

Course & Title: HIM 250: ICD Coding

Instructor:

Pamela Chandler, M.Ed., RHIT, CDIP

270-745-3087

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Contact Information:

The best way to contact me is through email at Pamela.chandler@wku.edu; I will make effort to respond within 24 hours.

Credit Hours:

Four semester hours

Prerequisites:

HIM 100, AH 290, and BIOL 131 or consent of instructor

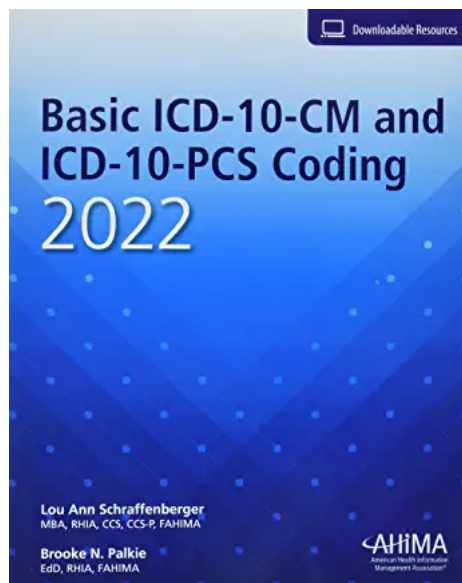
Description:

Discussion of various nomenclature and classification systems. Guidelines used to assign codes to disease and operations in the ICD classification system.

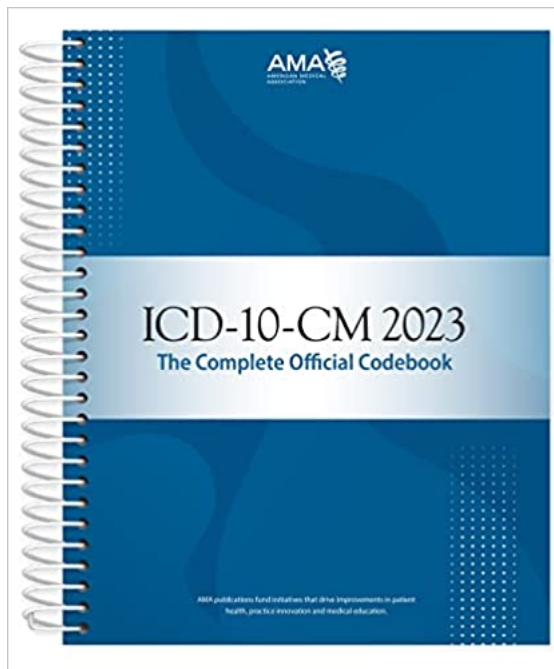
Textbooks:

All books are mandatory. Books can be obtained from the WKU Bookstore or appropriate publisher.

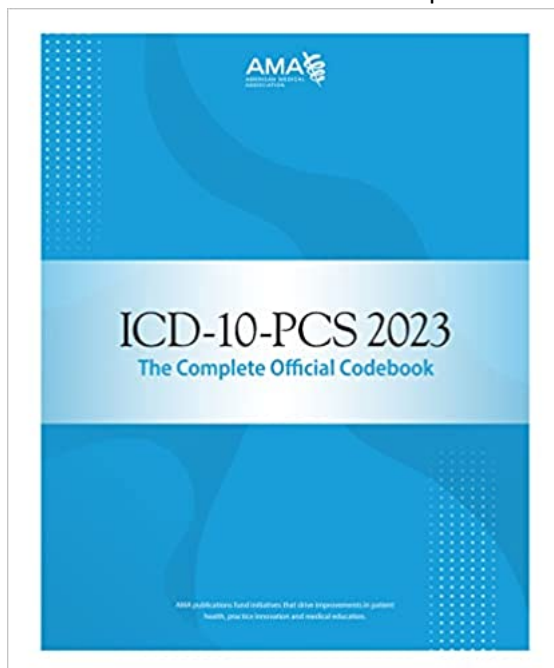
Schaffnerberger, Lou Ann: Basic ICD-10-CM/PCS 2022, ISBN-13: 978-1584268390; (AHIMA): ahima.org



- ICD-10-CM 2022 the Complete Official Codebook (AMA)



- ICD-10-PCS 2022 the Complete Official Codebook (AMA)



Additional Course Resources Utilized:

- 3M Coding and Grouper Software and Reference Materials for ICD-9-CM, ICD-10-CM, and ICD-10-PCS
- ICD-10-CM Indices and Tables (cms.gov website)
 - Index to Disease and Injuries
 - Tabular List
 - Index and Tabular of External Causes of Injuries
 - Table of Neoplasms
 - Table of Drugs and Chemicals
- ICD-10-PCS Indices and Tables (cms.gov website)
- ICD-9-CM Indices and Tables (cms.gov website)

Activities/Assignments:

All modules begin on the Monday of each week and should be completed and submitted on Bb the following Sunday evening at or before 11:59 pm.

All assignments must be turned in by the due date. Failure to comply with this will result in a zero for the assignment.

When completing work on blackboard, it is the responsibility of the student to make sure the grades are listed on the grade center.

- **One of the first things that you need to do is to place the schedule of this class in your calendar in order to keep up with when assignments/quizzes are to be completed.**
- **At the beginning of the semester 16 of your modules will be open for you to complete. You should complete at least, one module per week. When you are finished with a module you may work ahead on the next modules.**

Evaluation:

The final grade will be derived from the following:

| | |
|----------------------|-----|
| Written examinations | 80% |
| Laboratory | 20% |

The following grading system will be used:

| | |
|------------|---|
| 100% - 90% | A |
| 89% - 80% | B |
| 79% - 70% | C |
| 69% - 60% | D |

| | |
|------------|---|
| 100% - 90% | A |
| 59% - 50% | F |

Schedule Note:

Class and exam schedules are subject to change according to class progress.

Disclaimer:

References to external websites are provided for the convenience of the student. These sites may contain articles on politically and socially controversial topics and are presented from the prospective of providing information. The instructor is not responsible for the content of these external sites and does not necessarily endorse the views or agree with the information held on these sites; the instructor does not take moral stances on issue. Rev. 1/2022

One of the first things that you need to do is to place the schedule of this class in your calendar in order to keep up with when assignments/quizzes are to be completed.

HIM 250-Clinical Classification Systems

| | TOPIC | Reading Assignment | Coding Assignment | Quizzes |
|----------|--|----------------------------|--------------------------------------|---------------------------|
| Module 1 | Chapter 3 Introduction to UHDDS and Official Coding ICD-10-CM Guidelines Chapter 1- ICD-10-CM | Chapter 3 Chapter 1 | Chapter 3 Chapter 1 | Chapters 1 &3 |
| Module 2 | Chapter 4- Certain Infectious and Parasitic Diseases Chapter 6-Endocrine, Nutritional, Metabolic Diseases and Immunity Disorders Chapter 7-Diseases of the Blood and Blood-Forming Organs and Certain Disorders Involving the Immune Mechanism | Chapter 4, 6, 7 | Chapter Reviews for 4, 6, 7 | Chapter 4, 6, 7 |
| Module 3 | Chapter 5-Neoplasms Chapter 8- Mental, Behavioral and Neurodevelopmental Disorders | Chapters 5, 8 | Chapter Reviews for 5, 8 | Chapters 5, 8 |
| Module 4 | Chapter 9-Diseases of the Nervous System Chapter 10- Diseases of the Eye and adnexa Chapter 11- Diseases of the Ear and Mastoid Process | Chapters 9, 10, 11 | Chapter Reviews for 9, 10, 11 | Chapters 9, 10, 11 |
| Module 5 | Chapter 12- Diseases of the Circulatory System | Chapters 12, 13, 14, & 15 | Chapter Reviews for 12, 13, 14, & 15 | Chapters 12, 13, 14, & 15 |

| | TOPIC | Reading Assignment | Coding Assignment | Quizzes |
|------------------|---|---|---|---|
| | Chapter 13-Diseases of the Respiratory System Chapter 14-Diseases of the Digestive System Chapter 15- Disease of the Skin and Subcutaneous Tissue | | | |
| Module 6 | Chapter 16- Diseases of Musculoskeletal & Connective Tissue Chapter 17- Diseases of the Genitourinary System Chapter 18- Pregnancy, Childbirth, and the Puerperium Chapter 19-Certain Conditions originating in Perinatal Period | Chapters 16, 17, 18, & 19 | Chapter Reviews 16, 17, 18, & 19 | Chapters 16, 17, 18, & 19 |
| Module 7 | Chapter 20- Congenital Malformations, Deformations, and Chromosomal Abnormalities Chapter 21- Symptoms, Signs, and Abnormal Clinical and Laboratory Findings, Not Elsewhere Classified Chapter 22A- Injury Chapter 22B- Poisonings and Certain Other Consequences of External Causes | Chapters 20, 21, 22A, & 22B | Chapter Review 20, 21, 22A, & 22B | Chapters 20, 21, 22A, & 22B |
| Module 8 | Chapter 23- External Causes of Morbidity Chapter 24-Factors Influencing Health Status and Contact with Health Services | Chapters 23 & 24 | Chapters 23 & 24 | Chapters 23 & 24 |
| | All coding assignments and quizzes from Module 1-8 must be completed before March 20th @ 11:59 pm | All coding assignments and quizzes from Module 1-8 must be completed before March 19th @ 11:59 pm | All coding assignments and quizzes from Module 1-8 must be completed before March 19th @ 11:59 pm | All coding assignments and quizzes from Module 1-8 must be completed before March 19th @ 11:59 pm |
| Module 9 | Spring Break | Spring Break | Spring Break | Spring Break |
| Module 10 | Chapter 2- Introduction to ICD-10-PCS | Chapter 2 | Chapter 2 | Chapter 2 |
| Module 11 | Chapters 4-14: ICD-10-PCS | Chapters 4-14: ICD-10-PCS | Chapters 4-14: ICD-10-PCS | Chapters 4-14: ICD-10-PCS |
| Module 12 | Chapters 15-24: ICD-10-PCS | Chapters 15-24: ICD-10-PCS | Chapters 15-24: ICD-10-PCS | Chapters 15-24: ICD-10-PCS |
| Module 13 | ICD-9-CM Overview and 3M Encoder Coding ICD-9-CM- Procedures and coding self-test ICD-10-CM/PCS Coding Analysis Lab | | Using the 3M Encoder you will complete assignments | ICD 9 CM coding using the Encoder |

| | TOPIC | Reading Assignment | Coding Assignment | Quizzes |
|-----------|--|---|---|---|
| Module 14 | Chapter 25:Coding and Reimbursement; MS-DRGs/Grouper- 3M Grouper Coding Compliance Assignment Professional Ethics Assignment | Chapter 25 Coding compliance and Professional Ethics Assignments | Chapter 25 Coding compliance and Professional Ethics Assignments | Chapter 25 Coding compliance and Professional Ethics Assignments |
| Module 15 | Self-coding test | | Coding Self-Test #1-65 | |
| Module 16 | FINAL EXAM Complete the final by May 4th @ 11:59 | | | |

NOTE: At the end of each chapter, there are pages on ICD-10-PCS. We will not cover these pages or the PROCEDURE Review questions until later in the semester. Our focus for the first few months will be on ICD-10-CM.

Revision: 1/2023

Attendance Policy: Students will be expected to complete this class within the allotted time frame.

Student Learning Outcomes: 2018 CAHIIM Curricula HIM 250

| Competencies | Guidance | Assignments |
|---|----------|-------------|
| Domain I. Data Structure, Content, and Info Governance | | |

1.2 Analyze strategies for the management of information

IG Strategies, Policy Strategies, Organizational Strategies Health Records Requirements, Health

Coding assignments to reinforce all Coding Guidelines; Encoder Tutorial

1.4 Recommend compliance of health record content across the health system

Record an the Continuum of Care, General Requirements(Promoting Interoperability)

Principle and secondary diagnosis and procedure coding assignments. Continuum of Care assignments, Coding Guidelines

1.5 Utilize classification systems, clinical vocabularies and nomenclature

Types of Health Info Data Structures

Chapter reviews and assignments over the useage of Coding Guidelines and AHIMA Coding Ethics

Domain III. Informatitics, Analytics, and Data Use

III.1. Examine health informatics concepts for the management of health information.

Utilization of Technology, Systems Development Life Cycle, Clinical Informatics in the Delivery of Healthcare

3M encoder assignments

III. 2 Analyze technologies for health information management

Data Analysis

Coding Audit, MSDRG Audits, APC Aduits

Domain IV. Revenue Cycle Management

IV. 1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.

Official Coding Guidelines(NCCI editisd, UHDDS and other data sets), Coding Compliance, Validation, and Audits

Assignments and chapter views to ensure the retained knowledge of the Official Coding Guidelines; Use of the 3M Encoder

| | | |
|---|---|---|
| IV. 2. Manage components of the revenue cycle. | Reimbursement Across the Healthcare Continuum, Revenue Management Life Cycle, Coding Compliance and QI (Coding audits, queries, CDI, Fraud detection), Case Mix | Case Mix and coding audit assignments; Unit on CDI and proper way to perform query to the physicians; The importance of Following th coding guidelines for correct reimbursement. |
| IV. 3. Evaluate compliance with regulatory requirements and reimbursement methodologies | Reimbursement Models, Reimbursement Methods, Coding Validation | Chapter reviews and assignments over MSDRGa and APC. Coding audit and validation assignment. |
| Domain VI. Organizational Management & Leadership | | |

VI. 7. Assess ethical standards of practice.

Ethicl Issues and Standards, Compliance Strategies

Ethical Standards and compliance assignments throughout the semester; Video on Coding Fraud.

NOTE: At the end of each chapter, there are pages on ICD-10-PCS. We will not cover these pages or the PROCEDURE Review questions until later in the semester. Our focus for the first few months will be on ICD-10-CM.

Revision: 1/2023

Title IX Sexual Misconduct/Assault:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070)

at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040)

at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who

may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Disability Accommodations:

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is [270.745.5004](tel:270.745.5004)([270.745.5121](tel:270.745.5121) V/TDD) or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Once disability services/accommodations have been granted and initiated, please contact me with any questions or concerns. Also, if you believe that you are not receiving the disability services to which you are entitled, please address this concern with me immediately so discussion and/or adjustments can occur.

Food Security: Food insecurity is defined as a condition where persons, in this case students, do not have adequate resources to feed themselves, either nutritiously or not at all (USDA, 2013). According to a recent national study (Hunger on Campus, 2016), food insecurity is common at colleges and universities across the country, potentially undermining the educational success of untold thousands of students. If food insecurity is an issue you, or someone you know, help is readily available. Contact the [WKU Office of Sustainability](#) at (270) 745-2508 or email sustainability@wku.edu.

Emotional Support: WKU offers confidential counseling for students at the WKU Counseling Center. The best way to schedule an appointment is to visit their office in Potter Hall, Room 409 or by calling their office at 270-745-3159. They are open Monday - Friday from 8:00am - 4:30pm. For emergency and after-hours information, call 270-745-3159.

Academic Misconduct (excerpt from WKU Student Conduct

Website: <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>)

"The University expects students to operate with the highest standard of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving action in the performance of an academic activity, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage. (Excerpt from the WKU Student Handbook, 2016)

The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts will be held accountable for violation of the student code of conduct.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct.

Dishonesty

Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious act. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Examples of Areas Where Academic Misconduct Most Likely Occurs

"Essentially, students are expected to do work that is assigned to them and submit products that represent personal and individual effort only."

1. In an exam setting

- a. Presenting as your work, test answers that are not your work, including the following:*
 - i. Using resources other than those specifically allowed by the instructor (e.g., notes or another person)*
 - ii. Copying from another student's test*
 - iii. Using notes from any source during a test when notes are not allowed*
 - iv. Using materials that the instructor is not making available to the whole class (Exception: students with disabilities needing accommodations)*
 - v. Recycling an assignment that has been used in another course (unless approved by the instructor)*
- b. Acquiring a copy of the exam without permission*
- c. Providing answers for or soliciting answers from another student with or without permission of the other student (Note: This may either be an attempt to help or harm the targeted student)*

2. On a written assignment

- a. Presenting as your own work duplicated work that you did not create*
 - i. Purchasing written work from an external source*
 - ii. Copying work from a free external source (online or otherwise)*
 - iii. Presenting as your work something another person has created*
- b. Altering text from another source*
 - I. Altering select words of some original text in order to conceal plagiarism*
- 3. Academic dishonesty that is possible in various settings*
 - a. Providing money or favors in order to gain academic advantage*
 - b. Falsely stating that work was given to the instructor at a certain time when it was not*
 - c. Correcting the responses of a graded assignment and presenting them to the instructor as incorrectly graded material*
 - d. Pretending to be someone you are not; taking the place of another*
- 4. Or any other behavior that violates the basic principles of integrity and honesty (Excerpt from the Academic Integrity Statement Ad Hoc Subcommittee on Academic Integrity in the College of Education and Behavioral Sciences, 2012)*

When Violations Occur

Academic misconduct is a violation the Code of Student Conduct and must follow:

1. Procedural due process

WKU Student Handbook, College Handbook, Syllabi

- i. May choose to assign a failing grade on the assignment*
- ii. May choose to assign a failing grade for the class without an option to withdraw*
- iii. Suspension or Expulsion may occur at the recommendation of the University*

Disciplinary Committee

2. Faculty member or reporting staff should meet or communicate with the offending student to inform of the policy violation

- 1. Procedures must conform to those outlined by the Faculty Handbook, Student Handbook, and syllabus*
- 2. Inform of intentions consistent with procedural due process the violation with an opportunity to give a response*
- 3. Inform of intent to refer to the Dean of Students and/or The Office of Student Conduct*
- 4. Notify the Dean of Students and/or the Office of Student Conduct*

Role of the Office of Student Conduct

The Dean of Students may refer cases of academic dishonesty to The Office of Student Conduct for review and additional action. Faculty members are strongly encouraged to report policy violations to the Dean of Students and/or the Office of Student Conduct so that we may assist the student in correcting the behavior, hold student's accountable for their actions, track violations, and to stop serial violators

i. Following the referral and submission of supporting documentation via email, an incident report is generated within the Office of Student Conduct. Submit the email and supporting documentation to student.conduct@wku.edu.

ii. The Office of Student Conduct staff will meet with the student

- 1. Determine whether additional sanctioning is necessary*
- 2. Connect student to other campus resources (safety net)*
- 3. The Office of Student Conduct according to the procedures outlined within the guidelines of FERPA will permit limited disclosure of conduct outcomes, and maintains records related to cases involving violations*

Appeal Process

A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

REPORTS SHOULD BE SUBMITTED AT THE TIME OF THE INCIDENT"

HIM 250- ICD CODING

Course Content

- 1. Coding, Classification, and Reimbursement Systems
 - a. Importance of coding
 - b. Coding Concept
 - c. Purposes of Coding
 - d. Coding Systems and Reimbursement
 - e. Inpatient Coding Process
 - f. Diagnosis Related Groups (DRGs/MS-DRGs)
 - g. Coding Outpatient or Ambulatory Care Records

- h. Impact of Computers on the Coding and Reimbursement Process
 - i. Quality of the Coded Data
 - j. Causes of Errors in Coding
 - k. Correct Coding Initiative
 - l. Coding Resources
 - m. Other Coding and Classification Systems
 - i. DSM-V
 - ii. ICDO
 - iii. SNOMED
 - iv. CPT
- 2. ICD-10-CM
 - a. Reasons for Replacing ICD-9-CM
 - b. Benefits of Converting to ICD-10-CM
 - c. Comparison of ICD-10-CM to ICD-9-CM
 - d. ICD-10-CM Structure and Characteristics
 - e. Implementation and Training
- 3. ICD-10-PCS
 - a. History and Development of ICD-10-PCS
 - b. Comparing ICD-9-CM Volume 3 to ICD-10-PCS
 - c. ICD-10-PCS Code Structure
- 4. Coding in ICD-9-CM, ICD-10-CM, and ICD-10-PCS, as appropriate
 - a. Introduction
 - i. Symbols, Punctuation and Abbreviations
 - 1. Parenthesis
 - 2. Square brackets
 - 3. Slanted square brackets
 - 4. Colon
 - 5. Braces
 - 6. Section Mark
 - 7. Lozenge
 - 8. NOS
 - 9. NEC
 - ii. Coding Principles
 - iii. Coding Guidelines
 - iv. Conventions
 - 1. Includes
 - 2. Excludes
 - 3. Code also
 - 4. Omit coding
 - 5. Code also underlying disease
 - 6. Use additional code, if desired
 - 7. See
 - 8. See also
 - 9. Notes

- b. Coding for Procedures
 - i. Surgical Procedures vs. Non-surgical Procedures
 - ii. Endoscopies
 - iii. Biopsies
 - iv. Surgical Approach and Closure
 - v. Surgery Not Attempted/Canceled or Incomplete
- c. Introduction to the PPS and the UHDDS
- d. Coding Guidelines
 - i. Suspected Conditions
 - ii. Rule Out Conditions
 - iii. Acute and Chronic Conditions
 - iv. Principal Diagnosis
 - v. Principal Procedure
 - vi. Contrasting/Comparative Diagnoses/Etiologies
 - vii. Two or More Diagnoses of Equal Importance
 - viii. Symptoms
 - ix. Multiple Conditions
 - x. Sequencing Rules
- e. Infectious and Parasitic Diseases
- f. Neoplasms
- g. Endocrine, Nutritional, and Metabolic Diseases and Immunity Disorders
- h. Diseases of the Blood and Blood-Forming Organs
- i. Mental Disorders
- j. Diseases of the Nervous System
- k. Diseases of the Eyes
- l. Disease of the Ears
- m. Diseases of the Circulatory System
- n. Diseases of the Respiratory System
- o. Diseases of the Digestive System
- p. Diseases of the Genitourinary System
- q. Complications of Pregnancy, Childbirth, and the Puerperium
- r. Diseases of the Skin and Subcutaneous Tissue
- s. Diseases of the Musculoskeletal System and Connective Tissue
- t. Certain Conditions Originating in the Perinatal Period
- u. Symptoms, Signs, and Ill-Defined Conditions
- v. Injury and Poisoning
- w. External Cause codes and encounter codes
- x. Factors Influencing Health Status
- 5. Ethics in Coding
 - a. AHIMA's Standards of Ethical Coding

Revised 1/2023

HIM 250- Clinical Classification Systems

Course Objectives

1. Coding, Classification, and Reimbursement Systems
 - a. Define key words in coding and reimbursement
 - b. Identify the abbreviations commonly used in coding and classification
 - c. List the purposes of coding
 - d. Distinguish between coding, nomenclature, and classification systems
 - e. Describe the major coding systems currently in use and the setting where they are used.
 - f. Describe the mechanisms used to update and revise ICD and CPT
 - g. Outline the process to assign codes to diagnoses and procedures in the various health care settings
 - h. Summarize the factors that affect coding for reimbursement
 - i. Describe the relationship between coded data and reimbursement for health care services
 - j. Recognize the reimbursement systems used in health care
 - k. Describe the use of computers in the coding process
 - l. Respond ethically to situations that a coder might face
 - m. Discuss the factors that constitute quality coded data and common causes of coding errors
 - n. Describe Correct Coding Initiative
 - o. Define the basic steps in coding
 - p. Explain how to code for procedures
 - q. Describe the impact of HIPAA on coding
 - r. Explain PPS and the Uniform Hospital Discharge Data Set
 - s. Identify billing forms
 - t. Explain the selection of the principal diagnosis
 - u. Explain how additional codes assigned and sequenced
2. ICD-10-CM and ICD-10-PCS
 - a. Describe the basic structure of ICD-10-CM
 - b. Describe the basic structure of ICD-10-PCS
3. ICD-9-CM
 - a. Describe how ICD-9-CM differs from ICD-10-CM and ICD-10-PCS
 - b. Describe how ICD-9-CM will be utilized post ICD-10 implementation
4. ICD-9-CM, ICD-10-CM and ICD-10-PCS
 - a. Describe the rules affecting Infectious and Parasitic Diseases
 - b. Describe the rules affecting Neoplasms
 - c. Describe the rules affecting Endocrine, Nutritional, and Metabolic Disease and Immunity Disorders
 - d. Describe the rules affecting Diseases of the Blood and Blood-Forming Organs
 - e. Describe the rules affecting Mental Disorders
 - f. Describe the rules affecting Diseases of the Nervous System
 - g. Describe the rules affecting Eyes
 - h. Describe the rules affecting Ears
 - i. Describe the rules affecting Circulatory System
 - j. Describe the rules affecting Respiratory System

- k. Describe the rules affecting Digestive System
- l. Describe the rules affecting Genitourinary System
- m. Describe the rules affecting Complications of Pregnancy, Childbirth, and the Puerperium
- n. Describe the rules affecting Disease of the Skin and Subcutaneous Tissue
- o. Describe the rules affecting Musculoskeletal System and Connective Tissue
- p. Describe the rules affecting Congenital Anomalies
- q. Describe the rules affecting Certain Conditions Originating in the Perinatal Period
- r. Describe the rules affecting Symptoms, Signs, and Ill-Defined Conditions
- s. Describe the rules affecting Injury and Poisoning
- t. Explain the purpose of External Cause Codes
- u. Describe the purpose of Factors Influencing Health Status
- 5. Ethics in Coding
 - a. Describe AHIMA's Standards of Ethical Coding

Revised: 1/2023