**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Medical Information Coder/Biller**
**Career Cluster:** **Health Science**

| CCC | |
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| CIP Number | 0351071404 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 37 credit hours |
| CTSO | HOSA: Future Health Professionals |
| SOC Codes (all applicable) | 29-2071 Medical Records and Health Information Technicians |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Health Information Technology AS degree program (1351070700).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The program is designed to prepare students for employment in a variety of health care settings as entry level coder, medical record coder, coding technician, or coding clerks, or medical coder/billers, SOC Code 29-2071 (Medical Records and Health Information Technicians). Some colleges may choose to divide the Coder/Biller Certificate into two tracks, one for coding and one for billing.

The content includes but is not limited to medical terminology, anatomy and physiology, coding systems, fundamentals of disease process, including pharmacology, healthcare delivery systems, basics of medical records services, ethical and legal responsibilities, safety/security procedures, basic data processing, and employability skills.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Standards

After successfully completing this program, the student will be able to perform the following:

01.0    Demonstrate an understanding of healthcare organizations and health occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Explore health informatics as an allied health profession.
04.0    Demonstrate an understanding of health data concepts.
05.0    Identify the functions of a health record.
06.0    Demonstrate an understanding of Health Information Technology.
07.0    Discuss classification systems, clinical vocabularies and terminologies.
08.0    Evaluate ethical issues in Health Information Professions.
09.0    Demonstrate compliance with laws, regulations, and standards that impact healthcare.
10.0    Apply policies, regulations, and standards to the management of information associated with treatment, payment, and operations (TPO).
11.0    Demonstrate computer knowledge and skills.
12.0    Demonstrate employability skills.
13.0    Describe the anatomy and physiology of the human body.
14.0    Demonstrate proficiency in the application of medical terminology.
15.0    Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
16.0    Demonstrate proficiency in the use of ICD and HCPCS/CPT coding systems, both manual and automated.
17.0    Perform coding complexities proficiently.
18.0    Explain the significance of health information services as it relates to the medical coder/biller.
19.0    Demonstrate professional and ethical behavior of a medical coder/biller.
20.0    Perform healthcare revenue cycle management processes.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Medical Information Coder/Biller**
**CIP Number:** **0351071404**
**Program Length:** **37 credit hours**
**SOC Code(s):** **29-2071**

| This certificate program is part of the Health Information Technology AS degree program (1351070700). At the completion of this program, the student will be able to: |
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| 01.0 Demonstrate an understanding of the healthcare organizations and health occupations. – The student will be able to: |
| 01.01 Discuss the evolution of healthcare. |
| 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States. |
| 01.03 Discuss healthcare regulatory agencies and organizations. |
| 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential. |
| 01.05 Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs. |
| 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to: |
| 02.01 Develop basic speaking and active listening skills with meaningful feedback. |
| 02.02 Develop basic observational skills and related documentation strategies in written and oral form. |
| 02.03 Identify characteristics of successful and unsuccessful communication including barriers. |
| 02.04 Respond to verbal and non-verbal cues. |
| 02.05 Compose written communication including emails using correct spelling, grammar, formatting and confidentiality. |
| 02.06 Demonstrate ability to create professional correspondence using appropriate email practices and etiquette. |
| 02.07 Use appropriate medical terminology and abbreviations. |
| 02.08 Model the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships. |

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| | 02.09 | Provide health information education to internal/external stakeholders. |
| | 02.10 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic, and religious groups. |
| | 02.11 | Distinguish between and identify subjective and objective information. |
| 03.0 | Explore health information as an allied health profession. – The student will be able to: | |
| | 03.01 | Discuss the history of health information management. |
| | 03.02 | Discuss the professional opportunities within the health information professions. |
| | 03.03 | Demonstrate knowledge of professional associations applicable to the field of health information. |
| 04.0 | Demonstrate an understanding of health data concepts. – The student will be able to: | |
| | 04.01 | Describe the various uses of primary and secondary health data and data sets. |
| | 04.02 | Identify various characteristics of health data quality and standards. |
| 05.0 | Identify the functions of a health record. – The student will be able to: | |
| | 05.01 | Demonstrate an understanding of the various formats of the health record. |
| | 05.02 | Explain the various uses of a health information as it relates to treatment, payment, and operations (TPO). |
| 06.0 | Demonstrate an understanding of Health Information Technology. – The student will be able to: | |
| | 06.01 | Discuss how changing regulations and technology impact the health information field. |
| | 06.02 | Interpret information from health information systems and applications in healthcare. |
| | 06.03 | Demonstrate an understanding of creation, use, storage, retrieval, and exchange of health data. |
| 07.0 | Discuss classification systems, clinical vocabularies and terminologies. – The student will be able to: | |
| | 07.01 | Explain the use of classification systems, clinical vocabularies, and terminologies as they relate to Health Information Management and nomenclatures. |
| 08.0 | Evaluate ethical issues in Health Information Professions. – The student will be able to: | |
| | 08.01 | Describe the code of ethics consistent with healthcare occupations. |
| | 08.02 | Analyze ethical issues related to health information. |
| | 08.03 | Manage ethical issues related to coding and billing/ healthcare documentation. |

| 09.0 | Demonstrate compliance with laws, regulations, and standards that impact healthcare. – The student will be able to: | |
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| | 09.01 | Promote the importance of maintaining ethical and legal standards in compilation and usage of health information. |
| | 09.02 | Identify all laws and standards that impact health information including the Health Insurance Portability and Accountability Act (HIPAA). |
| | 09.03 | Explain the composition of the legal health record. |
| | 09.04 | Apply health information policies and procedures for privacy, confidentiality, and security. |
| | 09.05 | Articulate legal terms and processes that impact healthcare. |
| 10.0 | Apply policies, regulations, and standards to the management of information associated with treatment, payment, and operations (TPO). – The student will be able to: | |
| | 10.01 | Describe how to adapt workflow necessitated by regulatory change. |
| | 10.02 | Demonstrate knowledge of policies and procedures for access and disclosure of protected health information to authorized users. |
| | 10.03 | Adhere to appropriate and applicable accrediting agency guidelines. |
| 11.0 | Demonstrate computer knowledge and skills. – The student will be able to: | |
| | 11.01 | Demonstrate the ability to create, manage, organize, attach, and retrieve files. |
| | 11.02 | Demonstrate ability to connect to and perform research on the internet by identifying reliable reputable websites. |
| | 11.03 | Demonstrate proficiency in word processing, spreadsheets, and presentation software. |
| | 11.04 | Demonstrate the ability to install software programs. |
| | 11.05 | Demonstrate knowledge of safe computer practices and security procedures including but not limited to encryption, passwords and biometrics. |
| 12.0 | Demonstrate employability skills. – The student will be able to: | |
| | 12.01 | Identify and exemplify personal traits or attitudes desirable in a member of the healthcare team. |
| | 12.02 | Model professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 12.03 | Identify documents that may be required when applying for a job. |
| | 12.04 | Perform the process to obtain employment: job search, cover letter, resume, application, and thank you letter. |
| 13.0 | Describe the anatomy and physiology of the human body. – The student will be able to: | |
| | 13.01 | Describe the structure and function of the respiratory system. |

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| | 13.02 | Describe the structure and function of the circulatory system. |
| | 13.03 | Describe the structure and function of the musculoskeletal & connective tissue system. |
| | 13.04 | Describe the structure and function of nervous and sensory systems. |
| | 13.05 | Describe the structure and function of the reproductive system. |
| | 13.06 | Describe the structure and function of the urinary system. |
| | 13.07 | Describe the structure and function of the digestive system. |
| | 13.08 | Describe the structure and function of the endocrine system. |
| | 13.09 | Describe the structure and function of the integumentary system. |
| | 13.10 | Describe major psychiatric disorders. |
| 14.0 | Demonstrate proficiency in the application of medical terminology. – The student will be able to: | |
| | 14.01 | Identify word parts of medical terminology in daily use. |
| | 14.02 | Build, spell and pronounce correctly, appropriate terms from word parts learned and be able to give the meaning of the word. |
| | 14.03 | Identify word parts and be able to build, spell and understand new words with those parts. |
| | 14.04 | Spell and use medical abbreviations. |
| | 14.05 | Identify terminology specific to healthcare settings including surgical, medical, and therapeutic. |
| | 14.06 | Apply medical reference sources. |
| 15.0 | Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology. – The student will be able to: | |
| | 15.01 | Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body. |
| | 15.02 | Demonstrate an understanding of the general pathogenesis and morphology of disease and its role in the disease process. |
| | 15.03 | Demonstrate an understanding of pharmacological agents, uses, treatments, and utilizing drug reference sources. |
| | 15.04 | Identify and use diagnostic test terminology. |
| 16.0 | Demonstrate proficiency in use of ICD and HCPCS/CPT coding systems, both manual and automated. – The student will be able to: | |
| | 16.01 | Apply conventions and guidelines used in coding. |

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| | 16.02 | Describe the process to update coding resources. |
| | 16.03 | Assign and/or verify diagnosis, procedure, HCPCS level II codes, and applicable modifiers and groupings in accordance with official guidelines. |
| | 16.04 | Utilize ICD-CM, ICD-PCS, CPT (all sections), and HCPSC Level II code sets to assign diagnosis and procedure codes to intermediate and advanced case studies and authentic health records/abstracts. |
| | 16.05 | Describe components of revenue cycle management and clinical documentation improvement including quality indicators as it relates to coding. |
| | 16.06 | Identify any discrepancies, incomplete information, and/or poor documentation practices in relation to coding while following appropriate departmental policies for correcting errors or improving documentation practices. |
| 17.0 | Perform coding complexities proficiently. – The student will be able to: | |
| | 17.01 | Apply advanced coding concepts to complex authentic health records/abstracts and/or case studies across the continuum of care. |
| | 17.02 | Analyze case-mix, severity of illness systems, and coding quality monitors and reporting. |
| | 17.03 | Utilize a variety of simulated patient records from across the continuum of care, interpret data, and assign and/or verify codes. |
| | 17.04 | Analyze the various classification systems. |
| 18.0 | Explain the significance of health information services as it relates to the medical coder/biller. – The student will be able to: | |
| | 18.01 | Describe the functions of a health information management department and how this department interacts with the medical coder/biller. |
| | 18.02 | Describe the development of the health record to include all types used in the current industry. |
| | 18.03 | Explain the importance of the health record in relation to state and federal agencies, including compliance area. |
| 19.0 | Demonstrate professional and ethical behavior of a medical coder/biller. – The student will be able to: | |
| | 19.01 | Explain the scope of work of the Medical Coder/Biller. |
| | 19.02 | Demonstrate ethical coding practices as outlined by professional associations. |
| 20.0 | Perform healthcare revenue cycle management processes. – The student will be able to: | |
| | 20.01 | Prepare and submit applicable payer claims. |
| | 20.02 | Analyze various payer types. |
| | 20.03 | Perform patient accounting functions including claims, denials, rejections, appeals, collections, and payment resubmission using applicable software. |
| | 20.04 | Describe characteristics of reimbursement methodology systems across the continuum of care. |

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| 20.05 | Analyze charge master and superbill maintenance. |
| 20.06 | Understand compliance strategies and reporting as well as regulatory guidelines. |

# Additional Information

## Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

## Special Notes

This program is part of Health Information Technology or Office Administration - Medical Office Specialization.  The College Credit Certificate guarantees transfer of credit of 37 hours toward the AS degree in Health Information Technology or Office Administration.  Minimum entrance requirements for this program include a high school diploma or GED.

The cooperative method of instruction or clinical rotation is appropriate for this program.  Whenever these methods are offered, the following is required for each student:  a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.  The student may receive compensation for work performed.

Faculty teaching this program must have a minimum of an AS degree in Health Information Management.

Students should be encouraged to become members and participate in the activities of the professional organizations:  American Health Information Management Association and/or American Academy of Procedural Coders.

About AHIMA Credentials:
Students who complete the Medical Biller Coder program may take the Certified Coding Associate (CCA) credential exam as the first step in their coding career.  The CCA is an entry-level credential that distinguishes new coders in the job market.  Individuals with a CCA credential:

- Exhibit a level of commitment, competency, and professional capability usually absent in a newcomer to the field.
- Demonstrate a commitment to the coding profession.
- Distinguish themselves from non-credentialed coders and those holding credentials from other organizations less demanding of the higher level of expertise required to earn AHIMA certification.

The CCA should be viewed as the starting point for an individual entering a career as a coder. The AHIMA CCS and CCS-P exams demonstrate mastery level skills in coding.  Most individuals challenge the CCS or CCS-P exams after two or more years of work experience in coding.

American Health Information Management Association
919 North Michigan Ave., Suite 2150
Chicago, IL. 60611-5519

(312) 233-1100

The American Academy of Professional Coders (AAPC) sponsors a certification exam for coders with expertise in physician-based settings which leads to the title of Certified Professional Coder (CPC) or Certified Professional Coder Hospital (CPC-H).

American Academy of Professional Coders
309 West 700 South
Salt Lake City, UT 84101
800-626-2633

The National Healthcare Association also offers a national certification examination for a Certified Billing and Coding Specialist (CBCS).

National Healthcareer Association
7500 West 160th Street
Stilwell, Kansas 66085
800-499-9092
www.nhanow.com

Outcomes 01-12 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

**Career and Technical Student Organization (CTSO)**

HOSA: Future Health Professionals is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml