3-2-1 Code It 2020 8th edition Green Solutions Manual

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Instructor's Manual to Accompany

3-2-1 Code It!

2020

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Preface

This Instructor's Manual is organized into seven sections:

- Section I: Preparing Your Course



Note:

Section I contains sample semester plans and policies for administering exams and grading assignments and exams. Chapter lesson plans that can be modified for individual use are included.

- Section II: Answer Keys to Chapter Exercises and Reviews
- Section III: Answer Keys to Workbook Assignments and Reviews



Note:

Sections II and III are organized according to chapter.

- Section IV: Answer Keys to Workbook Appendices A–D: Coding Patient Records
  - Answer Key to Appendix A: Coding Ambulatory Care Surgery Patient Records
  - Answer Key to Appendix B: Coding Emergency Department Patient Records
  - Answer Key to Appendix C: Coding Physician Office Records
  - Answer Key to Appendix D: Coding Hospital Inpatient Records
- Section V: Answer Key to Workbook Appendix E: Mock Certified Professional Coder (CPC) Certification Examination
- Section VI: Answer Key to Workbook Appendix F: Mock Certification Coding Specialist-Physician (CCS-P) Certification Examination
- Section VII: Answer Key to Workbook Appendix G: Mock Certified Coding Specialist (CCS) Certification Examination



Teaching Tip:

Consider placing a sticky note as a tab at the beginning of each section in the Instructor's Manual.

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STUDENT WORKBOOK

The workbook follows the chapter organization of the core textbook and contains application-based assignments. Each assignment contains a list of objectives, an overview of content relating to the assignment, and instructions for completing the assignment. The last assignment in each workbook chapter contains review questions in multiple-choice format to emulate credentialing exam questions. The workbook also contains actual patient records and mock CPC, CCS-P, and CCS certification examinations.

ENCODERPRO.COM EXPERT

Enhance your course with Cengage learning materials and an online coding tool from Optum360®. *EncoderPro.com Expert* is an online coding and reference tool designed to enhance your coding capabilities.

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- ICD-10 mapping tools
- Coders' Desk Reference
- Complete code history
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- Medicare CCI edits
- Modifier crosswalk
- Enhanced compliance editor
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INSTRUCTOR COMPANION SITE

Additional resources can be found online at **http://login.cengage.com**.

Items listed as Instructor Resources are password-protected. To access the protected Instructor Resources, go to **http://login.cengage.com** to create a unique single-user sign-on. Contact your sales representative for more information.

Note:

Login instructions for Student Resources listed on the Student Companion Site are located in the textbook Preface.

Teaching Tip:

The Instructor and Student Companion Sites also include files that contain updates to the textbook and its supplements, which were changes made to the textbook, workbook, instructor's manual, and/or computerized test bank after publication (e.g., revised codes due to coding updates). You are welcome to email the author at **michelle.ann.green@gmail.com** with questions or comments. The author will respond to your emails, and appropriate corrections will be posted to provide clarification about the textbook and its supplements.

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INSTRUCTOR RESOURCES

In addition to this electronic version of the Instructor's Manual, the Instructor Resources contain an online computerized testbank powered by Cognero, and instructor's slides created in PowerPoint®. These supplements are located at the password-protected Instructor Companion Site at **http://login.cengage.com.**



Teaching Tip:

The Cognero testbank contains multiple choice and completion (coding) questions. Cognero software is available on the Instructor Companion Site to allow you to generate exams quickly, which can be printed, exported and uploaded to a learning management system (e.g., Blackboard), or web-enabled. This means that you can create different versions of the same exam for large classes of students (when students cannot be separated from each other by an empty desk). To save you some time, exported files for Blackboard, Moodle, Angel, Desire2Learn, and Canvas can be downloaded directly from the Instructor Companion Site.

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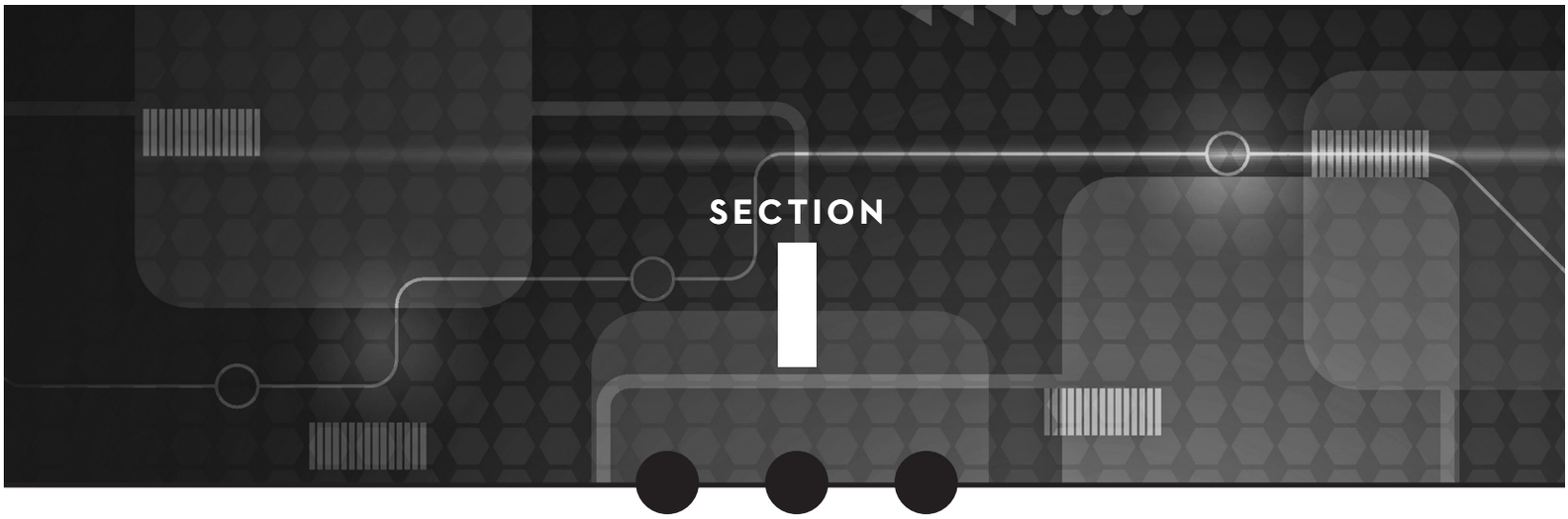
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Preparing Your Course

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3-2-1 Code It! is a comprehensive textbook that covers all coding systems, and its content is written to prepare medical assistants and other health care professionals for beginner or entry-level coding positions. ICD-10-CM and ICD-10-PCS coding are included in Chapters 2–7. (Chapter 6 is not typically covered by academic programs that focus on outpatient and physician coding.) Chapter 1 includes an overview of coding, Chapter 8 includes HCPCS level II coding, Chapters 9–19 include CPT coding (with five chapters dedicated to CPT Surgery coding), and Chapter 20 includes content about insurance and reimbursement. The textbook is organized so that content can be taught in parts in one course (Table 1) as well as in two (or more) courses. Your academic program and course requirements will determine the sections that should be taught to students.

EXAMPLE 1: A sequence of two-semester coding courses could include textbook Parts I and II in an ICD-10-CM and ICD-10-PCS coding course. Then textbook Parts III and IV could be taught in a HCPCS level II and CPT coding course. Many medical assistant and coding programs also teach a separate insurance and reimbursement course, eliminating the need to require textbook Part V in either coding course. However, if your program does not have a separate course, consider adding textbook Part V to one of your coding courses (or to an entirely different course, such as Introduction to Health Information Management).

EXAMPLE 2: A one-semester coding course taught in a medical assistant (MA) or medical office administration (MOA) program could include textbook Parts II, III, and IV, eliminating Chapter 5 from textbook Part II. You could also consider eliminating Chapters 11, 18, and 19 from the course syllabus (and assigning them outside of class or offer them as an independent study course).

Many MA and MOA programs teach a separate insurance and reimbursement course, eliminating the need to include textbook Part V in the coding course. If the program does not offer a separate insurance and reimbursement course, consider adding textbook Part V content to a different course (e.g., Administrative Medical Assisting or Introduction to Health Information Management).

NOTE:

NOTE: Chapter 5 is not typically covered by academic programs that focus on outpatient and physician coding.

TABLE 1 Organization of *3-2-1 Code It!*

Part	Title	Chapter
I	Coding Overview	Chapter 1: Overview of Coding
II	ICD-10-CM and ICD-10-PCS Coding Systems	Chapter 2: Introduction to ICD-10-CM and ICD-10-PCS Coding Chapter 3: ICD-10-CM and ICD-10-PCS Coding Conventions Chapter 4: ICD-10-CM Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 1–10 Chapter 5: ICD-10-CM Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 11–21 Chapter 6: ICD-10-CM and ICD-10-PCS Hospital Inpatient Coding Chapter 7: ICD-10-CM Outpatient and Physician Office Coding
III	Health Care Procedure Coding System (HCPCS), Level II Coding System	Chapter 8: HCPCS Level II Coding System
IV	Current Procedural Terminology (CPT) Coding System	Chapter 9: Introduction to CPT Coding Chapter 10: CPT Evaluation and Management Chapter 11: CPT Anesthesia Chapter 12: CPT Surgery I Chapter 13: CPT Surgery II Chapter 14: CPT Surgery III Chapter 15: CPT Surgery IV Chapter 16: CPT Surgery V Chapter 17: CPT Radiology Chapter 18: CPT Pathology and Laboratory Chapter 19: CPT Medicine
V	Insurance and Reimbursement Overview	Chapter 20: Insurance and Reimbursement

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SEMESTER PLANS

The one-semester plan (Table 2) assumes 45 hours of classroom lecture (or 3 hours per week for 15 weeks). Your course may also include an additional 45 hours of laboratory during the semester, for which corresponding workbook chapters can be assigned. The final examination is not included in the 45-hour plan.

Some educators prefer to use this textbook for a two-semester sequential course, teaching ICD-10-CM and ICD-10-PCS in one course and HCPCS level II and CPT in another course. If that is the method you prefer, refer to the two-semester plan (Table 3).

TABLE 2 One-Semester Plan

Week	Chapter
1–2	Chapter 1: Overview of Coding Chapter 2: Introduction to ICD-10-CM and ICD-10-PCS Coding Exam 1
3–4	Chapter 3: ICD-10-CM and ICD-10-PCS Coding Conventions Chapter 4: ICD-10-CM Chapter-Specific Coding Guidelines : ICD-10-CM Chapters 1–10 Chapter 5: ICD-10-CM Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 11–21 Exam 2
5–6	Chapter 6: ICD-10-CM and ICD-10-PCS Hospital Inpatient Coding Chapter 7: ICD-10-CM Outpatient and Physician Office Coding Exam 3
NOTE: If teaching in a medical assistant or medical office administration program, consider eliminating Chapter 6, which covers hospital inpatient coding.	
7	Chapter 8: HCPCS Level II Coding System Exam 4
8	Chapter 9: Introduction to CPT Coding Chapter 11: CPT Anesthesia Exam 5
NOTE: If teaching in a medical assistant or medical office administration program, consider requiring Chapter 11: CPT Anesthesia as an outside-of-class assignment.	
9	Chapter 10: CPT Evaluation and Management Exam 6
10–12	Chapters 12–16: CPT Surgery I–V Exam 7
NOTE: If teaching in a medical assistant or medical office administration program, consider covering just those portions of Chapters 12–16: CPT Surgery I–V that pertain to your academic program's community of interest. A community of interest includes employers who hire an academic program's graduates; the employers should be surveyed to determine the level of CPT Surgery coding required of graduates. For example, medical assistants might be required to assign codes for simple and intermediate repairs in the CPT Integumentary subsection (but not for skin grafts and flaps, which are often performed in a hospital ambulatory surgery or inpatient setting and coded by hospital outpatient and inpatient coding specialists).	
13–14	Chapter 17: CPT Radiology Chapter 18: CPT Pathology and Laboratory Chapter 19: CPT Medicine Chapter 20: Insurance and Reimbursement Exam 8
Finals Week	Comprehensive Final Examination (Chapters 1–20)

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TABLE 3 Two-Semester Plan

First Semester

Week	Chapter
1–2	Chapter 1: Overview of Coding Exam 1
3–4	Chapter 2: Introduction to ICD-10-CM and ICD-10-PCS Coding Exam 2
5–6	Chapter 3: ICD-10-CM and ICD-10-PCS Coding Conventions Exam 3
7–9	Chapter 4: ICD-10-CM Chapter-Specific Coding Guidelines : ICD-10-CM Chapters 1–10 Chapter 5: ICD-10-CM Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 11–21 Exam 4
10–12	Chapter 6: ICD-10-CM and ICD-10-PCS Hospital Inpatient Coding Exam 5
NOTE: If teaching in a medical assistant or medical office administration program, consider eliminating Chapter 6, which covers hospital inpatient coding.	
13–14	Chapter 7: ICD-10-CM Outpatient and Physician Office Coding Exam 6
Finals Week	Comprehensive Final Examination (Chapters 1–7)
Second Semester	
1	Chapter 8: HCPCS Level II Coding System Exam 1
2	Chapter 9: Introduction to CPT Coding Exam 2
3–4	Chapter 10: CPT Evaluation and Management Exam 3
5	Chapter 11: CPT Anesthesia Exam 4
6–10	Chapters 12–16: CPT Surgery I–V Exam 5
11	Chapter 17: CPT Radiology Exam 6
12	Chapter 18: CPT Pathology and Laboratory Exam 7
13	Chapter 19: CPT Medicine Exam 8
14	Chapter 20: Insurance and Reimbursement Exam 9
NOTE: If a separate insurance and reimbursement course is taught in your program, consider eliminating Chapter 20: Insurance and Reimbursement.	
Finals Week	Comprehensive Final Examination (Chapters 8–20)

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ADMINISTERING EXAMS

Administer short quizzes that cover definitions, coding conventions, and so on, to ensure that students keep up with reading assignments. Unit exams include theory and coding practice. If time permits, you may want to include content from the chapter(s) covered in the last unit on the final examination (instead of administering a separate unit exam).

Teaching Tip

Consider using your school's learning management system (e.g., Blackboard) to administer quizzes and exams, whether your course is offered entirely online or face-to-face. If you teach face-to-face, you can administer the online exams in a classroom setting or use your college's testing center. Then devote part of a class to answering students' questions about the exam so they have a good understanding about the concepts they had not mastered.

The textbook author enjoys this discussion with students, and she encourages students to challenge the authenticity of questions and answers as a critical thinking activity. When students convince her that a question was badly written or there could have been more than one answer, she rewards them by adding appropriate points to their exam grade. Then, of course, she revises that exam item for future use! This turns what can be an intimidating process, especially for a new instructor, into a fun learning activity for all. Students learn to think critically, new instructors do not dread discussing exam results, and everyone benefits because exam items are revised and perfected each time the course is taught. (As an aside, it can take up to five years for a new instructor to feel totally comfortable discussing exam results. Embracing students' questions and criticisms is a way to jump-start the "road to comfort.")

GRADING ASSIGNMENTS AND EXAMS

It is important to communicate your grading policy for coding assignments and exams. Refer to the suggested grading policies for ICD-10-CM, ICD-10-PCS, HCPCS level II, CPT coding assignments and exams below.

ICD-10-CM and ICD-10-PCS Coding

Assign one point for each correct ICD-10-CM code, including required fourth through seventh digits. Deduct one-half point for each additional code listed that is not required by ICD-10-CM coding guidelines.

Assign one point for each correct ICD-10-PCS code, each of which requires seven characters *without a decimal*. Deduct one-half point for each additional code listed that is not required according to ICD-10-PCS coding guidelines.

HCPCS Level II and CPT Coding

Assign one point for each correct code, plus one point for each required modifier. Deduct one-half point for each additional code or modifier that is not required by CPT/HCPCS guidelines and notes.

LESSON PLANS

Lesson plans assist instructors in preparing for class so that specific activities and objectives are accomplished. Lesson plans for each textbook chapter have been created and are included on the following pages to assist you in organizing your course. Just complete the information in the Time row for each chapter; then enter the class and lab numbers to set up your course. (The lesson plans can be used for a one- or two-semester coding course.)

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Chapter 1: Overview of Coding

Time:	• Instructor preparation (___ hours) • Introduction to course (1/2 hour) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• Career as a Coder • Professional Associations • Coding Systems and Processes • Other Classification Systems, Databases, and Nomenclatures • Documentation as Basis for Coding • Health Data Collection	
Overview:	This chapter focuses on coding career opportunities in health care, the importance of joining professional associations and obtaining coding credentials, the impact of networking with other coding professionals, and the development of opportunities for career advancement. A coding overview provides students with an introduction to coding concepts, including the role patient record documentation plays in accurate coding.	
Objectives:	1. Define key terms related to the overview of coding. 2. Summarize the training, job responsibilities, and career path for a coder. 3. Differentiate among types of professional associations for coders, health insurance specialists, and medical assistants. 4. Summarize coding systems and processes. 5. Identify other classification systems and databases. 6. Identify how documentation serves as the basis for assigning codes. 7. Describe health data collection for the purpose of reporting hospital and physician office data.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare course syllabus. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 1 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 1 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 1 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Introduction • *MindTap*, Chapter 1
Class # ___:	• Distribute and explain course syllabus. • Point out major features of textbook. • Assign Chapter 1 as reading assignment. • Lecture on Chapter 1 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• Prepared course syllabus • *3-2-1 Code It!*, Preface • *3-2-1 Code It!*, Chapter 1 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 1 • *3-2-1 Code It!*, Chapter 1 • *3-2-1 Code It!*, Chapter 1
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 1 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 2 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 1 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 1 • *MindTap*, Chapter 1 • *3-2-1 Code It!*, Chapter 2
Lab # ___:	• Point out major features of workbook. • Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Preface • *Workbook to Accompany 3-2-1 Code It!*, Chapter 1
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 2: Introduction to ICD-10-CM and ICD-10-PCS Coding		
Time:	• Instructor preparation (___ hours) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• Overview of ICD-10-CM and ICD-10-PCS • ICD-10-CM Index to Diseases and Injuries • ICD-10-CM Tabular List of Diseases and Injuries • ICD-10-CM Official Guidelines for Coding and Reporting • ICD-10-PCS Index and Tables • ICD-9-CM Legacy Coding System	
Overview:	This chapter focuses on the organization of the ICD-10-CM and ICD-10-PCS coding systems and the official guidelines for coding and reporting.	
Objectives:	1. Define key terms related to the introduction of ICD-10-CM and ICD-10-PCS coding. 2. Explain the purpose of assigning ICD-10-CM and ICD-10-PCS codes. 3. Locate main terms for diagnostic statements using the ICD-10-CM Index to Diseases and Injuries. 4. Assign diagnosis codes using the ICD-10-CM Index to Diseases and Injuries and the ICD-10-CM Tabular List of Diseases and Injuries. 5. Explain general ICD-10-CM official guidelines for coding and reporting. 6. Assign procedure codes using the ICD-10-PCS Index and Tables. 7. Use general equivalence mappings (GEMs) as part of the ICD-9-CM legacy coding system.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 2 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 2 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 2 • *MindTap*, Chapter 2
Class # ___:	• Assign Chapter 2 as reading assignment. • Lecture on Chapter 2 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• *3-2-1 Code It!*, Chapter 2 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 2 • *3-2-1 Code It!*, Chapter 2 • *3-2-1 Code It!*, Chapter 2
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 2 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 3 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 2 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 2 • *MindTap*, Chapter 2 • *3-2-1 Code It!*, Chapter 3
Lab # ___:	• Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 2
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 3: ICD-10-CM and ICD-10-PCS Coding Conventions		
Time:	• Instructor preparation (___ hours) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• Format and Typeface • Eponyms • Abbreviations • Punctuation • Boxed Notes • Tables • Includes Notes • Excludes1 and Excludes2 Notes	• Inclusion Terms • Other, Other Specified, and Unspecified Codes • Etiology and Manifestation Rules • And • Due To • In • With • Cross-References
Overview:	This chapter focuses on ICD-10-CM and ICD-10-PCS coding conventions, which are the rules used when assigning codes.	
Objectives:	1. Define key terms related to ICD-10-CM and ICD-10-PCS coding conventions. 2. Identify ICD-10-CM and ICD-10-PCS coding conventions. 3. Define ICD-10-CM and ICD-10-PCS coding conventions. 4. Interpret ICD-10-CM and ICD-10-PCS coding conventions for accurate code assignment.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 3 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 3 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 3 • *MindTap*, Chapter 3
Class # ___:	• Assign Chapter 3 as reading assignment. • Lecture on Chapter 3 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• *3-2-1 Code It!*, Chapter 3 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 3 • *3-2-1 Code It!*, Chapter 3 • *3-2-1 Code It!*, Chapter 3
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 3 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 4 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 3 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 3 • *MindTap*, Chapter 3 • *3-2-1 Code It!*, Chapter 4
Lab # ___:	• Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 3
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 4: Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 1-10		
Time:	• Instructor preparation (___ hours) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• ICD-10-CM Chapter-Specific Diagnosis Coding Guidelines • ICD-10-CM Chapter 1: Certain Infectious and Parasitic Diseases (A00–B99) • ICD-10-CM Chapter 2: Neoplasms (C00–D49) • ICD-10-CM Chapter 3: Diseases of the Blood and Blood-forming Organs and Certain Disorders Involving the Immune Mechanism (D50–D89) • ICD-10-CM Chapter 4 Endocrine, Nutritional, and Metabolic Diseases (E00–E89) • ICD-10-CM Chapter 5: Mental, Behavioral, and Neurodevelopmental Disorders (F01–F99) • ICD-10-CM Chapter 6: Diseases of the Nervous System (G00–G99) • ICD-10-CM Chapter 7: Diseases of the Eye and Adnexa (H00–H59) • ICD-10-CM Chapter 8: Diseases of the Ear and Mastoid Process (H60–H95) • ICD-10-CM Chapter 9: Diseases of the Circulatory System (I00–I99) • ICD-10-CM Chapter 10: Diseases of the Respiratory System (J00–J99)	
Overview:	This chapter focuses on the interpretation of the chapter-specific coding guidelines for ICD-10-CM Chapters 1 through 10.	
Objectives:	1. Define key terms related to chapter-specific coding guidelines for ICD-10-CM chapters 1 through 10. 2. Assign ICD-10-CM codes to certain infectious and parasitic diseases according to chapter-specific coding guidelines. 3. Assign ICD-10-CM codes to neoplasms according to chapter-specific coding guidelines. 4. Assign ICD-10-CM codes to diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism according to chapter-specific coding guidelines. 5. Assign ICD-10-CM codes to endocrine, nutritional, and metabolic diseases according to chapter-specific coding guidelines. 6. Assign ICD-10-CM codes to mental, behavioral, and neurodevelopmental disorders according to chapter-specific coding guidelines. 7. Assign ICD-10-CM codes to diseases of the nervous system according to chapter-specific coding guidelines. 8. Assign ICD-10-CM codes to diseases of the eye and adnexa according to chapter-specific coding guidelines. 9. Assign ICD-10-CM codes to diseases of the ear and mastoid process according to chapter-specific coding guidelines. 10. Assign ICD-10-CM codes to diseases of the circulatory system according to chapter-specific coding guidelines. 11. Assignment ICD-10-CM codes to diseases of the respiratory system according to chapter-specific coding guidelines.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 4 • I*nstructor's Manual to Accompany 3-2-1 Code It!*, Chapter 4 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 4 • *MindTap*, Chapter 4
Class # ___:	• Assign Chapter 4 as reading assignment. • Lecture on Chapter 4 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• *3-2-1 Code It!*, Chapter 4 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 4 • *3-2-1 Code It!*, Chapter 4 • *3-2-1 Code It!*, Chapter 4
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 4 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 5 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 4 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 4 • *MindTap*, Chapter 4 • *3-2-1 Code It!*, Chapter 5
Lab # ___:	• Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 4
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 5: Chapter-Specific Coding Guidelines: ICD-10-CM Chapters 11–21		
Time:	• Instructor preparation (_____ hours) • In-class lecture (_____ hours) • In-class lab (if laboratory component is included as part of course) (_____ hours)	
Topics:	• ICD-10-CM Chapter 11: Diseases of the Digestive System (K00–K95) • ICD-10-CM Chapter 12: Diseases of the Skin and Subcutaneous Tissue (L00–L99) • ICD-10-CM Chapter 13: Diseases of the Musculoskeletal System and Connective Tissue (M00–M99) • ICD-10-CM Chapter 14: Diseases of the Genitourinary System (N00–N99) • ICD-10-CM Chapter 15: Pregnancy, Childbirth, and the Puerperium (O00–O9A) • ICD-10-CM Chapter 16: Certain Conditions Originating in the Perinatal Period (P00–P96) • ICD-10-CM Chapter 17: Congenital Malformations, Deformations, and Chromosomal Abnormalities (Q00–Q99) • ICD-10-CM Chapter 18: Symptoms, Signs, and Abnormal Clinical and Laboratory Findings, Not Elsewhere Classified (R00–R99) • ICD-10-CM Chapter 19: Injury, Poisoning, and Certain Other Consequences of External Causes (S00–T88) • ICD-10-CM Chapter 20: External Causes of Morbidity (V00–Y99) • ICD-10-CM Chapter 21: Factors Influencing Health Status and Contact with Health Service (Z00–Z99)	
Overview:	This chapter focuses on the interpretation of the chapter-specific coding guidelines for ICD-10-CM chapters 11 through 21.	
Objectives:	• Define key terms related to chapter-specific coding guidelines for ICD-10-CM chapters 11 through 21. • Assign codes to diseases of the digestive system according to chapter-specific guidelines. • Assign codes to diseases of the skin and subcutaneous tissue according to chapter-specific guidelines. • Assign codes to diseases of the musculoskeletal system and connective tissue according to chapter-specific guidelines. • Assign codes to diseases of the genitourinary system according to chapter-specific guidelines. • Assign codes to pregnancy, childbirth, and the puerperium according to chapter-specific guidelines. • Assign codes to certain conditions originating in the perinatal period according to chapter-specific guidelines. • Assign codes to congenital malformations, deformations, and chromosomal abnormalities according to chapter-specific guidelines. • Assign codes to symptoms, signs, and abnormal clinical and laboratory findings, not elsewhere classified, according to chapter-specific guidelines. • Assign codes to injury, poisoning, and certain other consequences of external causes according to chapter-specific guidelines. • Assign codes to external causes of morbidity according to chapter-specific guidelines. • Assign codes to factors influencing health status and contact with health service according to chapter-specific guidelines.	
	Task	**Resource**
Prior to class:	• Read textbook, and prepare lecture notes • Review answers to chapter review • Select workbook assignments for homework • Prepare chapter quiz	• *3-2-1 Code It!*, Chapter 5 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 5 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 5 • *MindTap*, Chapter 5
Class # ___:	• Assign Chapter 5 as reading assignment • Lecture on Chapter 5 content • Encourage students to create flash cards • Assign chapter review as homework	• *3-2-1 Code It!*, Chapter 5 • Lecture notes prepared from *1-2-3- Code!*, Chapter 5 • *3-2-1 Code It!*, Chapter 5 • *3-2-1 Code It!*, Chapter 5
Class # ___:	• Review previous class lecture, and answer student questions about chapter content • Continue lecture on Chapter 5 content • Collect homework (and grade) • Administer chapter quiz • Assign Chapter 6 as reading assignment	• Ask students to identify key topics and issues from previous class lecture • *3-2-1 Code It!*, Chapter 5 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 5 • *MindTap*, Chapter 5 • *3-2-1 Code It!*, Chapter 6
Lab # ___:	• Communicate assignments to be accomplished during lab, and explain how each is to be completed • Rotate among students as they complete lab assignments to provide individual assistance • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class • Assign additional workbook assignments for homework	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 5
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 6: ICD-10-CM and ICD-10-PCS Hospital Inpatient Coding		
Time:	• Instructor preparation (___ hours) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• Acute Care Facilities (Hospitals) • Inpatient Diagnosis Coding Guidelines • Inpatient Procedure Coding Guidelines • ICD-10-PCS Procedure Coding • Coding Inpatient Diagnoses and Procedures	
Overview:	This chapter focuses on inpatient acute care settings (e.g., hospitals) and includes an interpretation of guidelines for sequencing diagnoses and procedures, which are published in the *ICD-10-CM Official Guidelines for Coding and Reporting*, and *ICD-10-PCS Coding Guidelines*, and which are used as a companion to official versions of ICD-10-CM and ICD-10-PCS, respectively.	
Objectives:	1. Define key terms related to ICD-10-CM and ICD-10-PCS hospital inpatient coding. 2. Explain the differences among acute care inpatient settings. 3. Interpret inpatient diagnosis coding guidelines when assigning ICD-10-CM codes. 4. Interpret inpatient procedure coding guidelines when assigning ICD-10-PCS codes. 5. Assign ICD-10-PCS codes to procedures. 6. Assign ICD-10-CM and ICD-10-PCS codes for acute care (hospital) inpatient cases.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 6 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 6 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 6 • *MindTap*, Chapter 6
Class # ___:	• Assign Chapter 6 as reading assignment. • Lecture on Chapter 6 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• *3-2-1 Code It!*, Chapter 6 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 6 • *3-2-1 Code It!*, Chapter 6 • *3-2-1 Code It!*, Chapter 6
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 6 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 7 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 6 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 6 • *MindTap*, Chapter 6 • *3-2-1 Code It!*, Chapter 7
Lab # ___:	• Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 6
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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Chapter 7: ICD-10-CM Outpatient and Physician Office Coding		
Time:	• Instructor preparation (___ hours) • In-class lecture (___ hours) • In-class lab (if laboratory component is included as part of course) (___ hours)	
Topics:	• Outpatient Care • Outpatient Diagnostic Coding and Reporting Guidelines	
Overview:	This chapter focuses on outpatient care and physician office settings and interpretation of the *Diagnostic Coding and Reporting Guidelines for Outpatient Services*.	
Objectives:	1. Define key terms related to ICD-10-CM outpatient and physician office coding. 2. Explain the differences among outpatient and physician office health care settings. 3. Assign ICD-10-CM diagnosis codes according to outpatient coding and reporting guidelines.	
	Task	**Resource**
Prior to class:	• Read textbook and prepare lecture notes. • Review answers to chapter review. • Select workbook assignments for homework. • Prepare chapter quiz.	• *3-2-1 Code It!*, Chapter 7 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 7 • *Workbook to Accompany 3-2-1 Code It!*, Chapter 7 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 7
Class # ___:	• Assign Chapter 7 as reading assignment. • Lecture on Chapter 7 content. • Encourage students to create flash cards. • Assign chapter review as homework.	• *3-2-1 Code It!*, Chapter 7 • Lecture notes prepared from *3-2-1 Code It!*, Chapter 7 • *3-2-1 Code It!*, Chapter 7 • *3-2-1 Code It!*, Chapter 7
Class # ___:	• Review previous class lecture and answer students' questions about chapter content. • Continue lecture on Chapter 7 content. • Collect homework (and grade). • Administer chapter quiz. • Assign Chapter 8 as reading assignment.	• Ask students to identify key topics and issues from previous class lecture. • *3-2-1 Code It!*, Chapter 7 • *Instructor's Manual to Accompany 3-2-1 Code It!*, Chapter 7 • *MindTap*, Chapter 7 • *3-2-1 Code It!*, Chapter 8
Lab # ___:	• Communicate assignments to be accomplished during lab and explain how each is to be completed. • Rotate among students as they complete lab assignments to provide individual assistance. • Consider reviewing rough draft work during lab and allowing students to submit final draft at the beginning of the next lab class. • Assign additional workbook assignments for homework.	• *Workbook to Accompany 3-2-1 Code It!*, Chapter 7
Assessment:	• Homework assignments • Chapter quiz • In-class participation • Lab assignments	

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