



EFFECTIVE: SEPTEMBER 2001

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **June 4, 2001**
 B: Department/ **HEALTH SCIENCES** New Course Revision
 Program Area:
 If Revision, Section(s) Revised: **H**
 Date Last Revised: **February 1, 1999**

C: **HISP 470** D: **HEALTHDATA COLLECTION & CLASSIFICATION IV** E: **3.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: Students will continue to evaluate the accuracy and completeness of coding and data collection. Students are introduced to a variety of classification and nomenclature systems in addition to ICD-10/CCI. Students will examine various methods of costing health services with emphasis on CIHI resource intensity weighting and complexity overlay. Portions of the practice aspect of the course may take place at an acute care hospital.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Other Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) Lecture: 3 hrs. Other Lecture/Practice: 4 hrs. Number of Weeks per Semester: 15 weeks	H: Course Prerequisites: HISP 370	I: Course Corequisites: (recommended) HISP 420 + HISP 430
	J: Course for which this Course is a Prerequisite: HISP 575	K: Maximum Class Size: Lecture - 35 Other Lecture/Practice - 18
	L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)	

M: Course Objectives/Learning Outcomes

In this course students study a variety of classification systems and examine various methods of costing health services. The learner will:

- demonstrate a thorough knowledge of data classification for all major clinical categories using the ICD-10 and CCI classification systems.
- apply critical thinking skills to the coding process
- apply national, provincial and local standards for data collection
- apply patient service classification systems
- understand the relationship of grouping methodologies and the encoding of health information
- classify clinical discharge data to the appropriate case mix grouping
- interpret reports relating to Case Mix Groups and Resource Intensity Weighting
- utilize encoder software effectively
- describe the significant features and purposes of other relevant health care classification/nomenclature systems in addition to ICD-10/CCI
- follow CIHI procedures for correcting data errors

N: Course Content

1. ICD-10 Classification System
 - advanced classification practice (focused and general) according to current standards of accuracy and productivity
 - reinforcement of pathophysiology to coding
 - establishment of coding policies and procedures for a given situation
 - review of special coding problem areas
 - impact of coding on case mix grouping
2. Encoder Software
 - instructions
 - assignment
3. Other Classification/Nomenclature Systems
 - differentiate between classification and nomenclature
 - describe the purpose and significant characteristics of:
 - ICD-9
 - ICD-9-CM
 - ICD-O
 - DSM-IV
 - Orthopaedic ICD-9-CM Expanded
 - SNDO
 - SNOMED
 - SNOP
 - ICIDH
 - READ Codes
 - Other
 - interpret each of the above acronyms
 - practice coding diagnostic/procedural statements using at least three of the systems identified above

- N:** Course Content Continued
4. Case Mix Systems
 - Case Mix Groups
 - Day Procedure Groups
 - Resource Intensity Weights
 - Complexity overlay
 - Interpretation of related reports
 - Other

- O:** Methods of Instruction
1. Lecture/Practice
 2. Group discussion
 3. Application exercises/case studies/health records
 4. Independent study of specified topics

P: Textbooks and Materials to be Purchased by Students

A list of mandatory and optional textbooks and materials is provided for students at the beginning of each semester.

Q: Means of Assessment

Typical evaluations would include:
Final Exam
Midterm Exam
Weekly Reflective Learning Journals
Assignments

Course evaluation is based on course objectives and is consistent with Douglas College Course Evaluation Policies. A detailed evaluation schedule is presented to the students at the beginning of the course. Outline of evaluation may be subject to change.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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