

DOUGLAS COLLEGE

A: Division: **INSTRUCTIONAL**

Date: **February 1, 1999**

B: Department: **HEALTH SCIENCES**

New Course: **X**

Revision of Course:

C: **HISP 470**

D: **HEALTH DATA COLLECTION & CLASSIFICATION IV**

E: **3.5**

Subject & Course No.

Descriptive Title

Semester Credit

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.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs per week

Lecture:	3	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other Lecture/Practice:	4	Hrs.
Total (11 weeks):	7	Hrs.

H: Course Prerequisites:
HISP 320 + 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
L/P - 18**

L: College Credit Transfer
College Credit Non-Transfer

M: Transfer Credit: Requested:
Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
S.F.U.
U. Vic.
U.N.B.C.
Other:

L Kenward

Course Designer(s)

Aswood

Dean

[Signature]
Vice President Instruction

[Signature]
Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

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

**Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation**

O. COURSE OBJECTIVES

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.**

Subject and Course Number

P. 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

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

Subject and Course Number

Q. METHODS OF INSTRUCTION

1. Lecture/Practice
2. Group discussion
3. Application exercises/case studies/health records
4. Independent study of specified topics

R. COURSE EVALUATION

Course evaluation is based on course objectives and is consistent with Douglas College Course Evaluation Policies.

An evaluation schedule is presented to the students at the beginning of the course.

Outline of evaluation may be subject to change.

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