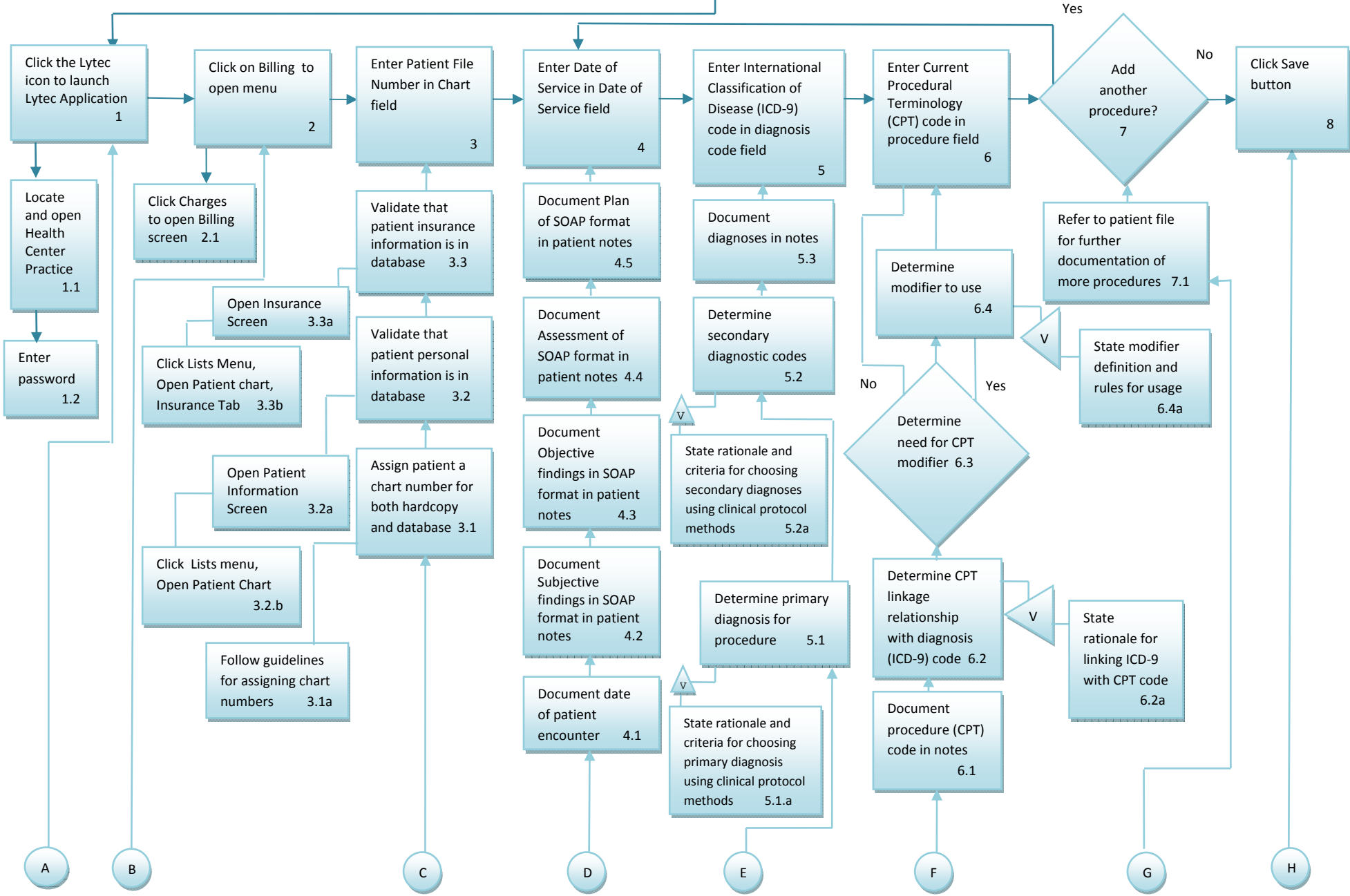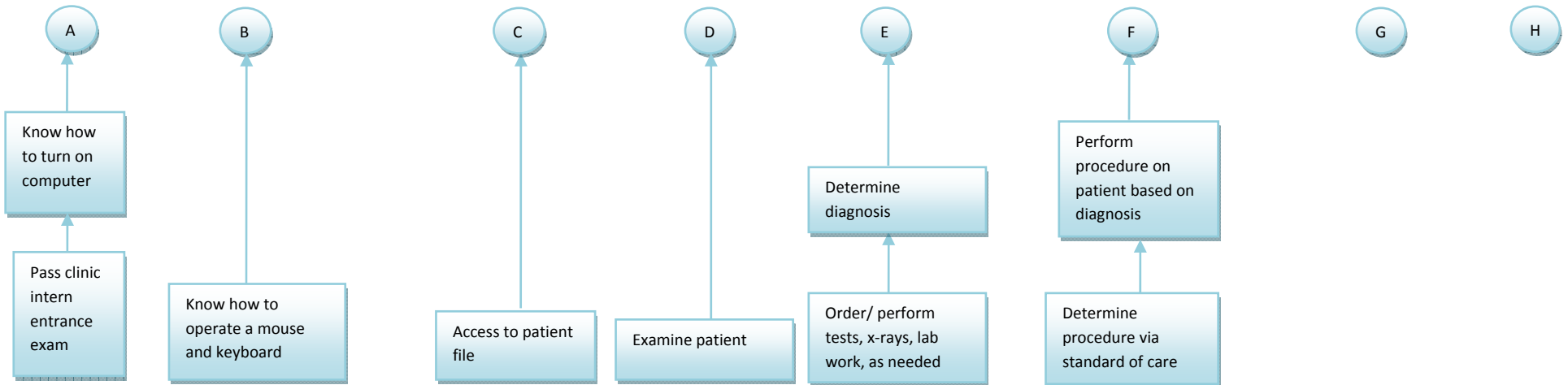Joy Gayler EDUC 291
Analysis with Subordinate Skills

Goal Statement
Sherman College chiropractic interns will be able to use the Lytec Practice Management System to fill out CMS-1500 insurance claim forms for their health center patients.

1 — Click the Lytec icon to launch Lytec Application

2 — Click on Billing to open menu

3 — Enter Patient File Number in Chart field

4 — Enter Date of Service in Date of Service field

5 — Enter International Classification of Disease (ICD-9) code in diagnosis code field

6 — Enter Current Procedural Terminology (CPT) code in procedure field

7 — Add another procedure? (Yes / No)

8 — Click Save button

1.1 — Locate and open Health Center Practice

1.2 — Enter password

2.1 — Click Charges to open Billing screen

3.3 — Validate that patient insurance information is in database

3.3a — Open Insurance Screen

3.3b — Click Lists Menu, Open Patient chart, Insurance Tab

3.2 — Validate that patient personal information is in database

3.2a — Open Patient Information Screen

3.2.b — Click Lists menu, Open Patient Chart

3.1 — Assign patient a chart number for both hardcopy and database

3.1a — Follow guidelines for assigning chart numbers

4.5 — Document Plan of SOAP format in patient notes

4.4 — Document Assessment of SOAP format in patient notes

4.3 — Document Objective findings in SOAP format in patient notes

4.2 — Document Subjective findings in SOAP format in patient notes

4.1 — Document date of patient encounter

5.3 — Document diagnoses in notes

5.2 — Determine secondary diagnostic codes

5.2a — State rationale and criteria for choosing secondary diagnoses using clinical protocol methods

5.1 — Determine primary diagnosis for procedure

5.1.a — State rationale and criteria for choosing primary diagnosis using clinical protocol methods

6.4 — Determine modifier to use

6.4a — State modifier definition and rules for usage

6.3 — Determine need for CPT modifier (No / Yes)

6.2 — Determine CPT linkage relationship with diagnosis (ICD-9) code

6.2a — State rationale for linking ICD-9 with CPT code

6.1 — Document procedure (CPT) code in notes

7.1 — Refer to patient file for further documentation of more procedures

Connectors: A, B, C, D, E, F, G, H

Joy Gayler EDUC 291

Analysis with Subordinate Skills

Entry Level
Behaviors

- -

(A)   (B)   (C)   (D)   (E)   (F)   (G)   (H)

Know how
to turn on
computer

Perform
procedure on
patient based on
diagnosis

Determine
diagnosis

Pass clinic
intern
entrance
exam

Know how to
operate a mouse
and keyboard

Access to patient
file

Examine patient

Order/ perform
tests, x-rays, lab
work, as needed

Determine
procedure via
standard of care

Joy Gayler
EDUC 291

Instructional Strategy

Instructional Goal

INSTRUCTIONAL GOAL
Sherman College chiropractic interns will be able to use the Lytec Practice Management System to fill out CMS-1500 insurance claim forms for their health center patients.

Objective Sequence and Clusters

CLUSTER	OBJECTIVES				TIME
	Total instruction time is 1 hour. Three cluster groups have been defined for this objective.				
1	1 1.1. 1.2	2 2.1	3 3.1 3.2 3.3	4 4.1 4.2 4.3 4.4 4.5	15 minutes
2	5 5.1 5.2 5.3	6 6.1 6.2 6.3 6.4			35 minutes
3	7 7.1	8			5 minutes
				TOTAL	55 minutes

Pre-instructional, Assessment, and Follow-Through Activities for All Clusters Listed Above

PREINSTRUCTIONAL ACTIVITIES
Motivation: Learners will be reminded that in order to be paid for their services as doctors of chiropractic (DCs) they must bill for services rendered. They will also be reminded that the *Job Analysis of Chiropractic 2005* survey, published every five years, from the National Board of Chiropractic Examiners (2005) reports that nearly 60% percentage of a doctor of chiropractic's revenue is from insurance-related billing. Furthermore, the same approach to coding for services that is used for billing insurance is also used for cash patients, worker's compensation and other third-party payors. National Board of Chiropractic Examiners. (2005). *Job analysis of chiropractic 2005*. Retrieved October 21, 2007, from http://www.nbce.org/publications/pub_analysis_chap.html
Objectives: Instructor will describe the importance of correctly filling out a CMS-1500 insurance claim form. A "clean" claim (one without errors and missing fields) will be processed for benefit reimbursement; therefore, learning the "rules" for commercial insurance carriers and Medicare is crucial. The Lytec software is user-friendly and will provide a way to learn the concepts and rules of CMS-1500 form protocol.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
ASSESSMENT
Pretest: A pretest will not be administered. The goal for this instruction is industry-specific and the rules and regulations change constantly. Any prior knowledge of coding is a bonus, but would not necessarily be applicable to current industry practices or to chiropractic, specifically.
Practice Tests: Practice tests will be in the form of in-class assignments that assess cognitive knowledge of insurance rules, procedures and coding practices based on a patient scenario. Psychomotor skills will

also be assessed during assignments, since learners need to input data using the Lytec software.

Posttest: Two posttests will be administered at the end of the unit; a written exam consisting of multiple choice and short answer questions, and a practical exam where learners demonstrate his/her ability to input data into the Lytec software following a sequential protocol. Each exam will be completed individually.
Student Groupings and Media Selection: All activities will be done individually. Written assessment will use paper and pencil; practical exam will use a paper patient case file and computers with Lytec software installed.
FOLLOW-THROUGH ACTIVITIES
Memory Aids: Learners will be provided with an on-screen list of International Classification of Disease (ICD-9) codes as well as Current Procedural Terminology (CPT) codes.
Transfer: Students will be reminded that a "clean" (free from errors) insurance claim form is the only kind of form that receives reimbursement. They will also be reminded that coding to highest specificity is required as is filling in all required fields. They will also be reminded that the patient's case file holds all the information they will need in order to fill out the CMS-1500 claim form.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

Content Presentation and Student Participation

CLUSTER 1:

OBJECTIVE: 1.0 Click the Lytec icon to launch Lytec Application Given a computer with Lytec practice management software installed and application icon visible on desktop, the learner will successfully double-click on the Lytec icon to launch the application.	1
CONTENT PRESENTATION	
Content: Instructor will invite students to locate and double-click on the Lytec icon on their desktops. Instructor will demonstrate with overhead projection of instructor's computer.	
Examples: Instructor will point to Lytec icon on desktop of instructor's computer which is being projected on the large screen in the front of the classroom.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, use the direction on the handout that describes the icon and where to find it. Learners may launch the Lytec software via the desktop icon as many times as they need in order to feel comfortable with the process.	
Feedback: Instructor will check each learner terminal to make sure Lytec has been launched. If not, instructor will help learner locate desktop icon and repeat double-click command.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 1.1 Locate and open Health Center practice Given a computer with Lytec practice management software installed, the learner will accurately perform the steps necessary to open the Health Center practice within Lytec.	2
CONTENT PRESENTATION	
Content: Instructor will invite students to locate and open the Health Center practice in Lytec. This will be the "practice" that the learners will use during the Lytec unit. This is an important step since other "practices" may be available from the open menu.	
Examples: Instructor will provide handouts with instructions on how to locate and open the practice, as well as demonstrate these steps using the instructor's computer which is being projected on the large screen in the front of the classroom.	

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION

Practice Items: Along with the instructor's on-screen demonstration, use the directions on the handout that describe the procedure for locating and opening the Health Center practice. Learners may practice this step as many times as they need in order to feel comfortable with the process.

Feedback: Instructor will check each learner terminal to make sure the Health Center practice has been opened. If not, instructor will help learner through the process by use of demonstration and/or verbal directions.

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 1.2 Substep: Enter Password Given a computer with Lytec practice management software installed, the learner will correctly enter password for the Health Center practice.	3

CONTENT PRESENTATION

Content: A password is needed to enter this section of the Lytec program. Instructor will provide password to learners.

Examples: Instructor will refer to handout packet that includes instructions on when and where to enter the password, as well as demonstrate these steps using the instructor's computer which is being projected on the large screen in the front of the classroom.

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION

Practice Items: Along with the instructor's on-screen demonstration, learner may use the directions on the handout that describe the procedure for entering the password. Learners may practice this step as many times as they need in order to feel comfortable with the process.

Feedback: Instructor will check each learner terminal to make sure the correct password has been entered and accepted. If not, instructor will help learner through the process by use of demonstration and/or verbal directions.

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 2.0 Click on Billing to open menu Given a computer with Lytec practice management software installed, the learner will successfully locate and click on the Billing menu to launch submenu.	4

CONTENT PRESENTATION

Content: In order to fill out CMS-1500 form, learners need to access this section of the application. The billing section allows users to input billing and payment information for their patients.

Examples: Instructor will refer to handout packet that includes instructions on how to open billing menu, as well as demonstrate these steps using the instructor's computer which is being projected on the large screen in the front of the classroom.

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION

Practice Items: Along with the instructor's on-screen demonstration, learner may use the directions on the handout that describe the procedure for opening the billing menu. Learners may practice this step as many times as they need in order to feel comfortable with the process.

Feedback: Instructor will check each learner terminal to make sure billing menu has been opened. If not, instructor will help learner through the process by use of demonstration and/or verbal directions.

Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 2.1 Click Charges to open Billing screen Given a computer with Lytec practice management software installed, the learner will accurately perform the steps necessary to open the Billing screen.	5

CONTENT PRESENTATION
Content: The Charges section of the billing screen allows users to bill for services rendered. This is the section where detail information is entered in order to be generated on a CMS-1500 claim form.
Examples: Instructor will refer to handout packet that includes instructions on how to open billing screen, as well as demonstrate these steps using the instructor's computer which is being projected on the large screen in the front of the classroom.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
STUDENT PARTICIPATION
Practice Items: Along with the instructor's on-screen demonstration, learner may use the directions on the handout that describe the procedure for opening billing. Learners may practice this step as many times as they need in order to feel comfortable with the process.
Feedback: Instructor will check each learner terminal to make sure billing screen has been opened. If not, instructor will help learner through the process by use of demonstration and/or verbal directions.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 3.0 Enter Patient File Number in Chart field Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will correctly enter pre-determined patient file number in the chart field of the billing screen.	6

CONTENT PRESENTATION
Content: Instructor will utilize and hand out a packet of faux patient information to each learner. Packet contains assignment information for this objective as well as future assignments.
Examples: Instructor will refer to handout packet that includes faux patient information, as well as demonstrate, by using the instructor's computer which is being projected on the large screen in the front of the classroom, how to enter patient file number in chart field of the billing screen.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
STUDENT PARTICIPATION
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the faux patient packet to locate and enter file number in Lytec. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.
Feedback: Instructor will check each learner's online CMS-1500 form for correct patient chart number.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 3.1 Assign patient a chart number for both hardcopy and database Given a computer with Lytec practice management software installed, and having access to a patient file, the learner will accurately follow the health center policy naming convention for assigning patient chart numbers to both hardcopy file and electronic Lytec patient file.	7

CONTENT PRESENTATION
Content: Learners will be asked to follow the health center naming convention to name their faux

patients' charts contained in their assignment packet.	
Examples: If patient is named John Doe, and the naming convention is to use all caps, full last name and first letter of first name, and using no spaces, underscores or dashes, the patient chart name would be DOEJ.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to name patient chart. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.	
Feedback: Instructor will check each learner's online CMS-1500 form for correct patient chart number.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 3.2 Validate that patient personal information is in database Given a computer with Lytec practice management software installed, and having access to a patient hardcopy file, the learner will validate each field of patient personal information by accessing the patient screen using the pull-down List menu option.	8
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to check patient's on-screen file in Lytec to determine if all personal information needed for the insurance claim form has been entered.	
Examples: Instructor will refer to handout packet that includes instructions for this step, as well as demonstrate, by using the instructor's computer which is being projected on the large screen in the front of the classroom, how to validate data and look for missing patient information.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to validate patient information. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.	
Feedback: Instructor will check each learner's online CMS-1500 form for missing patient information.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 3.3 Validate that patient insurance information is in database Given a computer with Lytec practice management software installed, and having access to a patient file, the learner will validate patient insurance information by accessing the primary insurance screen from within the patient file screen.	9
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to check patient's on-screen file in Lytec to determine if all insurance information needed for the insurance claim form has been entered.	
Examples: Instructor will refer to handout packet that includes instructions for this step, as well as demonstrate, by using the instructor's computer which is being projected on the large screen in the front of the classroom, how to validate and look for missing insurance information.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the	

faux patient packet and accompanying instructions to validate patient insurance information. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.
Feedback: Instructor will check each learner's online CMS-1500 form for missing insurance information.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 4.0 Enter Date of Service in Date of Service Field Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will accurately enter patient encounter date using 2-digit month, 2-digit day, and 4-digit year sequence in the date of service field of the billing screen.	10
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to enter date of service in appropriate convention. This is important because it conveys to the insurance company the correct date of patient encounter and service.	
Examples: Instructor will give example of correct date convention using using 2-digit month, 2-digit day, and 4-digit: For January 15, 2007, the date would be entered 01/15/2007 Non examples given would include: 15/01/2007 or 15/01/07 or 01/15/07 or 1/15/07	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to enter date of service. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.	
Feedback: Lytec will throw and error is if the four-digit year is not entered, prompting user to correct it. Instructor will also check each learner's online CMS-1500 form for correct date convention.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 4.1 Document date of patient encounter Given a patient hardcopy file, the learner will accurately write the patient encounter date in the file using month,day, year format, in the 2/2/4 format. (ex. 01/02/2007)	11
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to notate date of service in appropriate convention. This is important because it conveys to the insurance company the correct date of patient encounter and service.	
Examples: Instructor will give example of correct date convention using using 2-digit month, 2-digit day, and 4-digit: For January 15, 2007, the date would be entered 01/15/2007 Non examples given would include: 15/01/2007 or 15/01/07 or 01/15/07 or 1/15/07	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's on-screen demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to notate in patient file the date of service. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.	
Feedback: Instructor will check both the faux patient file and each learner's online CMS-1500 form for correct date convention.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 4.2 Document Subjective findings in SOAP format in patient notes During patient encounter and having patient hardcopy file, the learner will accurately list in writing the patient's subjective findings (complaints) while following the clinical SOAP note format as described in clinic procedural manual.	12

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to notate subjective findings from patient case scenario found in information in packet.
Examples: Learners will extricate from scenario those symptoms that patient presents with. If John Doe presents complaining of headache and lower back pain, notate those symptoms in SOAP format in the patient file.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to notate patient subjective findings. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.
Feedback: Instructor and learners will discuss findings for each scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 4.3 Document Objective findings in SOAP format in patient notes During patient encounter and having patient hardcopy file, the learner will accurately list in writing the patient's objective exam findings while following the clinical SOAP note format as described in clinic procedural manual.	13

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to notate objective findings from patient case scenario found in information in packet.
Examples: Learners will extricate from scenario the objective findings. For example, John Doe's finding indicate a positive compression test, a limited range of cervical spine motion in flexion and right rotation and a thermographic reading indicating inflammation over C6-7 level. These would be notated in the patient file in SOAP note format.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to notate patient subjective findings. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.
Feedback: Instructor and learners will discuss findings for each scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 4.4 Document Assessment using SOAP format in patient notes During patient encounter and having patient hardcopy file, the learner will accurately determine and notate a clinical impression (diagnosis) using ICD-9 codes while following the clinical SOAP note format as described in clinic procedural manual.	14

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to determine and notate clinical impression(s) (diagnoses) using ICD-9 codes from patient case scenario found in information in packet.

Examples: Learners will extricate diagnoses from the scenarios. For example, if John Doe has a lumbar subluxation, notate that as 739.3, in appropriate SOAP note format in patient notes.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the faux patient packet and accompanying instructions to determine and notate diagnoses and ICD-9 codes. Learners will have the opportunity to do this same step for the other faux patients contained in the packet.
Feedback: Instructor and learners will discuss diagnoses and ICD-9 codes for each scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 4.5 Document Plan using SOAP format in patient notes Given a patient hardcopy file containing subjective, objective and assessment findings, the learner will present to the attending doctor an appropriate plan of care and upon approval, will notate plan in patient file.	15
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate appropriate plan of care from patient case scenario found in information in packet.	
Examples: Learners will determine plan of care from scenarios. For example, John Doe's low back pain may be prescribed a plan of care that includes visits to the DC for 6 weeks: 3 times a week for 2 weeks and then twice a week for 2 weeks and finally down to once 1 week for the remaining 2 weeks.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine and notate plan of care. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss plan of care for each scenario in class.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

CLUSTER 2:

OBJECTIVE: 5.0 Enter International Classification of Disease (ICD-9) code in diagnosis code field. Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will correctly enter one international classification of disease, 9th revision (ICD-9) code in the diagnosis field of the billing screen.	16
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate primary and secondary diagnoses from patient case scenario found in information in packet.	
Examples: Learners will extricate diagnosis from scenario and enter it in diagnosis field in billing screen. For example, enter 739.1 in diagnosis field.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine and notate primary and secondary diagnoses from patient case scenario. Learners will have the opportunity to do this same step for the other patients	

contained in the packet.
Feedback: Instructor and learners will discuss diagnoses for each scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 5.1 Determine primary diagnosis for procedure Given a patient hardcopy file containing SOAP notes, the learner will accurately determine from problem list found in the subjective section, the patient's primary diagnosis using an international classification of disease, 9th revision (ICD-9) code.	17
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate primary diagnoses from patient case scenario found in information in packet.	
Examples: Learners will extricate diagnoses from the scenarios. For example, if John Doe presents with low back pain, x-rays are taken and findings indicate he has a lumbar subluxation and no other subluxation findings, learner will notate 739.3 as primary diagnosis code.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine primary diagnosis for each patient based on scenario. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss diagnoses for each patient scenario in class.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 5.2 Determine secondary diagnostic codes Given a patient hardcopy file containing SOAP notes, the learner will accurately determine from problem list found in the subjective section, the patient's secondary diagnoses using international classification of disease, 9th revision (ICD-9) codes..	18
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate secondary diagnoses from patient case scenario found in information in packet.	
Examples: Learners will extricate diagnoses from the scenarios. For example, if John Doe presents with low back pain, x-rays are taken and findings indicate he has a primary lumbar subluxation along with accompanying thoracic subluxation, learner will notate 739.2 (thoracic subluxation) as secondary diagnosis code.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine secondary diagnosis for each patient based on scenario. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss diagnoses for each patient scenario in class.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 5.3 Document diagnoses in notes Given a patient hardcopy file containing subjective and objective examination findings, the learner will accurately list within the assessment section of the file, the patient's diagnoses using international classification of disease, 9th revision (ICD-9) codes.	19

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to determine and notate all diagnoses from patient case scenario found in information in packet.
Examples: Learners will extricate diagnoses from the scenarios. For example, if John Doe presents with low back pain and pain in mid-back, learner will notate in assessment section of the file both 724.2 and 742.1 as diagnoses.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine diagnoses for each patient based on scenario. Learners will have the opportunity to do this same step for the other patients contained in the packet.
Feedback: Instructor and learners will discuss diagnoses for each patient scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 6.0 Enter Current Procedural Terminology (CPT) code in procedure field Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will correctly enter one current procedural terminology (CPT) code in the procedure field of the billing screen.	20

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to determine and enter appropriate current procedural terminology (CPT) code in the procedure field of the billing screen.
Examples: Learners will extricate CPT code for each date of service from patient scenario and enter it in procedure field in billing screen. For example, enter 98941 in the procedure field in billing screen for a corresponding date of service.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine CPT codes for each patient's date of service based on scenario. Learners will have the opportunity to do this same step for the other patients contained in the packet.
Feedback: Instructor and learners will discuss current procedural terminology (CPT) code for each patient scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 6.1 Document procedure (CPT) code in notes Given a patient hardcopy file containing subjective, objective and assessment findings, the learner will accurately list within the plan/procedure section, and using current procedural terminology (CPT) coding, the procedures performed during a patient encounter.	21

CONTENT PRESENTATION
Content: Instructions will be include in the learner packet to prompt learner to determine and notate

Joy Gayler
EDUC 291

current procedural terminology (CPT) codes from patient case scenario.
Examples: Learners will extricate CPT codes from the scenarios. For example, if John Doe was rendered care for lumbar subluxation and adjusted in one region only (lumbar), learner would list 98940 as the CPT code for adjustment procedure.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine CPT codes for each patient's date of service and care rendered based on scenario. Learners will have the opportunity to do this same step for the other patients contained in the packet.
Feedback: Instructor and learners will discuss current procedural terminology (CPT) code for each patient scenario in class
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 6.2 Determine CPT linkage relationship with diagnosis (ICD-9) code Given a patient hardcopy file containing complete subjective, objective, assessment and plan/procedure findings, the learner will accurately notate beside each current procedural terminology (CPT) code, the appropriate international classification of disease, 9th revision (ICD-9) code that regionally links the diagnosis and appropriate procedure.	22
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate linkage relationship between ICD-9s and CPT codes from patient case scenario.	
Examples: If John Doe's diagnoses codes are 739.1 (lumbar subluxation), 724.2 (low back pain) 739.2 (thoracic subluxation) and 724.1 (pain in thoracic spine), link the correct ICD-9 code with the service code (CPT). For example, you adjusted L4 in the lumbar region due to subluxation: link appropriate ICD-9, in this case 739.1 to correct procedure code for adjusting one region, 98941. Notate this in patient file.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine linkage relationships for each codes listed in file. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss linkage relationships for each patient scenario in class.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 6.3 Determine need for CPT modifier Given a patient hardcopy file containing complete subjective, objective and assessment findings, the learner will utilize current insurance best practices and Medicare modifier rules to determine the need for a modifier on all current procedural terminology (CPT) codes listed. The learner will indicate a need by placing a check mark in the "need modifier" field next to the CPT code.	23
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine and notate with a check mark (on the forms provided in packet) the need for a modifier for any CPT codes listed in the patient file.	
Examples: John Doe, Medicare-insured, and in active treatment, has a CPT code listed of 98940. Based on your knowledge of modifier rules, determine if a modifier is necessary for this patient's CPT code.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer	

lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.
STUDENT PARTICIPATION
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine modifier need for each code listed in patient file. Learners will have the opportunity to do this same step for the other patients contained in the packet.
Feedback: Instructor and learners will discuss modifier need for each patient scenario in class.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 6.4 Determine modifier to use Given a patient hardcopy file containing complete subjective, objective and assessment findings along with modifier usage indicator, the learner will utilize current insurance best practices and Medicare modifier rules to choose and notate the appropriate modifier to use for each CPT code that has been marked as needing a modifier.	24
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine which modifier to use for CPT code, if a modifier need is indicated by a check mark in the modifier field in patient file.	
Examples: John Doe, Medicare-insured, and in active treatment, has a CPT code listed of 98940 and the modified need field is checked. Based on your knowledge of modifier rules, determine which modifier is need for this code. Notate the modifier to use next to the CPT code in question.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine modifier to use for each code check as needing a modifier. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss modifiers and their appropriate usage for each patient scenario in class.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

CLUSTER 3:

OBJECTIVE: 7.0 Add another procedure? Yes/No Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will refer to patient file to determine if there are more procedures that need to be entered.	25
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine need for adding another procedure for either the same date of service or for another date of service. Learner will refer to patient file for this information.	
Examples:. Look in patient file to determine if another service on same date or on later date that has not been entered.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine if another service on same of different date needs to	

be entered. Learners will have the opportunity to do this same step for the other patients contained in the packet.
Feedback: Instructor and learners will discuss process for entering another date into Lytec.
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.

OBJECTIVE: 7.1 Refer to patient file for further documentation of more procedures	26
Given a patient hardcopy file, learner will accurately declare continuation or completion of data entry based on observance of additional billable procedure documentation in file.	
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to determine need for adding another procedure for either the same date of service or for another date of service. Learner will refer to patient file for this information and follow procedure (beginning with Step 4.0) to enter service.	
Examples: Patient: John Doe Date of Service: 04/05/2007, CPT: 98940, ICD-9: 739.3. Enter information into Lytec. Look in patient file for another service on same date or on later date that has not been entered. Enter (back to Step 4.0) if needed.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine if another service on same of different date needs to be entered and to enter it if needed. Learners will have the opportunity to do this same step for the other patients contained in the packet.	
Feedback: Instructor and learners will discuss process for entering another date into Lytec.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	

OBJECTIVE: 8.0 Click Save button	27
Given a computer with Lytec practice management software installed, and having patient hardcopy file, the learner will successfully click on the Save button of the billing screen to save and exit current session.	
CONTENT PRESENTATION	
Content: Instructions will be include in the learner packet to prompt learner to save all entered data by click on the save button in the lower right corner of the billing screen. Learners will also be prompted to exit the Lytec application.	
Examples: After learner has checked patient file for more services to enter into Lytec, and having determined there are none, will click the save button in the lower right corner of the billing screen to save all data. Learners will then exit the Lytec application by either using the File -> Exit menu selection or clicking the X in the upper right corner to end their session.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for instruction.	
STUDENT PARTICIPATION	
Practice Items: Along with the instructor's demonstration, learners will be instructed to use the patient packet and accompanying instructions to determine if all data for all patients has been entered so that saving and exiting of the Lytec application may occur.	
Feedback: Instructor and learners will discuss process for saving data and exiting the Lytec application.	
Student Groupings and Media Selection: Instructor-led, learners work individually. Class in computer lab; each student has computer, instructor utilizes large-screen projection of instructor computer for	

instruction.

Events and Objectives Session and Time Summary

SESSION	EVENTS AND OBJECTIVES	TIME
1	All	1 hour
2	Posttest and practical exam given during end of quarter exam week.	1 hour

Consolidation of Media Selections and Choice of Delivery System

SESSION	OBJECTIVES	MEDIA SELECTIONS & STUDENT GROUPINGS	DELIVERY SYSTEM(S)
1	All	Instructor-led, learners work individually. Class in computer lab; each student has computer and instructional assignment packet; instructor utilizes large-screen projection of instructor computer for instruction.	Instructor-led, learners work individually from assignment packet and in-class demonstrations. In class computers, instructor computer and overhead projection unit.