



With the skill set of
**HOSPITAL CODER/
 CODING PROFESSIONAL**

POSITION OVERVIEW

Use coding conventions and guidelines to abstract, analyze and accurately assign ICD (Internal Classification of Diseases) and CPT (Current Procedural Terminology) principal and secondary and procedural codes to inpatient, ambulatory and outpatient medical records.

QUALIFICATIONS

Current credential such as RHIA (Registered Health Information Administrator); RHIT (Registered Health Information Technician); CCA (Certified Coding Associate); or other designated credential from a nationally recognized organization.

COMPETENCIES

- Apply inpatient and outpatient diagnosis and procedure codes according to current nomenclature and adherence to current regulations and guidelines.
- Ensure accuracy of MS-DRG and APC assignment
- Validate coding accuracy using clinical information found in the health record
- Resolve discrepancies between coded data and supporting documentation
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative (NCCI) and Uniform Hospital Discharge Data Set (UHDDS)

REGISTERED APPRENTICESHIPS

Core components

Employer Involvement	<ul style="list-style-type: none"> • Employer driven • Must be directly involved • Must provide Paid on-the-job learning
Job Related Technical Instruction	<ul style="list-style-type: none"> • Front-loaded and working learner models • Designed to meet your workforce needs
Structured Paid On-the-Job Learning	<ul style="list-style-type: none"> • Structured and supervised • Guided by employer mentor • Competency-based
Rewards for Skills Gain	<ul style="list-style-type: none"> • Increase in skills and competencies tied to increased earnings
National Occupational Credential	<ul style="list-style-type: none"> • Portable industry-recognized professional credential • Certifies an individual at the proficiency level for the occupation

RELATED TECHNICAL INSTRUCTION

- Skills assessments based on certification domains
- ICD-10 Focus courses to include neoplasms; pregnancy, childbirth and the puerperium; respiratory system; circulatory system; nervous system; and musculosystem
- Coding topic presentations to include coding conventions; steps in diagnostic coding; diagnostic coding guidelines; CPT review; ICD-10-PCS review; and physician query
- Clinical coding practice exercises
- Coding from original medical records
- DRG activities in VLab
- Common employability skills such as communication; analysis and problem-solving; teamwork, business knowledge and behavioral characteristics



APPRENTICESHIP PROGRAM

Quick-Start Action Planner

STEP	WHAT DO I NEED TO GET STARTED?
1	<p>Determine your workforce needs for skilled talent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you have challenges in finding skilled talent? <input type="checkbox"/> What particular occupations? <input type="checkbox"/> What are your long-term workforce needs? <input type="checkbox"/> Determine number of apprentices needed
2	<p>Identify partners and resources you need (Don't go it alone)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify internal/external stakeholders to participate in the development of the apprenticeship program <input type="checkbox"/> Do you want to partner with local workforce agencies? <input type="checkbox"/> Are there other critical partners that are needed to be successful? <input type="checkbox"/> Will the state Department of Labor (DOL) be involved?
3	<p>Program Operation & Administration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtain approval for FTE/s within organization (if necessary) <input type="checkbox"/> Create apprentice job description/job code <input type="checkbox"/> Develop wage progression schedule <input type="checkbox"/> Review/sign apprenticeship standards
4	<p>Apprentice Recruitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you select individuals to participate in your program? <input type="checkbox"/> Do you want your program to serve new entrants and/or up-skill incumbent workers? <input type="checkbox"/> Candidate screening <input type="checkbox"/> Interview for apprentice positions <input type="checkbox"/> Hire and onboard new apprentices
5	<p>Determine your training model</p> <ul style="list-style-type: none"> <input type="checkbox"/> AHIMA Foundation will provide access to online instruction <input type="checkbox"/> Identify skill/competency requirements <input type="checkbox"/> Identify experienced mentors at the job site <input type="checkbox"/> Develop an on-the-job learning (OJL) plan
6	<p>Assess and Continuously Improve</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular apprentice OJL evaluations <input type="checkbox"/> Complete apprentice experience surveys for each program stage <input type="checkbox"/> Assess the program and participants' success moving forward <input type="checkbox"/> Evaluate progress and make program corrections as needed <input type="checkbox"/> Continuously improve the quality of the program over time

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