POFM 2333 MEDICAL DOCUMENT PRODUCTION (CODING II)
MindTap & CIMO Connect Access Keys are Required

Fall, Spring
12 Weeks
Distance Education
3 credit hours (2 Lecture, 3 Lab)-80 hours per semester
SCANS Competencies Included

INSTRUCTOR

Mia D. Taylor, MBA

OFFICE LOCATION AND HOURS

Eagle Online Course eMail System
Eagle Online Course Learning Management System

Please feel free to contact me concerning any problems that you are experiencing in this course. Students do not need to wait until they have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and to discuss course topics. Office hours are available upon request.

COURSE LOCATION/TIME

Eagle Online Course Learning Management System
Distance Education

Houston Community College System
Distance Education
Course Semester Credit Hours (SCH) (Lecture, Lab) If Applicable
Credit Hours: 3
Lecture Hours: 2
Laboratory Hours: 3
External Hours:

Total Course Contact Hours
80.00

Course Length (Number of Weeks)
12 Weeks

Type of Instruction
Lecture

Course Description:
Create, format and produce publishable documents.

Study of advanced concepts of medical office activities, practices, and procedures. Topics include advanced medical reports, transcription, coding, billing, insurance activities, and records management. This course is designed to provide practical applications of the linkage of the CPT-4 coding system. Medical references will be used for research and verification. MEDISOFT software applicable

Course Level: Advanced

End-of-Course Outcomes: Produce publishable medical documents; and transcribe abbreviations to proper form for context.

Course Prerequisite(s)

Frequent Requisites
- Medical Coding
- Medical Terminology
- Keyboarding Skills
ACADEMIC DISCIPLINE/CTE PROGRAM LEARNING OUTCOMES

1. The student will be able to read, listen, speak, and write proficiently.
2. The student will be able to apply keyboarding and document processing skills to specific office applications.
3. The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
4. The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

COURSE STUDENT LEARNING OUTCOMES (SLO):

1. The student will demonstrate use of CPT codes, national codes, and local codes by completing CMS 1500 claim form.
2. The student will demonstrate knowledge of the CMS-1500 Claim Instructions by preparing electronic filing of commercial claims, Blue Cross/Blue Shield plans, Medicare, Medicaid, Tricare, and Worker’s Compensation through case studies.
3. The student will demonstrate the basic operations of the MediSoft database by entering transactions, scheduling, claim management reports in MediSoft through simulated patient records.
4. Students will process insurance claims and explain the importance of clean claims.
The student will demonstrate use of CPT codes, national codes, and local codes by completing CMS 1500 claim form.

The student will demonstrate knowledge of the CMS-1500 Claim Instructions by preparing electronic filing of commercial claims, Blue Cross/Blue Shield plans, Medicare, Medicaid, Tricare, and Worker’s Compensation through case studies.

The student will demonstrate the basic operations of the MediSoft database by entering transactions, scheduling, claim management reports in MediSoft through simulated patient records.

Students will process insurance claims and explain the importance of clean claims.

The primary objective is to give the student an understanding of basic business principles.

1.1 Be able to understand the types of career and education necessary for a health insurance specialist.
1.2 Be able to understand the types of health insurance coverage, insurance terms and concepts.
1.3 Be able to understand managed health care.
2.1 Be able to understand legal and regulatory laws and regulations.
2.2 Be able to understand the processing of a health insurance claim in the healthcare provider’s office and the major steps used by insurance companies for processing claims.
3.1 Be able to understand the use ICD-10-CM coding guidelines, conventions and assigning codes
3.2 Be able to understand the use of CPT coding guidelines, conventions, and assigning codes.
3.3 Be able to understand the use of HCPCS coding guidelines, conventions, and assigning codes.
4.1 Be able to understand the CMS reimbursement methodologies for calculations of payment for Medicare PFS, patient coinsurance amounts, Medicare payments, and Medicare write-offs.
4.2 Be able to understand coding for medical necessity.
The Secretary’s Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation’s schools, businesses, and homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources** - An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal** - Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information** - An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems** - An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. **Technology** - The knowledge and skill to select equipment and tools, apply technology to the specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group project.

**The following skills will be developed in the course:**

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills** - Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills** - Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities** - Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.


I N S T R U C T I O N A L  M E T H O D S

 Houston Community College System
 Distance Education

Student Assignments

Distance (100%)
Hybrid (50% or more)
Web-enhanced (49% or less)
Face to Face

The assignments will incorporate To understand importance of budgets, To understand aspects of common financial decisions, To understand elements of basic individual financial products, To be able to calculate fees, interests, premiums, and To be able to analyze financial products to assess viability of those products (such as insurance).
As your Instructor, it is my responsibility to: As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning the subject, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to: As a student wanting to learn about the subject, it is the student’s responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and actively participate by attending class.

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
  - Midterm Exam / Final Exam
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Degree Plan
Students are encouraged to file a degree plan with a Counselor or the Business Administration Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Administration Department for information about filing a degree plan.

Virtual Career Center
The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college
HCC Grading Scale:

A = 100- 90  
B = 89 - 80:  
C = 79 - 70:  
D = 69 - 60:  
59 and below = F  
FX (Failure due to non-attendance)  
IP (In Progress) / W (Withdrawn)  
I (Incomplete) / AUD (Audit)

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

\[
GPA = \frac{\text{Total Grade Point Earned}}{\text{Total GPA units attempted}}
\]

The following departmental grading system will be used to evaluate students’ performances in this course: (See the Weekly Course Schedule).
HCC POLICY STATEMENT:

HCC ADA STATEMENT (Services to Students with Disabilities)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

Disability Support Services Offices:

- System: 713.718.5165
- Central: 713.718.6164 also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.
- Northwest: 713.718.5422
- Northeast: 713.718.8420
- Southeast: 713.718.7218
- Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.
Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

INTERNATIONAL STUDENTS

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.

Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.

http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Have questions - Call the HCC Help Desk at 713.718.8800 or email customer.support@hccs.edu

Note: Most courses are included in EGLS3. Some are not due to logistical reasons.

Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.


Welcome, the Houston Community College School of Continuing Education faculty and staff are committed to providing outstanding instruction and services to our community in areas such as: business, languages, technology, construction, transportation, public safety and health. We are proud of the expertise our faculty brings to the classroom. Whether changing careers or updating your skills, the School of Continuing Education can help you achieve your goals.

http://www.hccs.edu/continuing-education/students/financialaid/continuing-education/
HCC ATTENDANCE POLICY

Class Attendance
As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

Early Alert
HCC has instituted an Early Alert process by which your professor may alert you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. Early Alert is a program that provides timely intervention for at-risk students. It is important for you to become familiar with this system to ensure your students get the help they need to be successful. The resource links on this page explain the HCC Early Alert program and how to access them.
Our goal is to provide free, confidential, and convenient academic support to HCC students in an online environment. We exist to help students achieve academic independence. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate for our students taking our classes.

If you're looking for an on-campus tutor, go to this link [http://ctle3.hccs.edu/alltutoring/](http://ctle3.hccs.edu/alltutoring/) to find a tutor.

Our average turn-around time is currently 18-24 hours. You will receive an email alert when the tutors finish working on your submission.

Getting Started - Need help? Watch the How-To Video on HCCS's online tutoring system to help you get started.

You are expected to be familiar with the Houston Community College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:
- Copying from another student’s test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.
Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of F or 0 for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/decounseling/DE_student_handbook.htm.

Basic Standard of Conduct - According to its policy on student conduct, Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Accordingly, HCC has a duty and corollary disciplinary power to protect its educational purpose of setting standards of conduct and regulations of the use of district property. Moreover, a student’s membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students’ right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars. An instructor may establish additional reasonable behavioral guidelines for his/her class. Any student failing to abide by appropriate standards of conduct during scheduled college activities may be required by the instructor or another college official to leave that day’s class or activity.

Take responsibility for your education - Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course.

Come to class prepared – turn your work in on time - Complete assigned reading before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbook, test materials, etc. along with completed homework. Students who attempt to
complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines.

**Practice common courtesy** - Remember that in college, as in every other area of life, politeness and respect count. Do not have private conversations with your neighbors during class. Turn off cell phones and beepers. The noise is distracting to other students. Respect all opinions. Others may have different ideas and opinions, they many ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.

**Respect your instructor** - Openly challenging the instructor’s knowledge or authority in the classroom is improper. If you have differences with your instructor’s information or teaching methods, you may want to discuss your issues with the instructor outside of the classroom in a non-confrontational manner.

If you have any questions or concerns about the course and/or course assignments, please contact to ME so that WE can resolve any issues. If your concerns are not resolved, THEN, you are encouraged to meet with Mrs. Willie Caldwell, Department Chair, Business Technology.
**Program/Discipline Requirements:**

**Business Technology** is determined to prepare students with the knowledge and skills needed to succeed in today’s dynamic work environment. Students in Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities as well as workbook activities related to Workforce Development with Critical Thinking.

**REQUIRED. Understanding Health Insurance:**

*Guide to Billing/Reimbursement, 12E+

Understanding Health Insurance, 12th Edition, is the essential learning tool your students need when preparing for a career in medical insurance billing. This comprehensive and easy-to-understand text is fully-updated with the latest code sets and guidelines, and covers important topics in the field like managed care, legal and regulatory issues, coding systems, reimbursement methods, medical necessity, and common health insurance plans. The twelfth edition has been updated to include new legislation that affects healthcare, ICD-10-CM coding, implementing the electronic health record, the Medical Integrity Program (MIP), medical review process, and more. The practice exercises in each chapter provide plenty of review, and the accompanying workbook provides even more application-based assignments and additional case studies for reinforcement. Includes free online SimClaim™ CMS-1500 claims completion software, and free-trial access to Optum’s EncoderPro.com—Expert encoder software.
Do you want to learn about practice management and patient billing from the best? Susan Sanderson's Computers in the Medical Office (CiMO), 9th Edition presents step-by-step instructions to complete essential medical billing tasks using Medisoft® Advanced Version 19. CiMO shows not only what to do with authentic, hands-on activities, but also why those activities are important. Learn the skills you need for your health professions career using multiple digital resources. Read and study the content more effectively—spending more time on topics you don't know and less time on the topics you do—by using LearnSmart and SmartBook, McGraw-Hill's revolutionary adaptive learning technology. Complete the Medisoft V19 exercises simulated in Connect Plus, McGraw-Hill’s online assignment and assessment solution.
REQUIRED: The *2016 ICD-10-CM Expert for Physicians* with our hallmark features and format, makes facing the challenge of using the new code set easier.

Use the code book that contains the latest HIPAA-mandated ICD-10-CM code set, plus the familiar Optum360 coding and reimbursement alerts you have come to rely upon.

Set the standard for coding accuracy, the cornerstone of health care analytics and revenue cycle management, with the confidence only an Optum360 product can deliver.

REQUIRED: Turn to the resource that goes beyond basic coding with the *Current Procedural Coding Expert*, your CPT® coding resource.

Equipped with the entire 2016 CPT® code set and arranged in a design known to speed coding, billing, and reimbursement, this easy-to-navigate resource will benefit physician practices, outpatient hospitals, and ASCs. You'll also find a comprehensive listing of annual code additions/deletions/reinstatements in the appendix, new code icons and notes, plus reimbursement information and mid-year changes not found in the American Medical Associations (AMA) CPT® code books.

REQUIRED: HCPCS Level II Expert

Accurately report supplies and services for physician, hospital outpatient, and ASC settings with the Optum360 *HCPCS Level II Expert*. Use this comprehensive reference for the HCPCS code set that focuses on management of reimbursement. This user-friendly book will guide any coder confidently through current modifiers, code changes, additions and deletions with information as dictated by the Centers for Medicare and Medicaid Services (CMS).
Medical Document Production Essay

Let your creativity flow . . . Your assignment is to write an essay that relates to the use of medical document production in your life. The essay should give clue to your reason for taking medical document production and how this course will fit in with your future. Identify your motivation. Clarify your goal. Tell me what it is that you plan to achieve. Ensure that you discuss the following topics:

1. Discuss and explain with examples for each, how to demonstrate the use of CPT codes, national codes, and local codes by completing CMS 1500 claim form?
2. Discuss and explain with examples for each, how to demonstrate knowledge of the CMS-1500 Claim Instructions by preparing electronic filing of commercial claims, Blue Cross/Blue Shield plans, Medicare, Medicaid, Tricare, and Worker's Compensation through case studies?
3. Discuss and explain with examples for each, how to demonstrate the basic operations of the MediSoft database by entering transactions, scheduling, claim management reports in MediSoft through simulated patient records?
4. Discuss and explain how to process insurance claims and explain the importance of clean claims?

Write a minimum of 10 pages (Title Page, >8 pages of content, Reference Page).

The actual content of the paper should be at least 8 or more pages, (not to include graphs, pictures, or financial plans/statements), double-spaced in Times New Roman 12 Font. You must include a Title page and Reference page (more than 2 works cited from another source other than the textbook). Paper must have proper spelling, grammar, and formatting.

Utilize UPSWING  [https://hccs.upswing.io/](https://hccs.upswing.io/) recommendations and incorporate the changes into your final paper for 10 EXTRA POINTS (to receive credit - upload the recommendations AND your final paper).

PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE
Student Evaluation

The following departmental grading system will be used to evaluate student's performance:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Assessments</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Week</td>
<td>MindTap &amp; CIMO Assignments are due with each Chapter Lecture &amp; Assignment</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Welcome to the Class Orientation &amp; Syllabus</td>
</tr>
</tbody>
</table>
|      | Chapter 11: Essential CMS-1500 Claim Instructions  
|      | Chapter 12: Commercial Insurance  
|      | Chapter 13: Blue Cross Blue Shield                                      |
| 3    | Chapter 14: Medicare  
|      | Chapter 15: Medicaid                                                    |
| 3    | Chapter 16: TRICARE  
|      | Chapter 17: Workers’ Compensation                                       |
| 4    | **Computers In the Medical Office Textbook and Medisoft Software**  
|      | Chapter 1: Introduction to Health Information Technology and Medical Billing  
| 4    | Chapter 2: Introduction to Medisoft                                      |
| 4    | Chapter 3: Scheduling                                                   |
| 5    | Chapter 4: Entering Patient Information  
|      | Chapter 5: Working with Cases                                           |
| 6    | Chapter 6: Entering Charge Transactions and Patient Payments  
|      | Chapter 7: Creating Claims                                              |
| 7    | Chapter 8: Posting Payments and Creating Patient Statements  
|      | Chapter 9: Creating Reports                                             |
| 8    | Chapter 10: Collections in the Medical Office  
|      | Chapter 11: Appointments and Registration                                |
| 9    | Chapter 12: Cases, Transactions, and Claims  
|      | Chapter 13: Reports and Collections                                      |
| 10   | Chapter 14: Putting It All Together                                      |
| 11   | **Medical Document Production Essay**                                    |
| 12   | **Final Exam**                                                           |

**THE SYLLABUS IS SUBJECT TO CHANGE**
When changes occur the instructor will advise the students during class time.  
It will be the student’s responsibility to check with the instructor and/or check for announcements.
This is the end of the syllabus