discussion:** Explain the difference between pathological and traumatic fractures. Why is it important to code these correctly?
4. **Homework:**
  - Exercise 22.1, pages 291-292
  - Exercise 23.1, page 298
  - Exercise 23.2, page 299
  - Exercise 23.3, page 303
  - Exercise 23.4, pages 309-310
5. **Quiz:** Chapters 22-23
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Nine**

#### **Objectives:**

1. Code complications of pregnancy using the proper fourth and fifth characters.
2. Use the proper Z codes to assign the outcome of delivery.
3. Code for contraceptive and procreative management.
4. Classify abortive outcomes by the type of abortion.
5. Distinguish between congenital and acquired conditions in the alphabetic index.
6. Explain the difference between congenital and perinatal deformities.

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7. Determine which chapter to use to classify newborn and infant conditions.
8. Use encoder software to locate codes.

**Assignments:**

1. **Read:** Chapters 24-27.
2. **Listen** to the recorded lectures.
3. **Discussion:** Explain the difference between congenital and perinatal deformities.
  
4. **Homework:**
  - Exercise 24.1, page 317
  - Exercise 24.3, page 322
  - Exercise 24.4, pages 332-333
  - Exercise 24.5, page 338
  - Exercise 24.6, page 338
  - Exercise 24.7, page 340
  - Exercise 24.8, pages 342-344
  - Exercise 25.1, page 348
  - Exercise 25.2, page 352
  - Exercise 25.3, pages 355-356
  - Exercise 26.1, pages 363-364
  - Exercise 27.1, pages 376-378
  - Code Book versus Encoder assignment
5. **Quiz:** Chapters 24-27
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

**Week Ten**

**Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Classify disorders related to the heart and the rest of the circulatory system.
2. Code for a variety of procedures involving the circulatory system and the heart,
3. Explain the various classifications of neoplasms.
4. Code for the treatment of neoplastic diseases.

**Assignments:**

1. **Read:** Chapters 28-29.
2. **Listen** to the recorded lectures.

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3. **Discussion:** Neoplastic conditions aren't always described using the specific terms, "benign" or "malignant." How might you determine the correct way to classify conditions that don't specify malignancy?
4. **Homework:**
  - Exercise 28.1, page 385
  - Exercise 28.2, page 387
  - Exercise 28.3, page 390
  - Exercise 28.4, page 392
  - Exercise 28.5, page 402
  - Exercise 28.6, pages 405-406
  - Exercise 28.7, pages 410-411
  - Exercise 28.8, pages 427-428
  - Exercise 28.9, pages 439-440
  - Exercise 29.3, page 447
  - Exercise 29.4, page 449
  - Exercise 29.5, pages 452-453
  - Exercise 29.6, pages 457-458
  - Exercise 29.8, pages 468-470
5. **Quiz:** Chapters 28-29
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Eleven**

#### **Objectives:**

Upon completion of this week's assignments, the student will be able to:

1. Use the external cause codes to assist in the classification of an injury.
2. Code for procedures related to fractures.
3. Properly sequence the codes of multiple burns and related conditions.
4. Differentiate between adverse effects and poisoning.
5. Assign complication codes correctly.

#### **Assignments**

1. **Read:** Chapters 30-33.
2. **Listen** to the recorded lectures.
3. **Discussion:** Let's have some fun! Look for the most outlandish V, W, X, or Y code for an external cause that you can find in ICD-10-CM and share with your fellow classmates.
4. **Homework:**

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- Exercise 30.1, pages 479-480
  - Exercise 30.2, page 490
  - Exercise 30.3, page 493
  - Exercise 30.4, page 499
  - Exercise 30.5, page 500
  - Exercise 30.6, page 501
  - Exercise 30.7, pages 502-504
  - Exercise 31.1, pages 511-512
  - Exercise 32.1, pages 519-520
  - Exercise 32.2, pages 521-522
  - Exercise 32.3, page 523
  - Exercise 33.1, page 529
  - Exercise 33.2, page 532
  - Exercise 33.3, pages 537-538
  - Exercise 33.4, page 541
  - Exercise 33.5, pages 543-544
5. **Quiz:** Chapters 30-33
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

### **Week Twelve**

#### **Assignments:**

1. Complete the Final Examination.
2. Complete the Course Evaluation .
3. **Final Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Final Weekly Reflection drop box. Please devote one paragraph each to two concepts that you found most personally important and/or valuable from this quarter. In the third paragraph, please share information regarding what you liked best about the course, what you liked least about the course and any comments or suggestions for improvement. The weekly reflection is due by Monday at 8:00 AM.