

Common Course Outline
OFAD 268
ICD-9 Medical Coding
3 Credits

The Community College of Baltimore County

Description

ICD-9 Medical Coding teaches students how to code medical records using the ICD-9 classification system. Students learn ICD-9 coding guidelines as they relate to body systems and practice coding a variety of records, including records for inpatient, outpatient, same-day surgery, emergency room, clinic, and physicians' office settings. 3 credits; 3 lecture hours per week. *Prerequisites: OFAD 248, OFAD 266, and OFAD 267.*

Overall Course Objectives

Upon successful completion of this course, students will be able to:

1. explain the ICD-9 coding guidelines as they relate to all body systems;
2. utilizing correct terminology, discuss coding guidelines and defend the logic of choosing a code;
3. differentiate between coding guidelines for various types of medical records;
4. analyze and code medical records using the ICD-9 classification system;
5. utilize computerized encoder program and compliance software; and
6. audit medical records coded by others.

Major Topics

- I. ICD-9 guidelines for disease and injury of each body system.
- II. Supplemental codes for external causes and factors influencing major events.
- III. Medical data differentiation in the medical record.
- IV. Locating data in the medical record.
- V. Orientation to use and features of encoder software.

Course Requirements

Grading: Grading procedures will be determined by the individual faculty member but will include the following:

1. At least 5 quizzes.
2. Coding portfolio.
3. Group discussions.
4. Final medical record auditing project with oral presentation.

Individual faculty members may include in their syllabus additional course objectives, major topics, or other course requirements in addition to the minimum expectations stated in this Common Course Outline.

Other Course Information

The Community College of Baltimore County (“CCBC”) is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career, and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for assignments, participate actively in class activities, and prepare accordingly for all forms of assessment.

CCBC takes seriously its responsibility to maintain high-quality programs and will periodically ask instructors to participate in various assessment activities to determine whether students are attaining the knowledge, attitudes, and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups, or portfolio evaluations. We ask that the instructor take these activities seriously so that we can obtain valid data to use for continuous improvement of CCBC’s courses and programs of study.