SANTA BARBARA CITY COLLEGE  
CANCER INFORMATION MANAGEMENT  
SPRING 2012 SYLLABUS  
CIM 150 - ONCOLOGY CODING AND STAGING SYSTEMS

Instructor: Denise Harrison, BS, CTR

E-mail: IMAIL Block in Moodle (This forwards to my SBCC email.)
If you are unable to log into Moodle and need to reach me urgently, you may use dcharrison1@sbcc.edu. E-mails to this address must include the course CRN and an explanation of why IMAIL was not used.

Office hours: Held through E-mail communication or by appointment
CIM Web site: http://sbcc.edu/hit/website/cim.htm
Online support: ONLINE SUPPORT FORM (fastest way); 805-965-0581 x 2949; or 877-232-3919 (Toll-free)

COURSE DESCRIPTION
CIM 150 is an introduction to oncology coding and staging systems, focusing on coding primary site and morphology, the 2007 multiple primary and histology coding rules, extent of disease information, and various staging systems, including the staging concepts commonly used by clinicians, epidemiologists, researchers and cancer registrars.

PREREQUISITE(S)/SKILLS ADVISORIES:
Prerequisites: CIM 125
Skills Advisories: Eligibility for ENG 110 or ENG 110H or ENG 110GB
Course Advisories: CIM 100

COURSE OBJECTIVES
This course will teach you to use your basic reference manuals. You are not expected to memorize specific codes or staging categories, but you must read the materials AND work through the exercises to understand and apply the various concepts. Because you do not have to memorize materials, all quizzes and exams are OPEN BOOK. The objectives of this course will be met by incorporating a variety of instructional methods, including online lecture, reading assignments, class exams and quizzes, case coding exercises, and forum discussions.

1. Explain the coding methodology used in the International Classification of Diseases for Oncology, 3rd Edition (ICD-O-3) for topography (primary site) and morphology (histologic tumor type).
2. Define the behavior and histologic grading/differentiation codes used in ICD-O-3
3. Demonstrate knowledge of the "Instructions for the Use of ICD-O-3" including topography and morphology numerical lists, format and use of Alphabetic Index, format of the ICD-O terms, meaning of "NOS" and how it’s used.
4. Demonstrate the ability to appropriately apply the "Coding Guidelines for Topography and Morphology" using ICD-O-3.
5. Identify the appropriate primary site, morphology, behavior and differentiation codes from review of pathology reports and other medical documents.
6. Understand and apply the 2007 Multiple Primary and Histology coding rules.
7. Understand and apply the rules in the Hematopoietic Manual and when to consult the Hematopoietic Database.
8. Define and discuss the purposes and principles of cancer staging.
9. Identify the three major cancer staging schemas including 1) AJCC Cancer Staging by the TNM System; 2) SEER Summary Stage, and 3) Collaborative Staging System.
10. Define the essential components of each of the three staging systems.
11. Explain the staging rules that are specific to each of the three major systems.
12. Describe and discuss the differences between the three major cancer staging systems.
13. Identify appropriate sources of medical information used to determine stage of disease.
14. Demonstrate the ability to determine stage using all three staging systems.
15. Determine when there is inadequate information in the medical record to stage a case.
16. Select the appropriate information to code extent of disease for each of the major cancer sites.

STUDENT LEARNING OBJECTIVES (SLOs)

1. Apply the ICD-O-3 coding rules and material in order to classify the primary site and histologic type of cancer.
2. Evaluate the components of three major staging systems.
3. Conform to the rules for determining multiple primary cancers.
4. Apply site-specific rules for accurate coding and staging of major cancer sites.

INSTRUCTIONAL METHODOLOGY

1. Reading from assigned textbooks and coding manuals
2. SEER Training Modules
3. Self-Tests
4. Case Studies
5. Assessments (10 Quizzes; 4 Exams)
6. Discussion Forums

REQUIRED TEXTS/MATERIALS

Please refer to separate COMPLETE BOOK LIST.

METHODS OF EVALUATION

Quizzes: 10 @ 52, 25, 33, 25, 25, 25, 25, 25, 25, and 25 points) = 285 points
Exams: 3 @ 60 points each = 180 points
Comprehensive Final Exam: 100 points
Total Points possible = 565

CALCULATION OF GRADES

Grades will be calculated by placing the total points earned over the total points available. After conversion to a percentage, a letter grade will be assigned based on the grading scale. Grades may be accessed through the Grades ( ) link in the Administration block depicted below.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>(506-565 points)</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>(449-505 points)</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>(393-448 points)</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>(336-392 points)</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>(&lt;336 points)</td>
</tr>
</tbody>
</table>

The minimum grade acceptable for this course is a C.
COURSE POLICIES

Attendance
The course content, including the course calendar, as displayed on the CIM 150 Moodle Homepage are subject to change. It is the student’s responsibility to log on AT LEAST ONCE A WEEK. There are no required meetings where attendance is taken.

HIT/CIM ATTENDANCE POLICY: Click on the link to read the HIT/CIM Departmental attendance policy.

Course Content
Students are expected to complete all activities provided in the lesson. With the exception of the forums, the activities should be completed in the order in which they appear in the lesson module. A sample lesson module is shown below. Availability dates for all course deliverables (lessons, assignments, discussion forums, quizzes and exams) are specified in the Course Calendar.

Quizzes and Exams
Quizzes and exams are accessed through the Quizzes link ( ) in the Activities block, or through the link provided in the associated lesson in Moodle, as shown below. All quizzes and exams are open-book, timed assessments designed to test your coding and staging abilities, and your understanding of those concepts. Availability dates for quizzes and exams are specified in the Course Calendar. Students must take each quiz and exam during the availability dates specified in the Course Calendar unless prior arrangements are made and approved by the course instructor. Students are expected to take their own quizzes and exams. Honesty and integrity is expected at all times.

Late Policy
There will be no credit for late submissions of any course deliverables (lessons, assignments, discussion forums, quizzes and exams). Due dates for all course deliverables are posted 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.
Lesson Feedback

Each lesson module has a five-question lesson feedback, accessible through the Feedback link. Students are requested to provide the instructor with constructive feedback as to their success and/or difficulties with the lesson. These Lesson Evaluations are not required, and all posts are anonymous.

Outside Assistance

All course deliverables must be the result of the individual student’s effort. A word of caution about seeking assistance outside the course: cancer registrar colleagues are not aware of specific course guidelines. They may answer your questions correctly, but their answer may not be correct in the context of this course. Questions about the course content/course deliverables must be directed to the course instructor not to other students, other CIM faculty, or other cancer registry professionals. Assessments that appear to be the result of a collaborative effort will not be accepted for credit.

Accreditation

The Cancer Information Management Program at Santa Barbara City College is accredited by the National Cancer Registrars Association’s Formal Education Program Review Committee. Any complaints about the CIM program that cannot be resolved through the usual SBCC channels may be submitted in writing to:

Chair, Formal Education Review Committee
National Cancer Registrars Association
1340 Braddock Place, Suite 203, Alexandria, VA 22314

LINKS TO SBCC POLICIES

- Academic Integrity Policy
- Distance Education Student Support
- Dropping Classes
- FERPA - Student Privacy
- How to Order Textbooks
- Link to test Javascript
- Netiquette (Online Etiquette)
- Online College Concerns
- Plagiarism
- SBCC's Online College Orientation
- Hardware and Software Requirements
- Standards of Student Conduct
- Students with Disabilities

ABOUT YOUR INSTRUCTOR

Denise Harrison earned her bachelor’s degree in biology from the University of West Florida in Pensacola, and did post-graduate studies in microbiology and immunology at Texas A & M University in Kingsville, Texas. She had a teaching fellowship at Texas A & M, then taught various biology courses at Midland College (Midland, Texas) and Western Wyoming Community College (Rock Springs, Wyoming). In addition to teaching, she directed a federal grant aimed at training economically disadvantaged women for careers in non-traditional fields (Rock Springs, Wyoming), and also worked as the technical supervisor for the breath-alcohol testing program in Ector County, Texas. She has been a CTR since 2005, and has worked as a cancer registry coordinator for Commission on Cancer Approved hospital-based programs in the Houston Medical Center. She serves on the Alternative Methods committee of the NCRA, has been writing the CE quizzes for the Journal of Registry Management for several years now and is a trainer for Collaborative Stage Version 2 (CSv2).