

# 2 Medicine

## CHAPTER LESSON PLANS & OBJECTIVES

### Lesson 2.1: Immune Globulins/Immunizations/Vaccines, Infusions/Hydration, Psychiatry and Dialysis

1. Present information on Medicine section coding: Immunizations.
2. Present information on Medicine section coding: Infusions.
3. Present information on Medicine section coding: Psychiatry.
4. Present information on Medicine section coding: Dialysis.

### Lesson 2.2: Vascular Diagnostic Studies and Central Nervous System

5. Present information on Medicine section coding: Vascular diagnostic studies.
6. Present information on Medicine section coding: Central nervous system.

### Lesson 2.3: Chemotherapy Administration, Photodynamic Therapy, Rehabilitation, Nutritional Therapy, and Special Services

7. Present information on Medicine section coding: Chemotherapy.
8. Present information on Medicine section coding: Photodynamic therapy.
9. Present information on Medicine section coding: Rehabilitation.
10. Present information on Medicine section coding: Nutritional therapy.
11. Present information on Medicine section coding: Special services.

## CHAPTER TEACHING FOCUS

- In this chapter, the student has the opportunity to learn the broad range of diagnostic and therapeutic services covered by medicine codes. Coding for immunizations, therapeutic or diagnostic infusion, injections, psychiatry, dialysis, noninvasive vascular diagnostic studies, cardioversion, ultrasound, central nervous system assessments, health and behavior assessments, chemotherapy administration, photodynamic therapy, physical medicine and rehabilitation, medical nutrition therapy, osteopathic and chiropractic services, and special services will be discussed. Finally, the student will have the opportunity to put the information in this chapter into practice by completing audit forms and assigning procedural and diagnostic codes based on patient examples and case studies.

## CHAPTER PRETEST

Have the students answer these questions prior to covering this chapter to understand where they stand in relation to the content.

- 1) \_\_\_\_\_ immunization is the injection of a toxoid or vaccine administered to produce an immune response in the body; \_\_\_\_\_ immunization is the injection of immune globulins (antibodies) and does not cause an immune response in the body.
- 2) Therapeutic infusion is the introduction of liquid into the body over a long period.
  - a) True
  - b) False
- 3) The therapeutic, prophylactic, or diagnostic injections codes report the administration service as well as the substance injected.
  - a) True
  - b) False
- 4) Cleansing of the blood is known as \_\_\_\_\_.
- 5) End-stage renal disease service codes are divided initially on a full month of service or a per-day service and are then subdivided by the patient's age.
  - a) True
  - b) False
- 6) Most codes within the noninvasive vascular diagnostic studies subsection are used to report services using a(n) \_\_\_\_\_, which uses ultrasound that bounces off the vessel and produces a color picture showing blood flow within the veins and arteries.
- 7) Cardioversion is the restoration of the heart to normal rhythm.
  - a) True
  - b) False
- 8) The codes in the \_\_\_\_\_ section are used to identify psychological testing, speech/language assessments, developmental progress assessments, and thinking/reasoning status examination.
- 9) The health and behavior assessment/intervention codes are used to report services provided to patients who have symptoms or an established diagnosis of mental illness.
  - a) True
  - b) False
- 10) Chemotherapy may be administered by several methods, including subcutaneous injection, intralesional injection, and intravenous infusion.
  - a) True
  - b) False

## CHAPTER PRETEST ANSWERS

- 1) Active, passive  
p. 77
- 2) a  
p. 80
- 3) b  
p. 80
- 4) dialysis  
p. 83
- 5) b  
p. 83
- 6) duplex scan  
p. 88
- 7) a  
p. 90
- 8) central nervous system assessments/tests  
p. 92
- 9) b  
p. 93
- 10) a  
p. 93

# Classroom Preparation

## Lesson 2.1: Immune Globulins/Immunizations/Vaccines, Infusions/Hydration, Psychiatry, and Dialysis

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

1. Present information on Medicine section coding: Immunizations.
2. Present information on Medicine section coding: Infusions.
3. Present information on Medicine section coding: Psychiatry.
4. Present information on Medicine section coding: Dialysis.

#### National Standards Covered

##### Content

- Insurance, procedural, and diagnostic coding

##### Competencies

- Perform diagnostic coding
- Perform procedural coding

#### Lesson Preparation Checklist

- Prepare lecture from [TEACH lecture slides](#) available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Student performance evaluation of all entry-level skills required for student comprehension and application of CPT medicine coding, including the following:
  - Diagnostic coding
  - Procedural coding
  - Complete E/M audit forms

#### Materials and Supplies

- Blank E/M audit forms; *The Next Step, Advanced Medical Coding and Auditing*, Appendix A, p. 518
- Current Procedural Terminology, American Medical Association, current edition (all lessons)
- *The Next Step, Advanced Medical Coding and Auditing*, 2017/2018 edition, by Carol J. Buck, Saunders (all lessons)
- 2017 ICD-10-CM Hospital Professional Edition, Elsevier
- 2017 HCPCS Level II, by Carol J. Buck, Elsevier (all lessons)
- computer
- projector

# Classroom Preparation

## Lesson 2.1: Immune Globulins/Immunizations/Vaccines, Infusions/Hydration, Psychiatry, and Dialysis

### STUDENT PREPARATION (2 hrs)

<b>1</b>	<b>READ – Textbook (pp. 77-79)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-1 through 2-3 (p. 79)</li> </ul>
<b>2</b>	<b>READ – Textbook (pp. 79-81)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-4 through 2-5 (pp. 80-81)</li> </ul>
<b>3</b>	<b>READ – Textbook (pp. 81-82)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Case 2-6 (p. 82)</li> </ul>
<b>4</b>	<b>READ – Textbook (pp. 83-88)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-7 through 2-8G (pp. 83-88)</li> </ul>

# 50-Minute Lesson Plan

## Lesson 2.1: Immune Globulins/Immunizations/Vaccines, Infusions/Hydration, Psychiatry, and Dialysis

### LECTURE OUTLINE (30 min)

<b>1</b>	<b>IMMUNE GLOBULINS/IMMUNIZATIONS/VACCINES: SLIDES 1-4 (pp. 77-80)</b> <ul style="list-style-type: none"> <li>• Discuss the coding of medication administration for both diagnostic and therapeutic services.</li> <li>• Discuss the differences between active and passive immunizations, and immunization coding for Medicare/Medicaid.</li> <li>• Discuss different ways of administering immunizations.</li> <li>• Discuss the use of an E/M code for reporting an immunization service.</li> </ul>
<b>2</b>	<b>INFUSIONS/HYDRATION: SLIDES 5-6 (p. 81)</b> <ul style="list-style-type: none"> <li>• Discuss therapeutic, prophylactic, and diagnostic infusions and the coding for each.</li> <li>• Discuss the role of the physician during therapeutic infusions.</li> </ul>
<b>3</b>	<b>PSYCHIATRY: SLIDE 7 (pp. 82-83)</b> <ul style="list-style-type: none"> <li>• Discuss types of psychiatric services and the coding for each: diagnostic or evaluation interview, or psychotherapy.</li> <li>• Discuss considerations for the coding of psychotherapy.</li> </ul>
<b>4</b>	<b>DIALYSIS: SLIDES 8-9 (pp. 84-88)</b> <ul style="list-style-type: none"> <li>• Discuss the use of dialysis for cleansing of the blood.</li> <li>• Discuss the use of ESRD codes, monthly service codes, and the modifier -26.</li> <li>• Discuss the administration of peritoneal dialysis, the time basis on which dialysis is reported, prevention of peritonitis.</li> </ul>

### LEARNING ACTIVITIES (choose one or more to equal 20 min)

<b>1</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>• Discuss the various methods of administering immunizations and the various substances used, emphasizing the importance of knowing the number of injections for each immunization.</li> <li>• Discuss the circumstances where a third-party payer might require CPT and HCPCS codes for service and what elements of the immunization procedure must be considered.</li> <li>• <i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul>
<b>2</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>• Discuss the Guidelines pertaining to codes 96360-96379 in the CPT.</li> <li>• <i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul>
<b>3</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>• Discuss the differences between coding of therapeutic, prophylactic, or diagnostic injections and coding of immunization injections.</li> <li>• Discuss the four requirements on which the assignment of a code is based.</li> <li>• <i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>PRESENT (20 min)</b> <ul style="list-style-type: none"> <li>• Break the students into four groups and ask each group to create a scenario for treatment of a psychiatric patient and how the treatment should be reported. Ask a representative from each group to present the group's scenario and ask the rest of the students for their opinions. Explain any misconceptions or incorrect conclusions.</li> <li>• <i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul>
<b>4</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>• Discuss ESRD versus non-ESRD conditions, how ESRD codes are organized, and how</li> </ul>

TEACH Lesson Plan

BUCK: *The Next Step – Advanced Medical Coding and Auditing, 2017/2018 Edition*

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they are used.

- *Appropriate Settings:* Traditional classroom, flipped classroom, online

#### **ANALYZE (20 min)**

- Divide the class into small groups and ask them to work as a group to complete Case 2-8, A-G (pp. 86-89). Starting with Case 2-8A, call on one group member to explain the group's conclusion, and then poll the other groups for agreement with the conclusion. Discuss any disagreements. Move on to a different group for Case 2-8B, and so on.
- *Appropriate Settings:* Traditional classroom, flipped classroom

### **CRITICAL THINKING QUESTION**

**Rick, a patient with end-stage renal disease, received dialysis for 1 month and 10 days, after which he received a kidney transplant and no longer required dialysis services. What types of codes might be used to report the care received by Rick?**

**Discussion Guidelines:** The end-stage renal diseases services codes are divided on a full month of service or a per-day service. Therefore, a monthly service code for the initial month and a daily service codes for the 10 days into the next month would both be reported for Rick. However, these codes report only the physician portion of the dialysis services.

# Classroom Preparation

## Lesson 2.2: Vascular Diagnostic Studies and the Central Nervous System

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

5. Present information on Medicine section coding: Vascular diagnostic studies.
6. Present information on Medicine section coding: Central nervous system.

#### National Standards Covered

##### Content

- Insurance, procedural, and diagnostic coding

##### Competencies

- Perform diagnostic coding
- Perform procedural coding

#### Lesson Preparation Checklist

- Prepare lecture from [TEACH lecture slides](#) available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Student performance evaluation of all entry-level skills required for student comprehension and application of CPT medicine coding, including the following:
  - Diagnostic coding
  - Procedural coding
  - Complete E/M audit forms

#### Materials and Supplies

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| <ul style="list-style-type: none"> <li>• Blank E/M audit forms; <i>The Next Step, Advanced Medical Coding and Auditing</i>, Appendix A, p. 518</li> <li>• <i>Current Procedural Terminology</i>, American Medical Association, current edition (all lessons)</li> <li>• <i>The Next Step, Advanced Medical Coding and Auditing</i>, 2017/2018 edition, by Carol J. Buck, Saunders (all lessons)</li> </ul> | <ul style="list-style-type: none"> <li>• 2017 ICD-10-CM Hospital Professional Edition, Elsevier</li> <li>• 2017 HCPCS Level II, by Carol J. Buck, Elsevier (all lessons)</li> <li>• computer</li> <li>• projector</li> </ul> |
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# Classroom Preparation

## Lesson 2.2: Vascular Diagnostic Studies and Central Nervous System

### STUDENT PREPARATION (1.5 hrs)

<b>5</b>	<b>READ – Textbook (pp. 88-92)</b>  <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-9 through 2-14 (pp. 88-91)</li> </ul>
<b>6</b>	<b>READ – Textbook (pp. 92-93)</b>  <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-15 through 2-16 (p. 93)</li> </ul>

# 50-Minute Lesson Plan

## Lesson 2.2: Vascular Diagnostic Studies and Central Nervous System

### LECTURE OUTLINE (30 min)

<b>5</b>	<b>NON-INVASIVE VASCULAR DIAGNOSTIC STUDIES: SLIDE 10 (pp. 88-89)</b> <ul style="list-style-type: none"> <li>Discuss the use of vascular flow analyses and duplex scans for visualizing blood flow in the arteries and veins.</li> </ul>
<b>6</b>	<b>CENTRAL NERVOUS SYSTEM ASSESSMENTS: SLIDE 11 (pp. 92-93)</b> <ul style="list-style-type: none"> <li>Discuss types of assessments of the central nervous system and the coding for each: psychological, speech, and developmental.</li> <li>Discuss various instruments used to assess cognitive processes.</li> </ul>

### LEARNING ACTIVITIES (choose one or more to equal 20 min)

<b>5</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss how the Cardiovascular subsection codes are used and how they differ from the noninvasive vascular diagnostic studies codes.</li> <li>Discuss duplex scans, how they are used, and how they are coded.</li> <li>Discuss the Official Guidelines for Coding and Reporting for coding Late Effects.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss cardioversion, how it's used, and the codes that are used to report the procedure.</li> <li>Discuss which categories of codes are presented in other chapters of the textbook.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>REVIEW (10 min)</b> <ul style="list-style-type: none"> <li>Review Case 2-13 (p. 91) and assign service code(s) and diagnosis code(s).</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>PRESENT (10 min)</b> <ul style="list-style-type: none"> <li>Divide the class into four groups and assign each group several subsections from the Medicine section of the CPT. Ask each group to derive a list of guidelines or "cautions" for assigning codes in each of their assigned subsections. Have the groups then report their findings to the class.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul>
<b>6</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss the different testing instruments a physician might use to assess a patient's personality type, psychomotor or cognitive abilities, or reasoning abilities.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>ANALYZE (10 min)</b> <ul style="list-style-type: none"> <li>Ask students to complete Case 2-16 (p. 93). Call on students at random to give their conclusions. Ask the rest of the class to agree or disagree. Ask students who disagree to explain their different conclusions.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> <b>PRESENT (10 min)</b> <ul style="list-style-type: none"> <li>Divide the class into four groups and assign each group several subsections from the Medicine section of the CPT. Ask each group to derive a list of guidelines or "cautions" for assigning codes in each of their assigned subsections. Have the groups then report</li> </ul>

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their findings to the class.

- *Appropriate Settings:* Traditional classroom, flipped classroom, online

### CRITICAL THINKING QUESTION

**Mr. Lees, a 61-year-old man with arrhythmia, received cardioversion to restore his heart to normal rhythm. A cardiologist performed the cardioversion, the only procedure performed on Mr. Lees that day. What is cardioversion, and what are the different ways that the procedure is performed? Under what circumstances is a cardioversion code used, and should it be used to report this case?**

**Discussion Guidelines:** Cardioversion is the restoration of the heart to normal rhythm. The conversion can be done externally, by placing the paddles on the chest, or internally, by opening the chest and placing the paddles directly on the heart. The cardioversion code 92961 is designated “separate procedure” and is reported only when cardioversion is the only procedure performed. Therefore, since Mr. Lees received only cardioversion, the cardioversion codes should be used in this case.

# Classroom Preparation

## Lesson 2.3: Chemotherapy Administration, Photodynamic Therapy, Rehabilitation, Nutritional Therapy, and Special Services

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

7. Present information on Medicine section coding: Chemotherapy.
8. Present information on Medicine section coding: Photodynamic therapy.
9. Present information on Medicine section coding: Rehabilitation.
10. Present information on Medicine section coding: Nutritional therapy.
11. Present information on Medicine section coding: Special services.

#### National Standards Covered

##### Content

- Insurance, procedural, and diagnostic coding

##### Competencies

- Perform diagnostic coding
- Perform procedural coding

#### Lesson Preparation Checklist

- Prepare lecture from [TEACH lecture slides](#) available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Student performance evaluation of all entry-level skills required for student comprehension and application of CPT medicine coding, including the following:
  - Diagnostic coding
  - Procedural coding
  - Complete E/M audit forms

#### Materials and Supplies

- Blank E/M audit forms; *The Next Step, Advanced Medical Coding and Auditing*, Appendix A, p. 518
- Current Procedural Terminology, American Medical Association, current edition (all lessons)
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- 2017 ICD-10-CM Hospital Professional Edition, Elsevier
- 2017 HCPCS Level II, by Carol J. Buck, Elsevier (all lessons)
- computer
- projector

# Classroom Preparation

## Lesson 2.3: Chemotherapy Administration, Photodynamic Therapy, Rehabilitation, Nutritional Therapy, and Special Services

### STUDENT PREPARATION (2 hrs)

7	<b>READ – Textbook (pp. 93-94)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Case 2-17 (p. 94)</li> </ul>
8	<b>READ – Textbook (p. 94)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Case 2-18 (p. 94)</li> </ul>
9	<b>READ – Textbook (pp. 95-97)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-19 through 2-20C (pp. 95-97)</li> </ul>
10	<b>READ – Textbook (p. 97)</b>
11	<b>READ – Textbook (pp. 97-100)</b> <b>ANSWER – Textbook</b> <ul style="list-style-type: none"> <li>• Cases 2-21A through 2-21B (pp. 98-99)</li> </ul>

# 50-Minute Lesson Plan

## Lesson 2.3: Chemotherapy Administration, Photodynamic Therapy, Rehabilitation, Nutritional Therapy, and Special Services

### LECTURE OUTLINE (30 min)

<b>7</b>	<b>CHEMOTHERAPY ADMINISTRATION: SLIDE 12 (pp. 93-94)</b> <ul style="list-style-type: none"> <li>Discuss methods of administering chemotherapy and the coding for each.</li> </ul>
<b>8</b>	<b>PHOTODYNAMIC THERAPY: SLIDE 13 (p. 94)</b> <ul style="list-style-type: none"> <li>Discuss the process of photodynamic therapy, including injection of agent into tumor, tumor exposure to laser, and timed reporting of progress.</li> <li>Discuss considerations in reporting of photodynamic therapy: duration of session, site, and number of sessions.</li> </ul>
<b>9</b>	<b>PHYSICAL MEDICINE AND REHABILITATION: SLIDES 14-15 (pp. 95-97)</b> <ul style="list-style-type: none"> <li>Discuss examples of physical medication and rehab treatment: whirlpool, electrical stimulation, hot packs, and contrast bath.</li> <li>Discuss reporting considerations for physical medicine and rehab, including who can report, timing, and evaluations.</li> <li>Discuss types of active wound care management, including NPWT and nonselective debridement.</li> </ul>
<b>10</b>	<b>MEDICAL NUTRITION THERAPY: SLIDE 16 (p. 97)</b> <ul style="list-style-type: none"> <li>Discuss various nonphysician medical nutritional services, including therapy assessment and intervention.</li> </ul>
<b>11</b>	<b>SPECIAL SERVICES: SLIDES 17-18 (pp. 97-102)</b> <ul style="list-style-type: none"> <li>Discuss the coding of special services, including services rendered at unusual hours of the day, on holidays, at unusual locations or unusual supplies or materials and for pre/postoperative visit included in the global surgical package.</li> </ul>

### LEARNING ACTIVITIES (choose one or more to equal 20 min)

<b>7</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss the various methods of administering chemotherapy and how different methods affect coding.</li> <li>Discuss the encounter codes (Z codes) and the order of assignment.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul>
<b>8</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss how a physician's presence during treatment affects coding of the procedure.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul> <b>PRESENT (20 min)</b> <ul style="list-style-type: none"> <li>Devise a possible physical therapy plan for a patient with carpal tunnel syndrome. Then divide the class into small groups to decide what codes should be used to report the treatment. Ask one person from each group to report the group's decision. Ask students to agree or disagree with each group's conclusion and explain why.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul>
<b>9</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Discuss the circumstances under which medical nutritional therapy might be recommended by a physician.</li> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online</li> </ul>

TEACH Lesson Plan

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**CRITICAL THINKING QUESTION**

**Mrs. London, a 55-year-old woman with diabetes, is referred to a dietitian by her physician because her physician believes that she is not eating properly. The dietitian spends an hour in the initial assessment of Mrs. London. Why is it important for a diabetic to maintain a proper diet, and how might a dietitian assist in improving the diet of a diabetic patient? How should the dietitian's services be coded?**

**Discussion Guidelines:** The goals of nutrition for a diabetic are to attain a normal blood glucose level, maintain normal blood pressure to reduce the risk of complications from diabetes, and to normalize cholesterol levels to prevent heart disease. Among the nutritional components—carbohydrates, fats, and proteins—carbohydrates have the greatest impact on blood-sugar levels. A dietitian can educate a diabetic to gauge the amount of carbohydrates in various foods and meal portions, as well as provide guidance to personalize the diet of a diabetic. A dietitian's services are coded with the medical nutritional therapy codes and are reported in increments of 15 minutes. The dietitian's initial assessment of Mrs. London should be reported with the code for medical nutrition therapy, initial assessment and intervention, individual, face-to-face with the patient (97802) x 4 (to indicate four 15-minute increments).

# Assessments

## Chapter 2: Medicine

### ASSESSMENTS BY OBJECTIVE

<b>All</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank             <ul style="list-style-type: none"> <li>○ Test 1, Cases 1-3</li> <li>○ Test 2, Cases 1-3</li> </ul> </li> <li>• Ready-Made Tests             <ul style="list-style-type: none"> <li>○ Tests 2-1 through 2-2</li> <li>○ Audit Reports T2.1 through T2.2</li> </ul> </li> </ul> <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• Auditing Review Cases 2-1 through 2-6 (pp. 101-102)</li> </ul> <p><b>Abstracting Cases</b></p> <ul style="list-style-type: none"> <li>• Medicine, Cases 2-1 through 2-2</li> </ul>
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# Simulations

## Chapter 2: Medicine

### SIMULATIONS BY OBJECTIVE

#### Simulated Medical Coding Internship, 2017/2018 Edition (XX min)

<b>All</b>	<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>• Computer</li> </ul> <p><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Module 6, Reports 1-3X</li> <li>• Module 6, Trial Exam</li> <li>• Module 6, Practice Exam</li> <li>• Module 6, Final Exam</li> </ul>
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