Instructor
Mary Jo Jenkins, MPH, RHIA

Email address
mjenkins@pipeline.sbcc.edu but please use email within the Moodle Course

Instructor Office Hours
Held through email communication or by appointment

Contact Information
I am a part time instructor and will do most grading & communication on the weekends. During the week, I will check emails on Tuesday & Thursday evenings. Please allow 2-3 days for a response.

Course Introduction
Medical Billing and Reimbursement Methodologies provides an introduction to the basics of medical insurance billing and current payment methodologies in the inpatient, hospital outpatient, and physician office setting. The course focuses on compliance with regulatory requirements and common billing practices. The course includes specific payment systems, and how the information provided by health information management departments impacts the financial viability of health care organizations. Students will learn about DRGs and APCs, as well as other prospective payment systems. Students will also learn how other payers and quality review organizations utilize data.

Prerequisites/ Corequisites
Successful completion of HIT 200 or concurrent enrollment in HIT 200.

The AHIMA HIM Associate Degree Entry-level Competencies (called Domains, Subdomains, and Tasks) covered in this course include:

<table>
<thead>
<tr>
<th></th>
<th>A. Domain: Health Data Management</th>
<th>B. Domain: Organizational Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Subdomain: Health Data Structure, Content and Standards</td>
<td>Subdomain: Financial and Physical Resources</td>
</tr>
<tr>
<td></td>
<td>5. Verify timeliness, completeness, accuracy and appropriateness of data and data sources (such as patient care; management; billing reports and/or databases).</td>
<td>3. Monitor coding and revenue cycle processes.</td>
</tr>
<tr>
<td>I.</td>
<td>D. Domain: Health Data Management</td>
<td></td>
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<tr>
<td></td>
<td>Subdomain: Reimbursement Methodologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Support accurate billing through coding, chargemaster, claims management and bill reconciliation processes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements such as outpatient prospective payment systems.</td>
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<tr>
<td>III.</td>
<td>A. Domain: Health Services Organization and Delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subdomain: Healthcare Delivery Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth.</td>
<td></td>
</tr>
</tbody>
</table>

Course Objectives
Upon completion of this course, students should be able to demonstrate competencies in the following areas at the appropriate skill and knowledge level:

1. Identify the background and importance of insurance claims completion, coding and billing. [III.A.3]
2. Distinguish between the three major classes of health insurance. [III.A.3]
3. Describe, in general terms, the important federal, state and private health insurance plans. [III.A.3]
4. Define common insurance terms. [III.A.3]
5. Explain the basic steps in processing an insurance claim from the physician’s office, to the insurance carrier, and after the payment is received. [I.D.2]
6. Describe various methods of payment by insurance companies and state and federal programs. [III.A.3]
7. Abstract from the patient record relevant information for completing the CMS-1500 claim form. [I.D.4]
8. Explain the difference between clean, pending, rejected, incomplete and invalid claims. [V.B.3]
9. State differences between manual and electronic claim submission and the difference between carrier-directed and clearinghouse electronically transmitted claims. [III.A.3]
10. Describe the use of patient encounter forms. [I.A.5]
11. Describe the levels of review and appeal for insurance claims. [III.A.3]
12. Explain how managed care plans work with insurance plans (TRICARE, Medicaid, and Medicare). [III.A.3]
13. Describe workers’ compensation benefits and who is covered under federal and state laws. [III.A.3]
14. Identify sources of patient clinical information, and describe potential quality problems related to the collection and recording of data for billing and reimbursement. [I.D.4]
15. Contrast and compare retrospective record completion and point-of-service documentation. [I.A.5]
16. Contrast and compare prospective payment systems, including Diagnosis Related Groups (DRGs), Ambulatory Patient Classification (APCs), and Resource-Based Relative Value Scale (RBRVS). [I.D.4]
17. Apply principles of CMS prospective payment systems for acute care hospitals, outpatient hospital services, and physician professional services. [I.D.1]
18. Apply the AHIMA Code of Ethics and Standards for Ethical Coding to billing and reimbursement issues. [I.D.3]
19. Explain the Health Insurance Portability and Accountability Act (HIPAA) provisions related to the standard code and transaction sets. [III.A.3]
21. Define revenue cycle management. [V.B.3]
22. Describe the roles of health care facility staff and departments in revenue cycle management. [V.B.3]
23. Develop strategies to improve the revenue cycle in a health care facility. [V.B.3]
24. Analyze how documentation improvement will impact the revenue cycle. [I.A.5]

**HIT 255 Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome #1</th>
<th>Reference to course objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise the accuracy of billable data submitted to specific third party payers by referencing the payer’s billing guidelines.</td>
<td>7,8,14,15</td>
</tr>
</tbody>
</table>

**Student learning outcome will be evaluated by:**
1. Weekly quizzes and final exam
2. Individual student project on billing guidelines
3. Student self-assessment exercises on CMS-1500 bill submission

**Grading rubric:**
**Satisfactory:**
1. Weekly quizzes and final exam with a student grade of 70%
2. Individual student project on billing guidelines with a student grade
of 14 out of 20 points
3. Student self-assessment exercise on CMS-1500 bill submission with 70% of data elements correctly reported.

Unsatisfactory:
1. Weekly quizzes and final exam with a student grade of less than 70%
2. Individual student project on billing guidelines with a student grade of less than 14 out of 20 points.
3. Student self-assessment exercise on CMS-1500 bill submission with less than 70% of data elements correctly reported.

<table>
<thead>
<tr>
<th>Student Learning Outcome #2</th>
<th>Reference to course objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce data for the 1500 claim form to create a patient bill for an episode of patient care.</td>
<td>1-13</td>
</tr>
</tbody>
</table>

**Student learning outcome will be evaluated by instructor by:**
1. Weekly quizzes and final exam

**Grading rubric:**

**Satisfactory:**
1. Weekly quizzes and final exam with a student grade of 70%

**Unsatisfactory:**
1. Weekly quizzes and final exam with a student grade of less than 70%

<table>
<thead>
<tr>
<th>Student Learning Outcome #3</th>
<th>Reference to course objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret the impact of inpatient and outpatient coding principles and guidelines to explain facility reimbursement for specific patient scenarios.</td>
<td>17-20</td>
</tr>
</tbody>
</table>

**Student learning outcome will be evaluated by instructor by:**
1. Individual student project on DRG Analysis
2. Weekly quizzes and final exam

**Grading rubric:**

**Satisfactory:**
1. Weekly quizzes and final exam with a student grade of 70%
2. Individual student project on DRG Analysis with a grade of 21 out of 30 points.

**Unsatisfactory:**
1. Weekly quizzes and final exam with a student grade of less than 70%
2. Individual student project on DRG Analysis with a grade of 21 out of 30 points.

<table>
<thead>
<tr>
<th>Student Learning Outcome #4</th>
<th>Reference to course objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the HIM role in the revenue cycle process and how the HIM role fits into the facility-wide revenue cycle process.</td>
<td>21-24</td>
</tr>
</tbody>
</table>

**Student learning outcome will be evaluated by instructor by:**
1. Weekly quizzes and final exam

**Grading rubric:**

**Satisfactory:**
1. Weekly quizzes and final exam with a student grade of 70%

**Unsatisfactory:**
1. Weekly quizzes and final exam with a student grade of less than 70%

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<table>
<thead>
<tr>
<th>Student Learning Outcome #5</th>
<th>Reference to course objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate various internet resources and evaluate their relevance, accuracy and applicability in medical billing and revenue cycle management.</td>
<td>1-24</td>
</tr>
</tbody>
</table>

**Student learning outcome will be evaluated by instructor by:**
1. Individual discussion board postings
2. Individual student project

**Grading rubric:**

**Satisfactory:**
1. Individual discussion postings with a grade of 3, 4 or 5 points each.
2. Individual project score with a student grade of 70%

**Unsatisfactory:**
1. Individual discussion postings with a grade of 2 points or less each.
2. Individual project score with a student grade of less than 70%.

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**Grading Rubric for Student Learning Outcome #5**

**Students posted at least 2 discussion thread comments for each weekly lesson.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation of Score with Example of Quality Discussion</th>
</tr>
</thead>
</table>
| 5     | Excellent  
New and original ideas related to the discussion, insightful and reflective discussion, elaboration of ideas posted in another message, and multiple contributions (more than 3) to the discussion thread. |
| 4     | Very Good  
Insightful and reflective discussion, elaboration of ideas posted in another message, and multiple contributions (at least two) to the discussion thread. |
| 3     | Acceptable  
Elaboration or additional information to an idea posted in another discussion posting, single contribution to the discussion thread. |
| 2     | Marginal  
Simple observation on the topic; single contribution to the discussion thread. |
| 1     | Poor  
Agreement statement that repeats what has been said by other students; single contribution to the discussion thread. |
| 0     | 
- No postings for the discussion thread.  
- Agreement statement.  
- Derogatory comments to a student(s).  
- Posting unrelated topic of threaded discussion. |
Course Content

- National Correct Coding Initiative
- National Coverage Determinations
- CMS-1500 claim form, UB-92 and UB-04 claims forms, and remittance advice
- CMS Prospective Payment Systems
- HIPAA standard code and transactions sets
- HHS Compliance Plan for Hospitals
- DRG, APC and RBRVS methodologies
- Health insurance terminology
- California Office of Statewide Health Planning and Development (OSHPD)
- Hospital Payment Monitoring Program (HPMP)
- Quality Improvement Organizations (QIOs)
- Ethical Coding Standards

Methods of Instruction

- Lecture, using Moodle
- Communication via Moodle Email
- Threaded discussions
- Electronic bulletin board
- Assignments
- Lesson Evaluations
- Self-assessment exercises
- Examinations

Required Resources


AHIMA Body of Knowledge – To use this, AHIMA membership is required. If you are not currently an AHIMA member, visit www.ahima.org to join.

Lessons and Assignments

There are weekly lessons with assignments and assessments to enhance learning. Each Lesson is one block on the main page of your Moodle course. There are links within the block to assignments and assessment activities. There may be voluntary self-assessment exercises, which are also linked within the weekly lessons. Self-assessment exercises are not used for grading.

All course requirements must be submitted within the Moodle system. The “Start Here Orientation” posted in this Moodle course describes how to submit assignments and complete assessments.

Graded Assignments

Completion of homework assignments, threaded discussions, midterm and final examinations, and individual project are required in this course.

Quizzes and Examinations

Homework assignments, midterm examination and final examination will be administered online in this Moodle course. The midterm and final exams are closed book and timed exams. The weekly quizzes are
open book. The availability dates for exams are specified in the Course Calendar. Students will complete assignments/exams during the availability dates specified unless prior arrangements are made and approved by the course instructor. As in the submission of assignments, students are expected to take exams. Honesty and integrity is expected of all students.

**Individual Student Project**
There will be an individual student project that will be due the last week of the semester. The topic for the project will be posted as indicated on the Course Calendar.

**Threaded Discussions**
Using the threaded discussion capabilities of Moodle, students will participate in online discussions with their fellow classmates. Each student should post one time in response to each discussion topic and also one to two comments regarding the postings of their peers. The interactive discussion will optimize each student's ability to understand the lesson content and to pose questions and concerns. Students should refer to Information on Grading of Course Threaded Discussions for additional information.

**Grades**
Grades are assigned for distance learning courses as in the courses provided on campus and will be calculated into the student's grade point average (GPA). Final grades are posted in Moodle under the Grades icon and will be accessible only by each individual student.

**Evaluation Methods**
All grades will be point based, with the cumulative total used to determine the final grade for the class. The distribution of points is such that each category of the course is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Maximum Points</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Activities (no points are earned for self-assessment quizzes)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Weekly Assignment – homework assignment (12 x 10 points each)</td>
<td>120</td>
<td>36%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>50</td>
<td>15%</td>
</tr>
<tr>
<td>Threaded discussions (12 x 5 points each -graded on a scale from 0 – 5 points; maximum of 5 points for one week’s discussion)</td>
<td>60</td>
<td>18%</td>
</tr>
<tr>
<td>Individual Student Project</td>
<td>50</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>50</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grade Calculation**
Grades will be calculated by dividing the total points earned by the total points available. After conversion to a percentage, a final letter grade will be determined based on the grading scale below. Students will be able to view their progress in the course by accessing their own grades on Moodle under the button for Student Grades. The grading scale by percentage of points earned is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>297-330</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>264-296</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>231-263</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>198-230</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>&lt; 197</td>
<td>F</td>
</tr>
</tbody>
</table>

**Late Assignment Policy**
Just as in a traditional class, it is the student's responsibility to complete the quizzes, assignments and exams as posted in the Course Calendar. Time management in planning weekly activities, including business or personal travel, vacation, jury duty, family visits, work obligations, elective or planned medical procedures, holidays, etc. is critical to successful completion of this course.
The Santa Barbara City College HIT/CIM policy for course deliverables (ie, assignments, homework, quizzes, projects, exams) **effective spring semester 2006** is as follows:

1. Due dates for all course deliverables are posted for each course in the course calendar. All students are responsible for monitoring and adhering to the **Course Calendar** as posted unless prior arrangements have been made with the instructor.

2. There will be no credit for late submissions.

3. The course instructor will handle student emergencies on an “as needed” basis. Computer problems do occur so if it is your habit to work up until an assignment or exam deadline, do so at your own risk. All students should have a “back-up” computer plan in the event of hardware, software or technical difficulties unrelated to the SBCC system that can be invoked in a timely manner. The “back up” computer may be through another reliable source eg, workplace, public library, friends, etc.

### Lesson Evaluations

Student evaluations should be submitted for each lesson per the online evaluation function. The evaluations are used to revise the course content in order to better serve you and future students. There is no credit given for submitting lesson evaluations.

### Accommodations for Students

Students with disabilities who are requesting accommodations should use the following SBCC procedure: contact the DSPS office in SS160 (X2364), present documentation of disability for review by a disabilities specialist, discuss options for support through DSPS, and present a signed DSPS authorization for accommodation to your instructor.

### Academic Honesty

The instructor expects and trusts each student to maintain high standards of honesty and ethical behavior. All assignments, including examinations, research papers, position papers, projects, homework assignments, and threaded discussion postings, submitted in fulfillment of the course requirements must be the students’ own work. All assignments except those designated as “group” are meant to be individual efforts. Group efforts are meant to be equal efforts of all group members. It is assumed that students will perform professionally and honestly in preparing work for this class.

Per SBCC policy, academic dishonesty includes cheating on exams or assignments, using other individuals to take a course or exam, unauthorized use of commercial research services in creating assignments, plagiarism, providing information to others without the instructor’s permissions or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.

According to Wikipedia, “plagiarism is the practice of claiming or implying original authorship of material which one has not actually created oneself, such as when a person incorporates material from someone else’s work into his own work without attributing it. Within academia, plagiarism is seen as academic dishonesty and is a serious and punishable academic offense.” To avoid plagiarism, please go to the Owl of Purdue’s website at [http://owl.english.purdue.edu/owl/resource/589/03/](http://owl.english.purdue.edu/owl/resource/589/03/) and follow the important safe practice tips.

It is important that you carefully read and understand the SBCC document called “Academic Honesty Defined and Outlined.” To view this document, refer to Course Orientation learning module under Calendar and Lessons.

### DSPS Contact:

The link for DSPS website is: [http://www.sbcc.edu/dsps/index.php](http://www.sbcc.edu/dsps/index.php)

### Credit Deadlines

You will be expected to complete online courses within the regular semester period.

### An Important Note for All Students

It is your responsibility to read and comply with all regulations outlined above. Any questions regarding these regulations should be addressed to:
About Your Instructor
Mary Jo Jenkins, MPH, RHIA is an adjunct instructor new to the SBCC program. She has been an instructor at another community college with an HIT program. Prior to this, she has been a Director of Health Information at several acute care hospitals in the Los Angeles area. She started out as a part time clerk in HIM while attending UCLA. She obtained her Bachelor's degree in Public Health at UCLA and later returned to obtain her Master's Degree. She has been responsible for various functions such as coding, transcription, cancer registry, quality improvement, and safety. She has been responsible for the core HIM functions in both acute care and skilled nursing settings. She has also been active in her local HIM professional association.