



MEDICAL ASSISTING PROGRAM GUIDE

2019-2020

Pam Wheeler, BSN, RN, RMA - Allied Health Coordinator
Martha Janczura, MA - Practicum Coordinator, MA Aide
Margaret Reeves, Director of Adult Education

**MEDINA COUNTY CAREER CENTER
ADULT EDUCATION
MEDICAL ASSISTING
Program Overview**

August 26, 2019 – May 18, 2020

910-hour Program

Monday – Thursday 9:00 a.m. – 4:00 p.m.

116 classroom days x 6.5 hours = 750

Certification Exam Dates

May 27, 2020 - CCMA

June 3, 2020 - CPT

June 10, 2020 - CET

Practicum (April 6 – May 18, 2020)

160 hours

Must work minimum of 30 hours week to complete externship on time

*Note: Calamity days must be made up per course calendar
(subject to change weather permitting)

(330)725-8461 MCCC

The Medina County Career Center Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB)

Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19 North, Suite 158

Clearwater, FL 33763

727-210-2350

www.caahep.org

2019-2020 PROGRAM DESCRIPTION

Adult Education Medical Assisting Program Philosophy

We believe that the Adult Education Medical Assisting Program's primary goal is to develop the abilities, attitudes, work habits, and appreciation necessary for students to become effective, creative, and sensitive citizens of our society.

We believe that our goal is to teach students who have chosen to pursue entry-level positions in the field of Medical Assisting and other related medical careers in such a way that they will become aware that work is a way of creating opportunities and developing skills that will improve their lives. These new skills will help give them a sense of accomplishment and an understanding that they can make a positive contribution to the future of this country.

We believe our goal is to have students gain experience in decision-making, accepting responsibilities and consequences for their actions. Students will discover and develop their self-esteem, gain mutual respect and understanding with others.

Program Goals

- To prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Our goal is to provide students with a curriculum of liberal arts and technical units in an environment that enhances learning and is flexible with individual development.
- Upon completion of the program, all students will demonstrate the personal and professional behaviors consistent with the expectations of the profession and the employer.
- Upon completion of the program, all graduates will be registered for and successfully complete a national certification examination in the field of Medical Assisting.

Adult Learning Principles

Adult classes are made up of people with a variety of experiences; hence it is necessary to use individual instruction to relate the material to the student's experience.

Adult students are well motivated, eager to learn, and appreciative of quality teaching.

Adults want to understand the use of a skill before they practice that skill; therefore, a variety of teaching methods will give a realistic approach to learning. Adults want short units and to cover the material in the course as rapidly as possible, yet remain sensitive to those who may fall behind.

The Medical Assisting students are required to take the Test of Adult Basic Education (TABE) prior to being admitted. A 9th grade equivalency is required in reading, spelling, math computation and math application. If a student scores below the cutoff, he/she will be referred to the Adult Literacy Education (ABLE) Program for individual tutoring.

The student attending the ABLE program will be admitted on a conditional basis and have one term to reach the cutoff score at the end of the term, he/she will be dismissed from the program.

Credits transferred from a non-accredited Medical Assisting Program must be approved by the Adult Education Director. The transfer credit must be equivalent competencies and may not exceed 50% of the MCCC Medical Assisting coursework program. The practicum must be completed in the MCCC program.

The Medina County Career Center does not remunerate students for work done on medical assisting practicum assignments. There will be no payment of any type made to the student for the practicum experience.

Description of Program and Profession

Medical Assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of Medical Assisting directly influences the public's health and well-being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession. MCCC Adult Education Medical Assisting Program is a comprehensive course designed for students new to the Medical Assisting industry. The program combines Medical Assisting theory, simulation, & terminology with hands-on learning in a lab environment. This learning prepares students for the Certified Clinical Medical Assistant (CCMA) certification exam. The students will also sit for the Certified Phlebotomy Technician (CPT) and Certified EKG Technician (CET) examinations. Students will sit for the CCMA certification in the month of May prior to graduation and will sit for the CPT & CET in the month of June. All certification examinations are through the National Healthcareer Association. Students will be taught the skills necessary to perform both Medical Office Administrative duties and Clinical Medical Assistant duties for an entry-level position as a Medical Assistant. Students will develop the skills necessary to prepare for interviewing for Medical Assisting positions

At the end of each of the four (4) grading terms, a grade is calculated based on course content for each component of the course

Grades:

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course. Those components include:

- 25.00.01 MT Medical Terminology, Anatomy and Physiology
- 25.00.01 MOA Medical Office Administration
- 25.00.01 AS Administrative Skills Supplement
- 25.00.01 CLE Communications/Law and Ethics
- 25.00.01 MM Medical Math
- 25.00.01 MAC Medical Assisting Clinical
- 25.00.01 PR Practicum
- 25.00.01 Professionalism

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies.

See specific course syllabus for grading outline criteria.

Tests:

1. All of the chapter tests in each course section will be online computerized tests.
2. If a student misses a test, he/she may make-up the test under the following conditions:
 - The student has notified the instructor of the absence prior to the test day.
 - The student has permission from the instructor to make-up the test.
 - The student has completed the test on the day that they returned from the absence.
3. If a student fails a test, less than a 60%, they will have the opportunity to retake that test the next day class is scheduled to earn a passing grade. The student must make arrangements with the instructor for retaking a test on the same day the test was originally given. If arrangements are not made, your grade will remain.

Accreditation: The Medical Assisting program is accredited by the Commission of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Review Board (MAERB). *Commission on Accreditation of Allied Health Education Programs is located at: 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350*
www.caahep.org

Career-Technical Credit Transfer: Upon successful completion of the Medical Assisting program, students may earn 18 semester or 29 quarter hours of college credit. This college credit can be transferred to any 2-year or 4-year public college or institute of higher education in the state of Ohio.

Homework & Study Time: Students are expected to come to class prepared to discuss the day's lecture material and participate in lab activities. Lectures and activities will be based on assignments from the previous day on the syllabus (for example: Tuesday, August 27th lecture will be based on assignments listed on Monday, August 26th syllabus). Please refer to the syllabus for detailed information on all assignments.

Homework assignments are listed in the packet list given to students every Monday morning. Students will be given a large envelope to keep their assignments in. All assignments are to be submitted as a packet and are due on the following Monday at 9am when class begins, unless otherwise instructed. Each packet assignment will be graded as a completion grade (all or nothing) and one of the weekly assignments will be randomly selected as a packet test which is worth 100 points. If your packet is turned in late and other arrangements have not been made with your instructor, your assignments packet test will be dropped one grade lower. Packets must be turned in on Monday to receive full credit. Late packets must be turned in by Thursday of that week or the entire packet and packet test will be graded as zero in the gradebook.

All Procedures, are worth 100 points, unless otherwise notified by the instructor, and must be passed with a 70%. The student will have 3 attempts to pass the procedure. Your first attempt will be the grade that is recorded in the gradebook. Second and third attempts will also be recorded, but will not reflect the actual grade to show proof that each procedure has been passed

successfully. If you do not pass after the third attempt, then you will have to meet with the instructor and director of Adult Education to discuss continuation in the program.

Students should expect to spend from one to three hours per day on homework and reading assignments. Reading all of the required material, participating in class discussions and lab practice should prepare the student for tests and quizzes. All material assigned within each chapter, whether discussed in class or not, is fair game for all tests.

Chapter tests will be given weekly on Mondays, Tuesdays and Thursdays in the specific course that is outlined in your syllabus. If the school is closed for whatever reason on the date that an test or assignment is due, students must be prepared to take the test and turn in assignments on the next day that the students are back in class. Students will have the previous weekend to study for all tests. Please refer to individual course syllabus for a complete schedule of test dates. Clinical skills such as instrument identification, taking and recording vital signs, phlebotomy and various laboratory skills will be reviewed and tested during lab time.

Students will have the opportunity to obtain extra credit in each course throughout the program. This may be in the form of a report, case study assignment, attendance, etc...

Hepatitis B Inoculations:

Hepatitis B is a serious, potentially life-threatening disease that affects the liver and is caused by the hepatitis B virus (HBV). HBV is spread through contact with blood or body fluids of an infected person.

Some of the potential complications of HBV infection include:

- Loss of appetite
- Pain in muscles, joints, and stomach
- Jaundice (yellow skin or eyes)
- Liver damage
- Liver cancer
- Death

Hepatitis B Vaccine can prevent hepatitis B and the consequences of HBV infection such as liver damage and liver cancer.

Hepatitis B vaccine is usually given as a series of three injections (shots), giving the individual long-term protection from HBV infection.

The vaccine is provided to the students as part of their tuition. The Medina County Health Department nurse provides the vaccine in the form of a shot to the students at a prearranged date and time here at the Medina County Career Center.

The first shot will be given between the months of August and October. The second shot will be given no sooner than 30 days and no later than 60 days from the date of the first shot. The third and last shot will be given six months after the first.

Students are required to be present on the days of scheduled vaccine immunizations. If the student is absent on the day of any scheduled hepatitis B immunization, the student will be responsible for contacting the Medina County Health Department nurse to make arrangements to receive the hepatitis B vaccine.

Tuberculosis Skin Test:

Tuberculosis is an infectious lung disease caused by the tuberculosis bacteria. A **Two-Step** Tuberculosis (TB) skin test with negative results (a negative result means you were not exposed to the tuberculosis bacteria; a positive skin test means you may have been exposed to the tuberculosis bacteria) is required prior to the start of clinical practicum. The Medina County Health Department Nurse will come to MCCC on pre-arranged day and time. Students are required to be present on that day. If absent, it is the student's responsibility to contact the Medina County Health Department nurse to make an appointment to receive the TB skin test.

- Each step of the TB skin test consists of an intradermal injection just under the skin with the TB screening reagent and looking at the skin where the vaccine was given within 72 hours. (Two step = 1. Intradermal injection & look at skin for a reaction or no reaction, 2. wait a week, then another intradermal injection to the skin & look at skin for a reaction or no reaction)
- Please note that the two-step TB test requires a minimum of 14 days to complete. There can be no more than three weeks from the time the skin is looked at in Step One and an intradermal injection under the skin is placed for Step Two.
- Negative results (no skin reactions) from BOTH steps must be given to the instructor.
- A **negative chest x-ray** and a statement from your physician stating that “there is no evidence of active TB disease” can be submitted in the event of a positive skin reaction to the TB skin test.
- If you do not get the test done (either step) until right before the first day of clinicals, you will not have the entire test completed until after practicum start. This means that you will NOT be allowed to participate in clinicals.

TB Testing and HepB series is provided through The Medina County Health Department. The nurse comes to the Medina County Career Center during the month of late August or early October to start the required testing and inoculations. Copies of completed TB testing and HepB series are kept in the Medical Assisting file in the Adult Education Office.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 MT Medical Terminology & Anatomy and Physiology

Credit/Quarter Hours: Course material is covered over **Terms 1, 2, 3, & 4** for a **combined total of 165 clock hours.**

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor Email: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9 am – 4 pm

Class meets Monday & Wednesday, 9am-12pm in room 252. Term 1, 2, 3, & 4

Course Description:

This is a comprehensive course that combines medical terminology with anatomy and physiology in one text. An illustrated, easy-to-understand approach presents medical terms within the context of the body's anatomy and physiology, and in health and disease. Students will learn a working medical vocabulary built on the most frequently encountered prefixes, suffixes, and combining forms. Practical exercises and case studies make learning more interesting and demonstrate how medical terms are used in practice. When students take advantage of the games, activities, quizzes, and flashcards on Evolve, they will be ready to communicate fluently in the clinical setting and succeed in healthcare careers. Basic Word Structure, Terms Pertaining to the Body as a Whole, Suffixes, Prefixes, Digestive System, Additional Suffixes and Digestive System Terminology, Urinary System, Female Reproductive System, Male Reproductive System, Nervous System, Cardiovascular System, Respiratory System, Blood System, Lymphatic and Immune Systems, Musculoskeletal System, Skin, Sense Organs: The Eye and the Ear, Endocrine System, Cancer Medicine (Oncology), Radiology and Nuclear Medicine, Pharmacology, Psychiatry, Medical Word Parts to English Glossary, English to Medical Word Parts Glossary, Plurals, Abbreviations, Acronyms, Eponyms, and Symbols, Normal Hematologic Reference Values and, Implications of Abnormal Results, and Drugs are covered.

Medical Terminology: Material covered will include the basic structure of medical words, word building, definitions, and applications of medical terminology. The content of the medical terminology portion will help the student to learn and apply word building rules to be able to combine word parts (prefixes, suffixes, combining forms) to form medical terms. By the end of this course the student will be able to correctly identify, define, pronounce, and form medical terms.

Anatomy & Physiology: The student will be able to identify body planes, body regions, body cavities, directional planes and body quadrants as they apply to the field of medicine. The student will learn about muscles and joints and the various body systems (i.e. integumentary, skeletal, nervous, blood and lymph, cardiovascular, respiratory, digestive, endocrine, urinary, and reproductive). By the end of this course, the student will have a better understanding of anatomy & physiology, common pathology/diseases of the various body systems, and the types of diagnostic/treatment modalities used in the medical field.

Required Text: *The Language of Medicine*, Eleventh Edition, Author: Davi-Ellen Chabner, Publisher: Saunders, 2015

MCCC Adult Education Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Comprehensive Medical Assisting Curriculum, Terminology, Medical Mathematics, with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

1. Identify basic objectives to guide your study of the medical language.
2. Divide medical words into their component parts.
3. Learn the meanings of basic combining forms, suffixes and prefixes of the medical language.
4. Use these combining forms, suffixes and prefixes to build medical words.
5. Define terms that apply to the structural organization of the body.
6. Identify the body cavities and recognize the organs contained within those cavities.
7. Locate and identify the anatomic and clinical divisions of the abdomen.
8. Locate and name the anatomic divisions of the back.
9. Become acquainted with terms that describe positions, directions and planes of the body.
10. Identify the meaning for new word elements and use them to understand medical terms.
11. Define new suffixes and review those presented in previous chapters.
12. Gain practice in word analysis by using these suffixes with combining forms to build and understand terms.
13. Identify the functions of the different types of blood cells in the body.
14. Define basic prefixes used in the medical language.
15. Analyze medical terms that combine prefixes and other word elements.
16. Learn about the Rh condition as an example of an antigen-antibody reaction.
17. Name the organs of the digestive system and describe their locations and functions.
18. Define combining forms for organs and the meaning of related terminology.
19. Describe signs, symptoms and disease conditions affecting the digestive system.
20. Define new suffixes and use them to form terms related to the digestive system.
21. List and explain laboratory tests, clinical procedures and abbreviations common to the digestive system.
22. Apply your new knowledge to understanding medical terms in their proper context, such as in medical reports and records and personal vignettes.
23. Name essential organs of the urinary system and describe their locations and functions.
24. Define urinary system-related combining forms, prefixes and suffixes.
25. Recognize how urinalysis is used and interpreted as a diagnostic test.
26. Identify common pathologic conditions affecting the urinary system.
27. List and explain clinical procedures, laboratory tests and abbreviations that pertain to the urinary system.
28. Understand medical terms in their proper contexts, such as medical reports and records.
29. Name and locate female reproductive organs and learn their combining forms.
30. Explain how these organs and their hormones function in the process of ovulation, menstruation and pregnancy.

31. Identify abnormal conditions of the female reproductive system and of the newborn.
32. Describe important laboratory tests and clinical procedures used in gynecology and obstetrics and recognize related abbreviations.
33. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports or records.
34. Name, locate and describe the functions of the organs of the male reproductive system.
35. Define abnormal conditions and infectious diseases that affect the male reproductive system.
36. Differentiate among several types of sexually transmitted diseases.
37. Describe various laboratory tests and clinical procedures pertinent to disorders of the male reproductive system and recognize related abbreviations.
38. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
39. Name, locate and describe the major organs of the nervous system and their functions.
40. Learn nervous system combining forms and use them with suffixes and prefixes.
41. Define pathologic conditions affecting the nervous system.
42. Describe nervous system-related laboratory tests, clinical procedures and abbreviations.
43. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
44. Name the parts of the heart and associated blood vessels and their functions in the circulation of blood.
45. Trace the pathway of blood through the heart.
46. Define combining forms that relate to the cardiovascular system.
47. Identify and describe major pathologic conditions affecting the heart and blood vessels.
48. Describe important laboratory tests and clinical procedures pertaining to the cardiovascular system and recognize relevant abbreviations.
49. Apply your new knowledge to understand medical terms in their proper context, such as in medical reports and records.
50. Name the organs of the respiratory system and describe their location and function.
51. Learn medical terms that pertain to respiration.
52. Identify various pathological conditions that affect the respiratory system.
53. Describe important clinical procedures related to the respiratory system and recognize relevant abbreviations.
54. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
55. Identify terms relating to the composition, formation and function of blood.
56. Differentiate among four major blood types.
57. Identify terms related to blood clotting.
58. Build words and recognize combining forms used in blood system terminology.
59. Identify various pathologic conditions affecting blood.
60. Describe various laboratory tests and clinical procedures used with hematologic disorders and recognize relevant abbreviations.
61. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
62. Identify the structures of the lymphatic and immune systems and understand how the systems work.

63. Learn basic terminology, combining forms and other word parts related to these systems.
64. Recognize terms that describe pathologic conditions involving the lymphatic and immune systems.
65. Identify laboratory tests, clinical procedures and abbreviations relating to the lymphatic and immune systems.
66. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
67. Define terms relating to the structure and function of bones.
68. Describe the process of bone formation and growth.
69. Locate and name the major bones of the body.
70. Analyze the combining forms, prefixes and suffixes used to describe bones.
71. Explain various musculoskeletal disease conditions and terms related to bone fractures.
72. Define terms relating to the structure and function of joints.
73. Analyze the combining forms, prefixes and suffixes used to describe joints.
74. Explain various musculoskeletal disease conditions and terms related to joints.
75. Define terms relating to the structure and function of muscles.
76. Analyze the combining forms, prefixes and suffixes used to describe muscles.
77. Explain various musculoskeletal disease conditions and terms related to muscles.
78. Describe important laboratory tests and clinical procedures relating to the musculoskeletal system and recognize relevant abbreviations.
79. Apply your new knowledge to understanding medical terms in their proper contexts such as in medical reports and records.
80. Name the layers of the skin and the accessory structures associated with the skin.
81. Build medical words using the combining forms that are related to the specialty of dermatology.
82. Identify lesions, symptoms and pathologic conditions that relate to the skin.
83. Describe laboratory tests, clinical procedures that pertain to the skin and recognize relevant abbreviations.
84. Apply your new knowledge to understanding medical terms in their proper contexts such as medical reports and records.
85. Identify locations and functions of the major parts of the eye.
86. Name the combining forms, prefixes and suffixes most commonly used to describe these organs and their parts.
87. Describe the abnormal conditions that may affect the eye.
88. Identify clinical procedures that pertain to ophthalmology.
89. Identify locations and functions of the major parts of the ear.
90. Name the combining forms, prefixes and suffixes most commonly used to describe these organs and their parts.
91. Describe the abnormal conditions that may affect the ear.
92. Identify clinical procedures that pertain to otology.
93. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.
94. Identify the endocrine glands and their hormones.
95. Gain an understanding of the functions of these hormones in the body.
96. Analyze medical terms related to the endocrine glands and their hormones.

97. Identify the abnormal conditions resulting from excessive and deficient secretions of the endocrine glands.
98. Describe laboratory tests, clinical procedures and related to endocrinology and recognize relevant abbreviations.
99. Review how tumors are classified and described by pathologists.
100. Identify medical terms that describe the growth and spread of tumors.
101. Recognize terms related to the causes, diagnosis and treatment of cancer.
102. Describe x-ray studies, laboratory tests and other procedures used by physicians for determining the presence and extent of spread (staging) of tumors.
103. Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.
104. List the physical properties of x-rays.
105. Identify diagnostic techniques used by radiologists and nuclear physicians.
106. Name the x-ray views and patient positions used in x-ray examinations.
107. Describe the role of radioactivity in the diagnosis of disease.
108. Recognize medical terms used in the specialties of radiology and nuclear medicine.
109. Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.
110. Describe the various subspecialty areas of pharmacology.
111. Identify the various routes and schedule of drug administration.
112. Differentiate among the various classes of drugs and name their primary actions and side effects.
113. Define medical terms using combining forms and prefixes that relate to pharmacology.
114. Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.
115. Differentiate between a psychiatrist, a psychologist and other mental health specialists.
116. Describe tests used by clinical psychologists to evaluate a patient's mental health and intelligence.
117. Identify terms that describe psychiatric symptoms.
118. Define terms that describe major psychiatric disorders.
119. Compare different types of therapy for psychiatric disorders.
120. Identify the categories of psychiatric drugs and name commonly used drugs in each category.
121. Define combining forms, suffixes, prefixes and abbreviations related to psychiatry.
122. Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Competencies and Standards Required for Graduation:

Foundations for Clinical Practice

Cognitive (Knowledge Base)

I.C Anatomy & Physiology

1. Describe structural organization of the human body
2. Identify body systems
3. Describe
 - a. Body planes
 - b. Directional terms
 - c. Quadrants
 - d. Body cavities
4. List major organs in each body system
5. Identify the anatomical location of major organs in each body system
6. Compare body structure and function of the human body across the lifespan
7. Describe the normal function of each body system
8. Identify common pathology related to each body system including:
 - a. Signs
 - b. Symptoms
 - c. Etiology
9. Analyze pathology for each body system including:
 - a. Diagnostic measures
 - b. Treatment modalities
10. Identify CLIA-waived tests associated with common diseases
11. Identify the classifications of medications including:
 - a. Indications for use
 - b. Desired effects
 - c. Side effects
 - d. Adverse reactions

Applied Mathematics

II.C Applied Mathematics

6. Analyze healthcare results as reported in:
 - a. Graphs
 - b. Tables

Applied Communications

V.C Concepts of Effective Communication

9. Identify medical terms labeling the word parts
10. Define medical terms and abbreviations related to all body systems

Applied Mathematics

Psychomotor (Skills)

II.P Applied Mathematics

2. Differentiate between normal and abnormal test results

Applied Communications

V.P Concepts of Effective Communication

3. Use medical terminology correctly and pronounced accurately to communicate information to provider and patients

Medical Terminology & Anatomy and Physiology

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Terms 1, 2, 3, & 4

- Terminology tests
- Packet/Homework Assignments
- Extra Credit Assignments

Grading Scale

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

Medina County Career Center
Medical Assisting
25.00.01 MT Medical Terminology & Anatomy and Physiology
The Language of Medicine
M & W 9AM-12PM
Terms I, II, III, IV
(Test on Monday over prior week's Chapter)

08/26 & 8/28	1	Chapter 1	Basic Word Structure
09/04	2	Chapter 1	Basic Word Structure
09/09 & 09/11	3	Chapter 1	Basic Word Structure
09/16/19	4	Chapter 1 Test	
09/16 & 09/18	4	Chapter 2	Terms Pertaining to the Body as a Whole
09/23 & 09/25	5	Chapter 2	Terms Pertaining to the Body as a Whole
09/30/19	6	Chapter 2 Test	
09/30 & 10/02	6	Chapter 3	Suffixes
10/07 & 10/09	7	Chapter 3	Suffixes
10/14/19	8	Chapter 3 Test	
10/14 & 10/16	8	Chapter 4	Prefixes
10/21 & 10/23	9	Chapter 4	Prefixes
10/28/19	10	Chapter 4 Test	

10/28 & 10/30	10	Chapter 5	Digestive System
11/04/19	11	Chapter 5 Test	
11/04 & 11/06	11	Chapter 6	Additional Suffixes & Digestive System Terminology
11/11/18	12	Chapter 6 Test	
11/11 & 11/13	12	Chapter 22	Psychiatry
11/18/19	13	Chapter 22 Test	
11/18 & 11/20	13	Chapter 17	Sense Organs: The Eye & the Ear
11/25/19	14	Chapter 17 Test	
11/25/19	14	Chapter 16	Skin
12/02/19	15	Chapter 16 Test	

Medina County Career Center
Medical Assisting
25.00.01 MT Medical Terminology & Anatomy and Physiology
The Language of Medicine
M & W 9AM-12PM
Terms I, II, III, IV
(Test on Monday over prior week's Chapter)

12/02 & 12/04	15	Chapter 15	Musculoskeletal System
12/09/19	16	Chapter 15 Test	
12/09 & 12/11	16	Chapter 11	Cardiovascular System
12/16/19	17	Chapter 11 Test	
12/16 & 12/18	17	Chapter 10	Nervous System
01/06 & 01/08	18		Nervous System
01/13/2020	19	Chapter 10 Test	
01/13 & 01/15	19	Chapter 21	Pharmacology
01/22/20	20	Chapter 21 Test	
01/22/20	20	Chapter 9	Male Reproductive System
1/27/20	21	Chapter 9 Test	
01/27 & 01/29	21	Chapter 8	Female Reproductive System
02/03/20	22	Chapter 8 Test	

02/03 & 02/05	22	Chapter 7	Urinary System
02/10/20	23	Chapter 7 Test	
02/10 & 02/12	23	Chapter 19	Cancer Medicine (Oncology)
02/19/20	24	Chapter 19 Test	
02/19/20	24	Chapter 20	Radiology & Nuclear Medicine
02/24/20	25	Chapter 20 Test	
02/24 & 02/26	25	Chapter 18	Endocrine System
03/02/2019	26	Chapter 18 Test	
03/02 & 03/04	26	Chapter 12	Respiratory System
03/09/20	27	Chapter 12 Test	

Medina County Career Center
Medical Assisting
25.00.01 MT Medical Terminology & Anatomy and Physiology
The Language of Medicine
M & W 9AM-12PM
Terms I, II, III, IV
(Test on Monday over prior week's Chapter)

03/09 & 03/11	27	Chapter 13	Blood System
03/16 & 03/18	28	Chapter 13	Blood System
03/23/20	29	Chapter 13 Test	
03/23 & 03/25	29	Chapter 14	Lymphatic & Immune System
03/30/20	30	Chapter 14 Test	

*Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 MOA Medical Office Administration

Credit/Quarter Hours: Course material is covered during **Term one** along with Administrative Skill Supplement for a **combined total of 136.5 clock hours**.

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor Email: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9 am – 4 pm

Class meets Monday - Thursday, 12pm – 4pm in room 252. Term 1

Course Description:

This is a comprehensive text that covers both the administrative and clinical aspects of the course. The administrative part of this course will be covered during **Term one** and will explore the career of the Medical Assistant, beginning with the examination of the Medical Assistant as a profession and the healthcare industry and continuing on to the daily responsibilities of a Medical Assistant. This course is designed to prepare the student for an entry-level position as a Medical Assistant. Subject matter covered includes, but is not limited to, basic Medical Assisting clerical functions, fundamental writing skills, bookkeeping principles, insurance procedures and diagnostic coding, operational functions and use of electronic technology. The course is designed to meet entry-level Medical Assistant Administrative competencies as developed by the American Association of Medical Assistants. Administrative competencies are evaluated and graded by utilizing a procedure skills checklist. Medical Assisting administrative course work is covered during **term one** along with administrative skills supplement coursework for a **combined total of 136.5 clock hours**.

Required Text: *Kinn's The Medical Assistant, An Applied Approach to Learning*, Thirteenth Edition. Authors: Alexandra P. Young and Deborah B. Proctor, Publisher: Saunders, 2015

MCCC Adult Education Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Comprehensive Medical Assisting Curriculum, Terminology, Medical Mathematics, with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

1. Define, spell, and pronounce the terms listed in the vocabulary.
2. Describe guidelines to establishing an appointment schedule and creating an appointment matrix.
3. Discuss the advantages of computerized appointment scheduling.
4. Discuss appointment book scheduling and explain how self-scheduling can reduce the number of calls to the healthcare facility.
5. Discuss the legality of the appointment scheduling system.
6. Discuss pros and cons of various types of appointment management systems.
7. Discuss telephone scheduling and identify critical information required for scheduling appointments for new patients.
8. Discuss scheduling appointments for established patients.
9. Discuss how the medical assistant should handle scheduling other types of appointments.
10. Do the following related to special circumstances in scheduling:
 - Discuss several methods of dealing with patients who consistently arrive late.
 - Recognize office policies and protocols for rescheduling appointments.
 - Discuss how to deal with emergencies, provider referrals, and patients without appointments.
11. Discuss how to handle failed appointments and no-shows, as well as methods to increase appointment show rates.
12. Discuss how to handle cancellations and delays.
13. Discuss patient processing, including the importance of the reception area.
14. Describe how to prepare for patient arrival, including patient check-in procedures.
15. Explain why using the patient's name as often as possible is important, as well as how the medical assistant can make patients feel at ease.
16. Describe registration procedures, including obtaining a patient history.
17. Do the following related to patient reception and processing:
 - Show consideration for patients' time.
 - Properly treat patients with special needs.
 - Escort and instruct the patient.
 - Describe where health records should be placed.
18. Describe how the medical assistant should deal with challenging situations, such as talkative patients, children, angry patients, and patients' relatives and friends.
19. Discuss the friendly farewell, patient checkout, and planning for the next day.
20. Discuss patient education, as well as legal and ethical issues, for scheduling appointments and patient processing.
21. Describe the administrative and clinical opening duties performed by the medical assistant.
22. Discuss the administrative and clinical closing responsibilities performed by the medical assistant, as well as daily and monthly duties.
23. Explain safety and security procedures important in the healthcare facility.
24. Do the following related to equipment in a medical practice:
 - Describe the elements of an equipment inventory list.
 - Explain the purpose of routine maintenance of administrative and clinical equipment.

- Explain the steps of creating a maintenance log, performing maintenance, and documenting the maintenance.
 - Describe the medical assistant's role in ordering equipment.
25. Do the following related to supplies in the medical practice:
 - Discuss the elements on a supply inventory list.
 - List the steps involved in completing an inventory.
 - Perform an inventory with documentation.
 - Prepare a supply order.
 26. Describe how the healthcare facility utilizes USPS and other delivery agencies.
 27. Use proper body mechanics.
 28. Name and discuss the two types of patient records.
 29. State several reasons that accurate health records are important.
 30. Differentiate between subjective and objective information in creating a patient's health record.
 31. Explain who owns the health record.
 32. Distinguish between an electronic health record (EHR) and an electronic medical record (EMR).
 33. Do the following related to health care legislation and EHRs:
 - Explain how the American Recovery and Reinvestment Act (ARRA) applies to the healthcare industry.
 - Define *meaningful use* and relate it to the healthcare industry.
 - List the three main components of meaningful use legislation.
 34. Explore the advantages, disadvantages, and capabilities of an EHR system, and explain how to organize a patient's health record.
 35. Discuss the importance of nonverbal communication with patients when an EHR system is used.
 36. Discuss backup systems for the EHR, as well as the transfer, destruction, and retention of health records as related to the EHR.
 37. Describe how and when to release health record information; discuss health information exchanges (HIEs).
 38. Identify and discuss the two methods of organizing a patient's paper medical record.
 39. Discuss how to document information in an EHR and a paper health record, and how to make corrections/alterations to health records.
 40. Discuss dictation and transcription, and discuss transfer, destruction, and retention of medical records as related to paper records.
 41. Identify filing equipment and filing supplies needed to create, store, and maintain medical records.
 42. Describe indexing rules, and how to create and organize a patient's health record.
 43. Discuss the pros and cons of various filing methods, as well as how to file patient health records.
 44. Discuss organization of files, as well as health-related correspondence.
 45. Discuss patient education, as well as legal and ethical issues, related to the health record.
 46. Describe the historical use of the *International Classification of Disease (ICD)* in the United States.
 47. Describe the transition from ICD-9-CM diagnostic coding to ICD-10-CM diagnostic coding.

48. Identify the structure and format of the ICD-10-CM.
49. Describe how to use the Alphabetic Index to select main terms, essential modifiers, and the appropriate code (or codes) and code ranges.
50. Do the following related to the Tabular List:
 - Explain how to use the Tabular List to select main terms, essential modifiers, and the appropriate code (or codes) and code ranges.
 - Summarize coding conventions as defined in the ICD-10-CM coding manual.
51. Review coding guidelines to assign the most accurate ICD-10-CM diagnostic code.
52. Explain how to abstract the diagnostic statement from a patient's health record.
53. Describe how to use the most current diagnostic codes and perform diagnostic coding.
54. Identify how encoder software can help the coder assign the most accurate diagnostic codes.
55. Explain the importance of coding guidelines for accuracy, and discuss special rules and considerations that apply to the code selection process.
56. Use tactful communication skills with medical providers to ensure accurate code selection.
57. Review medical coding ethical standards.
58. Describe the organization of the *Current Procedural Terminology* (CPT) manual.
59. Report the history of procedural coding.
60. Distinguish between the Alphabetic Index and the Tabular List in the CPT code set.
61. Classify the six different sections of the CPT code set.
62. Discuss special reports, and explain the importance of modifiers in assigning CPT codes.
63. Review various conventions in the CPT code set.
64. Identify the required medical documentation for accurate procedural coding.
65. Describe how to use the most current procedural coding system and perform procedural coding for surgery.
66. Discuss how to use the Alphabetic Index.
67. Identify common CPT coding guidelines for evaluation and management (E/M) procedures.
68. Identify common CPT coding guidelines for anesthesia procedures.
69. Identify common CPT coding guidelines for surgical procedures.
70. Discuss coding factors for the integumentary system and muscular system, and for maternity care and delivery.
71. Identify common CPT coding guidelines for the Radiology, Pathology and Laboratory, and Medicine sections.
72. Do the following related to the HCPCS code set and manual:
 - Identify procedures and services that require HCPCS codes.
 - Describe how to use the most current HCPCS level II coding system.
73. Perform procedural coding of an office visit and an immunization.
74. Summarize common HCPCS coding guidelines.
75. Discuss the purpose of health insurance and explain the health insurance contract between the patient and the health plan.
76. Identify types of third-party plans.
77. Discuss the Affordable Care Act's effect on patient health care access.
78. Summarize the different health insurance benefits available and interpret information on a health insurance identification (ID) card.

79. Explain the importance of verifying eligibility and be able to verify eligibility of services, including documentation.
80. Explain the health insurance contract between the healthcare provider and the health insurance company.
81. Explain how insurance reimbursements are determined and discuss the effect health insurance has on provider reimbursements.
82. Summarize privately sponsored health insurance plans.
83. Differentiate among the different types of managed care models.
84. Outline managed care requirements for patient referral and obtain a referral with documentation.
85. Describe the process for preauthorization and how to obtain pre authorization including documentation.
86. List and discuss various government-sponsored plans.
87. Review employer-established self-funded plans.
88. Identify steps for filing a third-party claim.
89. Identify the types of information contained in the patient's billing record.
90. Apply managed care policies and procedures, describe processes for precertification, and obtain precertification, including documentation.
91. Explain how to submit health insurance claims, including electronic claims, to various third-party payers.
92. Review the guidelines for completing the CMS-1500 Health Insurance Claim Form, and complete an insurance claim form.
93. Differentiate between fraud and abuse.
94. Discuss the effects of up coding and down coding.
95. Discuss methods of preventing the rejection of claims, and display tactful behavior when speaking with medical providers about third-party requirements.
96. Describe ways of checking a claims status.
97. Review and read an Explanation of Benefits.
98. Discuss reasons for denied claims. Define "medical necessity" as it applies to diagnostic and procedural coding; also, apply medical necessity guidelines.
99. Explain a patient's financial obligations for services rendered, and inform a patient of these obligations.
100. Show sensitivity when speaking with patients about third-party requirements.
101. Define bookkeeping and all the different transactions recorded in patient accounts.
102. Do the following related to patient account records.
 - List the necessary data elements in patient account records.
 - Discuss a pegboard (manual bookkeeping) system.
 - Explain when transactions are recorded in the patient account.
 - Perform accounts receivable procedures for patient accounts, including charges, payments and adjustments.
103. Describe special bookkeeping procedures for patient accounts, including credit balances, third-party payments and refunds; explain how to interact professionally with third-party representatives.
104. Discuss payment at the time of service and give an example of displaying sensitivity when requesting payment for services rendered.

105. Describe the impact of the Truth in Lending Act on collections policies for patient accounts.
106. Discuss ways to obtain credit information and explain patient billing and payment options.
107. Review policies and procedures for collecting outstanding balances on patient accounts.
108. Do the following related to collection procedures:
 - Describe successful collection techniques for patient accounts.
 - Discuss strategies for collecting outstanding balances through personal finance interviews.
 - Describe types of adjustments made to patient accounts, including non-sufficient checks (NSF) and collection agency transactions.
109. Define bookkeeping terms, including *accounts receivable* and *accounts payable*.
110. Discuss patient education in addition to legal and ethical issues related to patient accounts, collections and practice management.
111. Explain the purpose of the Federal Reserve Bank and the types of banks it manages.
112. Identify common types of bank accounts.
113. Do the following related to banking in today's business world:
 - Discuss the importance of signature cards.
 - Explain how online banking has made standard banking processes more efficient.
 - Review the benefits of customer-oriented banking.
114. Do the following related to checks:
 - Compare different types of negotiable instruments.
 - Identify precautions in accepting checks from patients.
 - Explain how checks are processed from one account to another.
 - Review the procedure followed when the healthcare facility receives a nonsufficient funds (NSF) check.
115. Identify precautions in accepting cash.
116. Discuss the use of debit and credit cards, including advantages and precautions.
117. Do the following related to banking procedures in the ambulatory care setting:
 - Describe banking procedures as related to the ambulatory care setting.
 - Explain the importance of depositing checks daily.
 - Prepare a bank deposit.
 - Compare types of check endorsements.
118. Review check-writing procedures used to pay the operational expenses of a healthcare facility.
119. Understand the purpose of bank account reconciliations for auditing purposes.
120. Discuss patient education, as well as legal and ethical issues, related to banking services and procedures.
121. Define the qualities and responsibilities of a successful office manager in a healthcare facility.
122. Explain the chain of command in the medical office.
123. Do the following related to the power of motivation:
 - Identify several ways in which employees are motivated.

- Explain how the abuse of power and authority can negatively affect productivity in a healthcare facility.
124. Do the following related to creating a team atmosphere:
 - Discuss strategies to create a team environment in the healthcare facility.
 - Recognize and overcome communications barriers.
 - Demonstrate respect for individual diversity, including gender, race, religion, age, economic status and appearance.
 125. Summarize strategies to introduce a new office manager.
 126. List several ways to prevent burnout.
 127. Do the following related to finding the right employee for the job:
 - Identify the need to find the right employee for an opening in the medical office.
 - Review a general job description for medical assistants.
 - Explain how to search through resumes and applications for potential candidates.
 - List and discuss legal and illegal interview questions.
 - Explain how to select the most qualified candidates.
 - Identify follow-up activities the office manager should perform after an interview.
 128. Review new employee orientation, including paperwork, training and development; also, explain how to conduct a staff meeting with an agenda.
 129. Discuss strategies for addressing a problem employee, giving an employee a poor evaluation, terminating an employee and determining fair salaries and raises.

Competencies and Standards Required for Graduation:

Applied Communications

Cognitive (Knowledge Base)

V.C Concepts of Effective Communication

3. Recognize barriers to communication
8. Discuss applications of electronic technology in professional communication
12. Define patient navigator
13. Describe the role of the medical assistant as a patient navigator

Medical Business Practices

VI.C Administrative Functions

1. Identify different types of appointment scheduling methods
2. Identify advantages and disadvantages of the following appointment systems
 - a. Manual
 - b. Electronic
3. Identify critical information required for scheduling patient procedures
4. Define types of information contained in the patient's medical record
5. Identify methods of organizing the patient's medical record based on:
 - a. Problem-oriented medical record (POMR)
 - b. Source-oriented medical record (SOMR)

6. Identify equipment and supplies needed for medical records in order to:
 - a. Create
 - b. Maintain
 - c. Store
7. Describe filing indexing rules
8. Differentiate between electronic medical records (EMR) and a practice management system
9. Explain the purpose of routine maintenance of administrative and clinical equipment
10. List steps involved in completing an inventory
11. Explain meaningful use as it applies to EMR

Basic Practice Finances

VII.C Basic Practice Finances

1. Define the following bookkeeping terms:
 - a. Charges
 - b. Payments
 - c. Accounts receivable
 - d. Accounts payable
 - e. Adjustments
2. Describe banking procedures as related to the ambulatory care setting
3. Identify precautions for accepting the following types of payments:
 - a. Cash
 - b. Check
 - c. Credit balance
 - d. Debit card
4. Describe types of adjustments made to patient accounts including:
 - a. Non-sufficient funds (NSF) checks
 - b. Collection agency transaction
 - c. Credit balance
 - d. Third party
5. Identify types of information contained in the patient's billing record
6. Explain patient financial obligations for services rendered

Third Party Reimbursement

VIII.C Third Party Reimbursement

1. Identify:
 - a. Types of third party plans
 - b. Information required to file a third party claim
 - c. The steps for filing a third party claim
2. Outline managed care requirements for patient referral
3. Describe processes for:
 - a. Verification of eligibility for services
 - b. Precertification
 - c. Preauthorization
4. Define a patient-centered medical home (PCMH)
5. Differentiate between fraud and abuse

Procedural and Diagnostic Coding

IX.C Procedural and Diagnostic Coding

1. Describe how to use the most current procedural coding system
2. Describe how to use the most current diagnostic coding classification system
3. Describe how to use the most current HCPCS level II coding system
4. Discuss the effects of:
 - a. Up coding
 - b. Down coding
5. Define medical necessity as it applies to procedural and diagnostic coding

Medical Law and Ethics

X.C Legal Implications

9. List and discuss legal and illegal applicant interview questions

Safety and Emergency Practices

XII.C Protective Practices

7. Identify principles of:
 - a. Body mechanics

Administrative Functions

Psychomotor (Skills)

V.P Concepts of Effective Communication

9. Develop a current list of community resources related to patients' healthcare needs
10. Facilitate referrals to community resources in the roles of a patient navigator

VI.P Administrative Functions

1. Manage appointment schedule using established priorities
2. Schedule a patient procedure
3. Create a patient's medical record
4. Organize a patient's medical record
5. File patient medical records
6. Utilize an EMR
7. Input patient data utilizing a practice management system
8. Perform routine maintenance of administrative or clinical equipment
9. Perform an inventory with documentation

Basic Practice Finances

VII.P Basic Practice Finances

1. Perform accounts receivable procedures to patient accounts including posting:
 - a. Charges
 - b. Payments
 - c. Adjustments
2. Prepare a bank deposit
3. Obtain accurate patient billing information
4. Inform a patient of financial obligations for services rendered

Third Party Reimbursement

VIII.P Third Party Reimbursement

1. Interpret information on an insurance card
2. Verify eligibility for services including documentation
3. Obtain precertification or pre-authorization including documentation
4. Complete an insurance claim form

Procedural and Diagnostic Coding

IX.P Procedural and Diagnostic Coding

1. Perform procedural coding
2. Perform diagnostic coding
3. Utilize medical necessity guidelines

Medical Business Practices

Affective (Behavior)

VI.A Administrative Functions

1. Display sensitivity when managing appointments

Basic Practice Finances

VII.A Basic Practice Finances

1. Demonstrate professionalism when discussing patient's billing record
2. Display sensitivity when requesting payment for services rendered

Third Party Reimbursement

VIII.A Third Party Reimbursement

1. Interact professionally with third party representatives
2. Display tactful behavior when communicating with medical providers regarding third party requirements
3. Show sensitivity when communicating with patients regarding third party requirements

Procedural and Diagnostic Coding

IX.A Procedural and Diagnostic Coding

1. Utilize tactful communication skills with medical providers to ensure accurate code selection

Safety and Emergency Practices

XII.P Protective Practices

3. Use proper body mechanics

Medical Office Administration

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Term 1

- Administrative tests
- Packet/Homework Assignments
- Competencies/Procedure Skills Testing
- Professionalism/Attendance
- Extra Credit Assignments

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

Medina County Career Center
Medical Assisting
25.00.01 MOA Medical Office Administration
M-TH 12PM-4PM

Term I

(Test every Thursday over weekly Chapters/Competencies)

Date	Week	Chapter	Chapter Content
08/26-08/29	1	Chapter 9	Scheduling Appointments & Patient Processing
08/29/19	1	Chapter 9 Test	
09/03-09/05	2	Chapter 10	Daily Operations in the Ambulatory Care Setting
09/05/19	2	Chapter 10 Test	
09/09-09/12	3	Chapter 11	The Health Record
09/12/19	3	Chapter 11 Test	
09/16-09/19	4	Chapter 12	Basics of Diagnostic Coding
09/19/19	4	Chapter 12 Test	
09/23-09/26	5	Chapter 13	Basics of Procedural Coding
09/26/19	5	Chapter 13 Test	

09/30-10/03	6	Chapter 14	Basics of Health Insurance
10/03/19	6	Chapter 14 Test	
10/07-10/10	7	Chapter 15	Medical Billing & Reimbursement
10/10/19	7	Chapter 15 Test	
10/14-10/17	8	Chapter 16	Patient Accounts, Collections, & Practice Management
	8	Chapter 17	Banking Services & Procedures
10/17/19	8	Chapter 16 & 17 Test	
10/21-10/24	9	Chapter 18	Supervision & Human Resource Management
	9	Chapter 19	Medical Practice Marketing & Customer Services
10/24/19	9	Chapter 18 & 19 Test	

Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 AS Administrative Skills Supplement

Credit/Quarter Hours: Course material is covered during **Term one** along with medical office administration for a **combined total of 136.5 clock hours**.

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor Email: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9am – 4 pm

Class meets Monday - Thursday, 12pm – 4pm in room 252. Term 1

Course Description

This program is designed to help students master the administrative competencies they need to get hired with **The Simulated Administrative Medical Office**. Student's internship duties for this simulation course will include a variety of medical office tasks. Using exercises centered on the world's premier educational EHR, *SimChart for the Medical Office*, this simulated practicum guides students through on the job as an Administrative Medical Assistant working in the front office of a medical practice. The text features clear, 49 tasks that simulate an actual administrative duty of the Medical Assistant, such as managing patient scheduling, insurance, or billing; to develop your front office skills. Step-by-step instructions simplify the daily tasks and make simulations and practice more realistic. Examples of forms and supplies are included online to use in completing assigned daily tasks. Tasks are fully aligned with CAAHEP competencies for medical assisting, including the newest CAAHEP standards. With this hands-on experience, students are well prepared for their actual practicums and future Medical Assisting careers. All assignments are internet based. Students will access the Evolve website at <http://evolve.elsevier.com>. This intuitive, online simulation program features 100 interactive assignments tied to 220 ABHES and CAAHEP competencies to ensure graduates meet all of the necessary Medical Assisting accreditation standards. Students will be given a binder to keep track of weekly tasks. Each task must be printed, labeled, and placed in order in the binder. The instructor will check the progress weekly on the task assignments and you will be given a grade for the binder check. Course material is covered during **Term one** along with medical office administration for a **combined total of 136.5 clock hours**.

Required Text: The Simulated Administrative Medical Office Practicum Skills for Medical Assistants powered by SimChart for the Medical Office. Author: Julie Pepper, Publisher: Elsevier, 2015.

MCCC Adult Ed Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Comprehensive Medical Assisting Curriculum, Terminology, Medical Mathematics, with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

- Prepare the Schedule Matrix
- Reschedule Appointments
- Schedule an Appointment for an Established Patient
- Schedule New Patient Appointments
- Register a New Patient
- Generate New Patient Forms
- Create Reminder Letters
- Schedule Urgent Appointments
- Make Corrections on Demographics Information
- Document Telephone Messages
- Explain Risk Management
- Complete a Referral Form
- Generate Written Communication Letter
- Prepare a Superbill
- Post to the Ledger
- Prepare an Insurance Claim
- Email Patient Regarding Test Results
- Schedule an Established Patient
- Handle Telephone Messages
- Catalog Documents Received in Mail
- Complete Prior Authorization Request
- Update Patient Demographics
- Post Charges to the Ledger
- Generate Patient Statements
- Complete a Day Sheet
- Prepare the Bank Statement
- Prepare the Bank Deposit
- Generate a Collection Letter
- Generate a Denial Letter
- Complete an Insurance Claims Tracer
- Maintain a Petty Cash Fund
- Establish a Meeting
- Schedule a Recurring Staff Meeting
- Prepare a Memorandum
- Schedule Office Procedures
- Complete Request for Prior Authorization
- Explain a Fee Schedule to Patient
- Generate a Patient Termination Letter
- Complete an Inventory Reorder Supply List
- Create a Referral Request

Competencies and Standards Required for Graduation:

Anatomy & Physiology

Cognitive (Knowledge Base)

I.C Anatomy & Physiology

10. Identify CLIA waived tests

Infection Control

III.C Infection Control

5. Define the principles of standard precautions

Applied Communication

V.C Concepts of Effective Communication

3. Recognize barriers of nonverbal communication
4. Identify techniques for overcoming communication barriers
7. Recognize elements of fundamental writing skills
11. Define the principles of self-boundaries

Medical Business Practices

VI.C Administrative Functions

1. Identify different types of appointment scheduling methods
3. Identify critical information required for scheduling patient procedures
7. Describe filing index rules
10. List steps involved in completing an inventory
11. Explain the importance of data backup
12. Explain meaningful use as it applies to EMR

Basic Practice Finances

VII.C

4. Describe types of adjustments made to patient accounts including:
 - a. Non-sufficient funds (NSF) checks
 - b. Collection agency transaction
 - c. Credit balance
 - d. Third party

Anatomy & Physiology

Psychomotor (Skills)

I.P Anatomy & Physiology

8. Instruct and prepare a patient for a procedure or a treatment
11. Obtain specimens and perform:
 - e. CLIA waived microbiology test

Administrative Functions

V.P Concepts of Effective Communication

1. Use feedback techniques to obtain patient information including:
 - a. Reflection
 - b. Restatement
 - c. Clarification
3. Use medical terminology correctly and pronounced accurately to providers and patients
4. Coach patients regarding:
 - a. Office policies
 - b. Health maintenance
 - c. Disease prevention
 - d. Treatment plan
5. Coach patients appropriately considering:
 - a. Cultural diversity
 - b. Developmental stages
 - c. Communication barriers
6. Demonstrate professional telephone techniques
7. Document telephone messages accurately
8. Compose professional correspondence utilizing electronic technology
10. Facilitate referrals to community resources in the role of a patient navigator
11. Report relevant information concisely and accurately

Medical Business Practice

VI.P Administrative Functions

1. Manage appointment schedule using established priorities
2. Schedule a patient procedure
3. Create a patient's medical record
6. Utilize an EMR
7. Input patient data utilizing a practice management system
9. Perform an inventory with documentation

Basic Practice Finances

VII.P Basic Practice Finances

1. Perform accounts receivable procedures to patient accounts including posting:
 - a. Charges
 - b. Payments
 - c. Adjustments
2. Prepare a bank deposit
3. Obtain accurate patient billing information
4. Inform a patient of financial obligations for services rendered

Third Party Reimbursement

VIII.P Third Party Reimbursement

1. Interpret information on an insurance card
2. Verify eligibility for services including documentation
3. Obtain precertification or preauthorization including documentation
4. Complete an insurance claim form

Medical Law and Ethics

X.P Legal Implications

1. Locate a state's legal scope of practice for medical assistants
5. Perform compliance reporting based on public health statutes
6. Report an illegal activity in the healthcare setting following proper protocol
7. Complete an incident report related to an error in patient care

Applied Mathematics

Affective (Behavior)

II.A Applied Mathematics

1. Reassure a patient of the accuracy of the test results

Infection Control

III.A Infection Control

1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

Medical Business Practices

VI.A Administrative Functions

1. Display sensitivity when managing appointments

Basic Practice Finances

VII.A Basic Practice Finances

1. Demonstrate professionalism when discussing patient's billing record
2. Display sensitivity when requesting payment for services rendered

Third Party Reimbursement

VIII.A Third Party Reimbursement

1. Interact professionally with third party representatives
2. Display tactful behavior when communicating with medical providers regarding third party requirements
3. Show sensitivity when communicating with patients regarding third party requirements

Procedural and Diagnostic Coding

IX.A Procedural and Diagnostic Coding

1. Utilize tactful communication skills with medical providers to ensure accurate code selection

Medical Law and Ethics

X.A Legal Implications

2. Protect the integrity of the medical record

Administrative Skills Supplement

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Term 1

- Administrative Tasks (49 total tasks over 9 weeks)
- Packet/Homework Assignments
- Competencies/Procedure Skills Testing

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course. Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

Medina County Career Center
Medical Assisting
25.00.01 AS Administrative Skills Supplement
The Simulated Administrative Medical Office
Practicum Skills for the Medical Assistants powered by SimChart for the Medical Office
M-TH 12PM-4PM

Term I

Date	Week	Task	Task Content
08/26-08/29/19 Due 09/03/18	1	Task 1.1, 1.2, 1.3, 1.4, 1.5	Preparing the Scheduling Matrix, Rescheduling Appointments, Scheduling an Appointment for an Established Patient, Scheduling New Patient Appointments, Registering a New Patient
09/03-09/05/19 Due 09/09/19	2	Task 2.1, 2.2, 2.3, 2.4, 2.5	Scheduling New Patient Appointments and Generating Appropriate Forms, Creating Reminder Letters, Scheduling Urgent Appointments, Correcting Demographic Information, Documenting Telephone
09/09-09/12/19 Due 09/16/19	3	Task 3.1, 3.2, 3.3, 3.4, 3.5	Risk Management, Referral Form, Written Communication, Preparing a Superbill and Posting to the Ledger, Preparing an Insurance
09/16-09/19/19 Due 09/23/19	4	Task 4.1, 4.2, 4.3, 4.4, 4.5	Emailing Patients Regarding Test Results, Handling Telephone Messages and Scheduling Appointments for Established Patients, Scheduling Appointments for New Patients and Generating Appropriate Forms, Documents Received in the Mail, Prior Authorization Request.

<p>09/23-09/26/19 Due 09/30/19</p>	<p>5</p>	<p>Task 5.1, 5.2, 5.3, 5.4, 5.5</p>	<p>Updating Patient Demographics, Posting Charges to a Ledger, Generating Patient Statements, Completing a Day Sheet, Preparing the Bank Deposit Slip</p>
<p>09/30-10/03/19 Due 10/07/19</p>	<p>6</p>	<p>Task 6.1, 6.2, 6.3, 6.4</p>	<p>Collection Letter, Denial, Insurance Claims Tracer, Maintaining a Petty Cash Fund</p>

Medina County Career Center
Medical Assisting
25.00.01 AS Administrative Skills Supplement
The Simulated Administrative Medical Office
Practicum Skills for the Medical Assistants powered by SimChart for the Medical Office

M-TH 12PM-4PM

Term I

Date	Week	Task	Task Content
<p style="text-align: center;">10/07- 10/10/19 Due 10/14/19</p>	<p style="text-align: center;">7</p>	<p style="text-align: center;">Task 7.1, 7.2, 7.3, 7.4, 7.5</p>	<p>Establishing a Meeting, Scheduling a Recurring Staff Meeting with a Memorandum, Scheduling Office Procedure and Requesting Prior Authorization, Using the Fee Schedule and Responding to a Patient, Patient Termination Letter</p>
<p style="text-align: center;">10/14- 10/17/19 Due 10/21/19</p>	<p style="text-align: center;">8</p>	<p style="text-align: center;">Task 8.1, 8.2, 8.3, 8.4, 8.5</p>	<p>Inventory Management, Certificate to Return to Work or School, Memorandum Regarding Cell Phone Use during Work Hours, Walk-in Patients, Telephone Messages</p>

Medina County Career Center
Medical Assisting
25.00.01 AS Administrative Skills Supplement
The Simulated Administrative Medical Office
Practicum Skills for the Medical Assistants powered by SimChart for the Medical Office
 M-TH 12PM-4PM
 Term I

10/21- 10/24/19 Due 10/28/19	9	Task 9.1, 9.2, 9.3, 9.4, 9.5	Finish assignments, scheduling an Appointment for a New Patient, Generating Appropriate Forms for a New Patient, Scheduling Appointments for Established Patients, Correcting Demographic Information, Creating a Referral Request
10/21- 10/24/19 Due 10/28/19	9	Task 10.1, 10.2, 10.3, 10.4, 10.5	Creating a Prior Authorization, Creating a Super bill, Posting to the Ledger, Creating a Claim, Completing the Day Sheet

*Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 CLE Communications/Law & Ethics

Credit/Quarter Hours: Course material is covered during **Term one** for a **total of 51 clock hours**.

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor Email: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9am – 4 pm

Class meets Tuesday & Thursday, 9am – 12pm in room 252. Term 1

Course Description

This is a comprehensive text that covers the communications, psychology, law & ethics aspects of the Medical Assisting program. Self-awareness is an important component of communication skills and is the first topic to be covered. Basic communication skills include being able to recognize and respond to verbal and nonverbal communication. The student will learn how to adapt their communication skills to meet the individualized needs of others. Other topics covered include recognizing defense mechanisms, the diverse community of patients, developmental learning theories across the lifespan, hereditary, cultural and environmental influences on behavior, and appropriate therapeutic responses to client needs.

The law & ethics portion of the course will provide the student with a basic understanding of legal guidelines and requirements for healthcare. Areas to be covered include statutory law, common law, administrative law, civil law, and criminal law. Standards of care, medical malpractice, negligence, contracts, litigation, statute of limitations, consent/informed consent, licensure, certification and registration are also covered. The importance of confidentiality as required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) is an important component of the course. The importance of medical ethics and related issues will also be explored.

Course material is covered during **term one** for a **combined total of 51 clock hours**.

Required Text: *Kinn's The Medical Assistant, An Applied Approach to Learning*, Thirteenth Edition. Authors: Alexandra P. Young and Deborah B. Proctor, Publisher: Saunders, 2015

Medina County Career Center Adult Educations Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Comprehensive Medical Assisting Curriculum, Terminology, Medical Mathematics, with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives

1. Define, spell and pronounce the terms listed in the vocabulary.
2. Discuss competency-based education and adult learners.
3. Summarize the importance of student portfolios in proving academic success and skill competency.
4. Examine your learning preferences and interpret how your learning style affects your success as a student.
5. Differentiate between adaptive and nonadaptive coping mechanisms.
6. Apply time management strategies to make the most of your learning opportunities.
7. Integrate effective study skills into your daily activities.
8. Design test-taking strategies that help you take charge of your success.
9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.
10. Analyze health care results as reported in graphs and tables.
11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.
12. Relate assertiveness, aggressiveness and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.
13. Summarize the history of medicine and its significance to the medical assisting profession.
14. Identify national departments and agencies that focus on health.
15. List professional medical assisting organizations.
16. Discuss the typical job description of a medical assistant and describe the role of the medical assistant as a patient navigator.
17. Identify a variety of allied health professionals who are part of the healthcare team.
18. Summarize the various types of medical specialties and healthcare facilities.
19. Define a patient-centered medical home (PCMH) and discuss its five core functions and attributes.
20. Differentiate between scope of practice and standards of care for medical assistants, and compare and contrast provider and medical assistant roles in terms of standard of care.
21. Explain the reasons professionalism is important in the medical field, and describe work ethics.
22. Discuss the attributes of professional medical assistants and project a professional image in the ambulatory care setting.
23. Identify obstructions to professional behaviors.
24. Define the principles of self-boundaries.
25. Describe the dynamics of the healthcare team.
26. Apply time management strategies to prioritize the medical assistant's responsibilities as a member of the healthcare team.
27. Summarize the role of professional medical assistant organizations.
28. Discuss the first impressions and patient-centered care.
29. Do the following related to communication paths:
 - Identify styles and types of verbal communication.
 - Identify types of nonverbal communication.
 - Recognize and respond to verbal and nonverbal communication.

30. Recognize communication barriers.
31. Summarize factors that should be considered when communicating with diverse patient populations.
32. Identify techniques for overcoming communication barriers.
33. Do the following related to communication during difficult times.
 - Recognize the elements of oral communication using the sender-receiver process.
 - Apply feedback techniques, including reflection, restatement and clarification to obtain information.
 - Discuss open and closed questions or statement.
34. Discuss important factors about therapeutic communication across the lifespan.
35. List and explain the levels of Maslow's hierarchy of needs.
36. Compare criminal and civil law as they apply to the practicing medical assistant; also discuss contract law.
37. Summarize the anatomy of a medical professional liability lawsuit and explain the four essential elements of a valid contract.
38. Discuss the various parts of a medical professional liability lawsuit.
39. Discuss the advantages of mediation and arbitration.
40. Do the following related to medical liability and negligence.
 - Differentiate malfeasance, misfeasance and nonfeasance.
 - Explain the four D's of negligence.
 - Define the types of damages.
41. Discuss risk management and describe liability, malpractice and personal injury insurances, including the important of informed consent.
42. Define statutes of limitation and confidentiality.
43. Discuss compliance reporting the Patient Self-Determination Act, the Uniform Anatomical Gift Act and the Patients' Bill of Rights.
44. Describe the important features of the ADA and GINA Acts.
45. Explain the components of the Health Insurance Portability and Accountability Act (HIPAA).
46. Identify HITECH and its impact on electronic transmission of patient records.
47. Do the following related to medicine and ethics:
 - Define ethics and morals.
 - Identify the effect of personal morals and values on professional performance.
 - Differentiate between personal and professional ethics.
 - Recognize the effect personal ethics and morals have on the delivery of healthcare.
 - Develop a plan for separation of personal and professional ethics.
 - Demonstrate appropriate responses to ethical issues.
48. Discuss the history of ethics in medicine.
49. Do the following related to making ethical decisions:
 - List and define three general elements of ethics.
 - List and define the four types of ethical problems.
 - Discuss the five-step process used to make an ethical decision.
50. Summarize the ethical opinions reached by the Council on Ethical and Judicial Affairs (CEJA).
51. Describe the process of compliance reporting of conflicts of interest.

52. Explain what a personal computer is and identify input and output hardware for personal computers.
53. Identify internal computer components, secondary storage devices and network and Internet access devices.
54. Explain how to maintain computer hardware.
55. Identify principles of ergonomics that apply to a computer workstation.
56. Differentiate between:
 - System hardware and application software.
 - Electronic medical records (EMRs) and a practice management system.
57. Explain the importance of data backup and other computer network security activities performed in the healthcare setting.
58. Discuss applications of electronic technology.
59. Recognize the elements of fundamental writing skills.
60. Explain the guidelines for using capitalization, numbers and punctuation in business communications.
61. Describe each component of a professional business letter.
62. Summarize the formats for business letters and memorandums.
63. Compose professional correspondence using electronic technology.
64. Identify and explain the features of a multiple-line telephone system and also explain how each can be used effectively in a healthcare facility.
65. Do the following related to effective use of the telephone:
 - Document telephone messages accurately.
 - List the seven elements of a correctly handled telephone message.
 - Report relevant information concisely and accurately.
66. Explain the importance of thinking ahead when managing telephone calls; also, describe correct way to answer the telephone in the office.
67. Discuss the screening of incoming calls and list several questions to ask when handling an emergency call.
68. Do the following related to taking a message:
 - Document telephone messages accurately.
 - List the seven elements of a correctly handled telephone message.
 - Report relevant information concisely and accurately.
69. Discuss various types of common incoming calls and how to deal with each.
70. Discuss various types of special incoming calls and how to deal with each.
71. Discuss how the medical assistant should handle various types of difficult calls.
72. Discuss typical outgoing calls, including why knowledge of time zones and long distance calling is necessary.
73. Discuss the use of a telephone directory and describe how answering services and automatic call routing systems are used in a healthcare facility.
74. Discuss the legal and ethical issues related to telephone techniques.
75. Employ the concept of holistic care in the patient assessment process.
76. Describe the components of the patient's medical history and how to collect the history information.
77. Discuss how to successfully understand and communicate with patients and display sensitivity to diverse populations.

78. Demonstrate therapeutic communication feedback techniques to obtain information when gathering a patient history.
79. Respond a nonverbal communication when interacting with patients.
80. Identify barriers to communication and their impact on patient assessment; also, compare open-ended and closed-ended questions.
81. Do the following related to the patient interview.
 - Discuss the patient interview.
 - Identify barriers to communication and their impact on the patient assessment.
 - Detect a patient's use of defense mechanisms and the resultant barriers to therapeutic communication.
 - Demonstrate professional patient interviewing techniques.
82. Discuss the use of therapeutic communication techniques with patients across the lifespan.
83. Compare and contrast signs and symptoms.
84. Document patient care accurately in the medical record.
85. Identify and define medical terms and abbreviations related to body systems; also, use medical terminology correctly and accurately to communicate information to providers and patients.
86. Differentiate the documentation systems used in ambulatory care practices.
87. Explain "meaningful use" as it applies to the electronic health record (EHR).
88. Describe the role of patient education, in addition to legal and ethical issues, in the patient assessment process.
89. Discuss the holistic model of patient education related to health and illness; also, instruct patients according to their needs to promote health maintenance and disease prevention.
90. List at least five guidelines for patient education that can affect the patient's overall wellness.
91. List at least five guidelines for patient education that can affect the patient's overall wellness.
92. Do the following related to patient factors that affect learning:
 - Define six patient factors that have an impact on learning.
 - Display respect for individual diversity.
 - Summarize educational approaches for patients with language barriers.
93. Do the following related to the teaching plan:
 - Determine possible barriers to patient learning.
 - Assess the patient's needs.
 - Determine the teaching priorities.
 - Decide on the appropriate teaching materials.
 - Develop a list of community resources related to patients' healthcare needs and facilitate referrals to community resources in the role of patient navigator.
 - Decide on the appropriate teaching methods.
 - Implement the teaching plan.
 - Demonstrate the ability to develop an appropriate and effective patient teaching plan.
94. Describe the role of the medical assistant in patient education.
95. Integrate the legal and ethical elements of patient teaching into the ambulatory care setting; also, discuss applications of the Health Insurance Portability and Accountability Act (HIPAA).

Competencies and Standards Required for Graduation:

Applied Communications

Cognitive (Knowledge Base)

V.C Concepts of Effective Communication

1. Identify styles and types of verbal communication
2. Identify types of nonverbal communication
3. Recognize barriers to communication
4. Identify techniques for overcoming communication barriers
5. Recognize the elements of oral communication using a sender-receiver process
6. Define coaching a patient as it relates to:
 - a. Health maintenance
 - b. Disease prevention
 - c. Compliance with treatment plan
 - d. Community resources
 - e. Adaptations relevant to individual patient needs
7. Recognize elements of fundamental writing skills
8. Discuss applications of electronic technology in professional communication
9. Identify medical terms labeling the word part
10. Define medical terms and abbreviations related to all body systems
11. Define the principles of self-boundaries
12. Define patient navigator
13. Describe the role of the medical assistant as a patient navigator
14. Relate the following behaviors to professional communication:
 - a. Assertive
 - b. Aggressive
 - c. Passive
15. Differentiate between adaptive and nonadaptive coping mechanisms
16. Differentiate between subjective and objective information
17. Discuss the theories of:
 - a. Maslow
 - b. Erikson
 - c. Kubler-Ross
18. Discuss examples of diversity
 - a. Cultural
 - b. Social
 - c. Ethnic

Medical Business Practices

VI.C Administrative Functions

8. Differentiate between electronic medical records (EMR) and a practice management system
11. Explain the importance of data backup
12. Explain meaningful use as it applies to EMR

II.C Applied Mathematics

6. Analyze healthcare results as reported in:
 - b. Tables

Third Party Reimbursement

VIII.C Third Party Reimbursement

4. Define a patient-centered medical home (PCMH)

Medical Law and Ethics

X.C Legal Implications

1. Differentiate between scope of practice and standards of care for medical assistants
2. Compare and contrast provider and medical assistant roles in terms of standard of care
3. Describe components of the Health Information Portability & Accountability Act (HIPAA).
4. Summarize the Patient Bill of Rights
5. Discuss licensure and certification as they apply to healthcare providers
6. Compare criminal and civil law as they apply to the practicing medical assistant
7. Define:
 - a. Negligence
 - b. Malpractice
 - c. Statute of Limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - g. Medical durable power of attorney
 - h. Patient Self-Determination Act (PSDA)
8. Describe the following types of insurance:
 - a. Liability
 - b. Professional (malpractice)
 - c. Personal injury
10. Identify:
 - a. Health Information Technology for Economic and Clinical Health (HITECH) Act
 - b. Genetic Information Nondiscrimination Act of 2008 (GINA)
 - c. Americans with Disabilities Act Amendments Act (ADAAA)
11. Describe the process in compliance reporting:
 - c. Conflicts of interest
12. Describe compliance with public health statutes:
 - a. Communicable diseases
 - b. Abuse, neglect, and exploitation
 - c. Wounds of violence
13. Define the following medical legal terms:
 - a. Informed consent
 - b. Implied consent

- c. Expressed consent
- d. Patient incompetence
- e. Emancipated minor
- f. Mature minor
- g. Subpoena duces tecum
- h. Respondeat superior
- i. Res ipsa loquitur
- j. Locum tenens
- k. Defendant-plaintiff
- l. Deposition
- m. Arbitration-mediation
- n. Good Samaritan laws

Ethical Considerations

XI.C Ethical Considerations

1. Define:
 - a. Ethics
 - b. Morals
2. Differentiate between personal and professional ethics
3. Identify the effect of personal morals on professional performance

Safety and Emergency Practices

XII.C Protective Practices

3. Identify principles of:
 - b. Ergonomics

Applied Communications

Psychomotor (Skills)

V.P Concepts of Effective Communication

1. Use feedback techniques to obtain patient information including:
 - a. Reflection
 - b. Restatement
 - c. Clarification
2. Respond to nonverbal communication
3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients
4. Coach patients regarding:
 - b. Health maintenance
 - c. Disease prevention
 - d. Treatment plan
5. Coach patients appropriately considering:
 - a. Cultural diversity
 - b. Developmental life stage
 - c. Communication barriers
6. Demonstrate professional telephone techniques
7. Document telephone messages accurately

8. Compose professional correspondence utilizing electronic technology
9. Develop a current list of community resources related to patients' healthcare needs
10. Facilitate referrals to community resources in the role of a patient navigator
11. Report relevant information concisely and accurately

Medical Law and Ethics

X.P Legal Implications

1. Locate a state's legal scope of practice for medical assistants
2. Apply HIPAA rules in regard to:
 - a. Privacy
 - b. Release of information
3. Document patient care accurately in the medical record
4. Apply the Patient's Bill of Rights as it relates to:
 - a. Choice of treatment
 - b. Consent for treatment
 - c. Refusal of treatment
6. Report an illegal activity in the healthcare setting following proper protocol

Ethical Considerations

XI.P Ethical Considerations

1. Develop a plan for separation of personal and professional ethics
2. Demonstrate appropriate response(s) to ethical issues

Applied Communications

V.A. Concepts of Effective Communication

Affective (Behavior)

1. Demonstrate:
 - a. Empathy
 - b. Active listening
 - c. Nonverbal communication
2. Demonstrate the principles of self-boundaries
3. Demonstrate respect for individual diversity including:
 - a. Gender
 - b. Race
 - c. Religion
 - d. Age
 - e. Economic status
 - f. Appearance
4. Explain to a patient the rationale for performance of a procedure

Medical Law and Ethics

X.A Legal Implications

1. Demonstrate sensitivity when managing

Ethical Considerations

XI.A Ethical Considerations

1. Recognize the impact personal ethics and morals have on the delivery of healthcare

Communications/Law & Ethics

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Term 1

- Professional Communications/Psychology/Law & Ethics Tests/quizzes
- Packet/Homework Assignments
- Competencies/Procedure Skills Testing
- Extra Credit Assignments

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

Medina County Career Center
Medical Assisting
25.00.01 CLE Communications/Law & Ethics
The Medical Assistant
T & TH 9AM-12PM
Term I

(Test every Tuesday over prior week's Chapters/Procedures)

Date	Week	Chapter	Chapter Content
08/27 & 08/29	1	Chapter 1	Competency-Based Education & the Medical Assistant Student
	1	Chapter 2	The Medical Assistant & the Healthcare Team
09/03/19	2	Chapter 1 & 2 Test	
09/03 & 09/05	2	Chapter 3	Professional Behavior in the Workplace
	2	Chapter 4	Therapeutic Communication
09/10/19	3	Chapter 3 & 4 Test	
09/10 & 09/12	3	Chapter 5	Medicine & Law
09/17/19	4	Chapter 5 Test	
09/17 & 09/19	4	Chapter 6	Medicine & Ethics
09/25/18	5	Chapter 6 Test	
09/24 & 09/26	5	Chapter 7	Technology & Written Communication

10/01/19	6	Chapter 7 Test	
10/01 & 10/03	6	Chapter 8	Telephone Techniques
10/08/19	7	Chapter 8 Test	
10/08 & 10/11	7	Chapter 21	Patient Assessment
10/15/19	8	Chapter 21 Test	
10/15 & 10/17	8	Chapter 22	Patient Education
10/22/19	9	Chapter 22 Test	

*Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 MM Medical Math

Credits/Quarter Hours: Course material is covered during **Term two & three** for a **total of 63.5 clock hours**.

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor E-mail: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9am – 4 pm

Class meets Tuesday & Thursday, 9am – 12pm in room 252. Terms 2

Course Description

The Medical Assistant is expected to be able to dispense certain medications as ordered by the physician. This course will cover the ratio and proportion, formula, and dimensional analysis methods offering a step-by-step approach to the calculation and administration of drug dosages. With over 2,000 practice problems, students will be able to focus on enhancing their learning experience at all curricular levels by making content clinically applicable. **Calculate with Confidence, 6th Edition** addresses the increasing responsibility of the medical student in medication administration, prioritizes client safety, and reflects the current scope of practice. **Tips for Clinical Practice boxes** call attention to information critical to math calculation and patient safety. **Safety Alert boxes** highlight issues that may lead to medication errors and empower you to identify actions that must be taken to avoid calculation errors. **Chapter review problems** test all major topics presented in the chapter. **Separate basic math review test** allows students to assess and evaluate their understanding of basic math material. **Pre-test basic math review tests** help students assess their basic math skills and identify areas of strength and weakness in competency of basic math. **Comprehensive unit on basic math review** offers complete coverage of basic math: roman numerals, fractions, decimals, ratio and proportion, and percentages. Course material is covered during **term two** for a **total of 63.5 clock hours**. **Required Text:** *Calculate with Confidence*, 6th Edition, Author: Deborah C. Gray Morris, RN, BSN, MA, LNC. Publisher: Elsevier, 2014.

Medina County Career Center Adult Education Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Comprehensive Medical Assisting Curriculum, Terminology, Medical Mathematics, with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives:

Upon successful completion of this course the student will be able to:

1. Apply mathematical concept to change improper fractions to a mixed number and mixed numbers to an improper fraction.
2. Apply mathematical concepts to add, subtract, multiply and divide fractions and mixed numbers.
3. Apply mathematical concepts to add, subtract, multiply and divide decimals.
4. Apply mathematical concepts to change a proper fraction, decimal fraction and percent to a ratio reduced to lowest terms.
5. Solve simple proportion problems.
6. Compute equivalents within the metric system; by using a proportion.
7. Compute equivalents between the metric and household systems of measure by using a proportion.
8. Compute equivalents within the apothecary system by using a proportion.
9. Compute equivalents between the apothecary and household or metric measurement systems by using a proportion.
10. Describe the impact of medical errors on patient outcomes.
11. Describe patient safety as it applies to the calculation and delivery of medications.
12. Compile a patient's medication administration record based on a physician's order.
13. Identify the trade and generic name of a medication.
14. Identify routes of medication administration.
15. Utilize dimensional analysis to solve medication dosage problems.
16. Utilize mathematical proportions to solve problems of oral dosage involving tablets, capsule, liquid medications or medications measured in milliequivalents.
17. Recognize how to use a proportion to solve problems of parenteral dosages when medication is in liquid or reconstituted powder form.
18. Calculate drug dosage problems that first require reconstituting of a powdered drug into a liquid form.
19. Perform pediatric dosage calculations.
20. Determine whether the prescribed dose is safe and therapeutic.
21. Discuss the implications of the physiological changes of aging and their effect on medication administration to the elderly.
22. Discuss the unique issues of nursing practice in a home care setting.
23. Apply critical thinking skills in performing patient assessment and care.
24. Explain the medical assistant's role in preventing drug abuse and drug therapy education.
25. Differentiate among a drug's chemical, generic and trade names.
26. Demonstrate methods of verifying the accuracy of calculations.
27. Summarize the important parts of a drug label.
28. Do the following related to government regulation of medications in the United States.
 - Distinguish among the government agencies that regulate drugs in the United States.
 - Cite the areas covered in the regulations established by the Drug Enforcement Administration (DEA) for the management of controlled or regulated substances.
 - List the DEA regulations for prescription drugs for each of the five schedules of the Controlled Substance Act.

29. Explain the medical assistant's role in preventing drug abuse.
30. Differentiate a drug's chemical, generic and trade names.
31. Describe the use of drug reference materials and explain the five pregnancy risk categories for drugs.

Competencies and Standards Required for Graduation:

Applied Mathematics

Cognitive (Knowledge)

II.C Applied Mathematics

1. Demonstrate knowledge of basic math computations
2. Apply mathematical computations to solve equations
3. Define basic units of measurement in:
 - a. The metric system
 - b. The household system
4. Convert among measurement systems
5. Identify both abbreviations and symbols used in calculating medication dosages
6. Analyze health care results as reported in:
 - a. Graphs
 - b. Tables

Applied Mathematics

Psychomotor (Skills)

II.P Applied Mathematics

1. Calculate proper dosages of medication for administration
2. Differentiate between normal and abnormal test results
3. Maintain lab test results using flow sheets
4. Document on a growth chart

Applied Mathematics

Affective (Behavior)

II.A Applied Mathematics

1. Reassure a patient of the accuracy of the test results

Medical Math

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Term 2 & 3

- Math Tests
- Packet/Homework Assignments
- Extra Credit Assignments

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

Medina County Career Center
Medical Assisting
25.00.01 MM Medical Math
Calculate with Confidence
T & TH 9AM-12PM
Term II & III

(Test every Tuesday over prior week's Chapters/Procedures)

Date	Week	Chapter	Chapter Content
10/29 & 10/31	10	Chapter 1	Roman Numeral
	10	Chapter 2	Fractions
	10	Chapter 3	Decimals
11/05/19	11	Chapter 1, 2, 3 Test	
11/05 & 11/07	11	Chapter 4	Ratio & Proportion
	11	Chapter 5	Percentages
11/12/19	12	Chapter 4 & 5 Test	
11/12, 11/14, 11/19, 11/21	12 & 13	Chapter 6	Metric System
	12 & 13	Chapter 7	Apothecary & Household Systems
	12 & 13	Chapter 8	Converting Within & Between Systems
	12 & 13	Chapter 9	Additional Conversions Useful in the Healthcare Setting

11/26/19	14	Test Chapter 6, 7, 8 & 9	
11/26/19	14	Chapter 10	Medication Administration
	14	Chapter 11	Understanding & Interpreting Medication Orders
12/03/19	15	Chapter 10 & 11 Test	
12/03 & 12/05	15	Chapter 12	Medication Administration & Medication Distribution Systems
	15	Chapter 13	Reading Medication Labels
12/10/19	16	Chapter 12 & 13 Test	

Medina County Career Center
Medical Assisting
25.00.01 MM Medical Math
Calculate with Confidence
T & TH 9AM-12PM
Term II & III

(Test every Tuesday over prior week's Chapters/Procedures)

12/10 & 12/12	16	Chapter 14	Dosage Calculation Using the Ratio & Proportion Method
	16	Chapter 15	Dosage Calculation Using the Formula Method
	16	Chapter 16	Dosage Calculation Using the Dimensional Analysis Method
12/17/19	17	Chapter 14, 15 & 16 Test	
12/17 & 12/19	17	Chapter 26	Principles of Pharmacology
	17	Chapter 27	Pharmacology Math
01/07/20	18	Chapter 26 & 27 Test	
01/07 & 01/09	18	Chapter 17	Oral Medication
	18	Chapter 18	Parenteral Medication
01/14/20	19	Chapter 17 & 18 Test	

01/14 & 01/16	19	Chapter 19	Reconstitution of Solutions
	19	Chapter 20	Insulin
	19	Chapter 23	Heparin
01/21/20	20	Chapter 19, 20, 23 Test	
01/21 & 01/23	20	Chapter 25	Pediatric & Adult Dosage Calculation Based on Weight
01/28/20	21	Chapter 25 Test	

* Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 MAC Medical Assisting Clinical

Credits/Quarter Hours: Course material is covered during **Term 2, 3**, and part of term **4** for a **combined total of 366.5 clock hours.**

Pre/Co-requisites(s): Take the TABE* (Test of Adult Basic Education) assessment, or provide a score report indicating college readiness from ACT/SAT or a similar college placement exam taken within a 5-year timeframe. A college degree and official transcripts may be considered at the discretion of the director.

<u>Assessment</u>	<u>Section</u>	<u>Score</u>
<u>.E. Test *</u>	<u>Composite</u>	<u>grade or higher</u>
	<u>Math</u>	<u>19</u>
	<u>Science</u>	<u>20</u>
	<u>English</u>	<u>15</u>
	<u>Reading</u>	<u>19</u>
	<u>Math</u>	<u>475</u>
	<u>Writing</u>	<u>400</u>
	<u>Reading</u>	<u>420</u>
<u>Enforcement must achieve 10th grade level</u>		

Any test sections of the TABE test that do not meet the minimum score will require the applicant to retake the test/section on a future testing date. The second retake is free. If a third retake is needed, a \$10.00 testing fee will be assessed. If the applicant has attempted the test three times and has not met the minimum score, proof of tutoring will be required prior to any additional test/section retake. A \$10.00 testing fee will be assessed for all future attempts. Tutoring information is available at the Adult Education Office.

General Information

Instructor: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor E-mail: pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9 am – 4 pm

Course Description

The clinical portion of the course will give the student the necessary skills to be able to secure employment as an entry-level Medical Assistant. Classroom topics include, but are not limited to: asepsis, infection control, specimen collection/processing, diagnostic testing, patient care/instruction, pharmacology, and medical emergencies. Career Development and Life Skills are also included the last week of this course to prepare students prior to their Practicum. Course material is covered during term two, three, and part of term IV for a **combined total of 366.5 clock hours**.

Required Text: *Kinn's The Medical Assistant, An Applied Approach to Learning*, Thirteenth Edition. Authors: Alexandra P. Young and Deborah B. Proctor, Publisher: Saunders, 2015

Medina County Career Center Adult Education Medical Assisting Program is a comprehensive course comprised of four terms. The program combines Medical Assisting theory, simulation, & terminology with hands-on learning in a lab environment during the first three terms, and part of term IV and a practicum experience during the fourth term.

Learning Objectives for Clinical Procedures:

1. Define, spell and pronounce the terms listed in the vocabulary.
2. Describe the characteristics of pathogenic microorganisms.
3. Do the following related to the chain of infection:
 - Apply the chain of infection process of healthcare practice.
 - Compare viral and bacterial cell invasion.
 - Differentiate between humoral and cell-mediated immunity.
4. Summarize the impact of the inflammatory response on the body's ability to defend itself against infection.
5. Analyze the differences among acute, chronic, latent and opportunistic infection.
6. Do the following related to OSHA Standards for the healthcare setting;
 - Specify potentially infectious body fluids.
 - Integrate OSHA's requirement for a site-based Exposure Control Plan into facility management procedures.
 - Explain the major areas included in the OSHA Compliance Guidelines.
 - Discuss protocols for disposal of biologic chemical materials.
7. Remove contaminated gloves while following Standard Precaution principles
8. Perform an eye wash procedure to remove contaminated material.
9. Summarize the management of post-exposure evaluation and follow-up and participate in blood-borne pathogen training and a mock exposure event.
10. Identify the regulations established by the Centers for Disease Control and Prevention (CDC) that affect health care workers.
11. Apply the concepts of medical and surgical asepsis to the healthcare setting.
12. Discuss proper hand washing and demonstrate the proper handwashing technique for medical asepsis.

13. Differentiate among sanitization, disinfection and sterilization procedures, and select barrier/personal protective equipment while demonstrating the correct procedure for sanitizing contaminated instruments.
14. Discuss the role of the medical assistant in asepsis.
15. Apply patient education concepts to infection control.
16. Discuss legal and ethical concerns regarding medical asepsis and infection control, and perform compliance reporting based on public health statutes covering reportable communicable diseases.
17. Analyze the relationship between poor nutrition and lifestyle factors and the risk of developing diet-related diseases.
18. Recognize the reasons for people's food choices and the effects of cultural eating patterns.
19. Describe digestion and classify the types and functions of dietary nutrients.
20. Describe the roles of various nutrient components, including carbohydrates, fats and proteins in the daily diet.
21. Explain the function of appropriate amounts of vitamins, minerals, and water in the diet.
22. Apply the Dietary Guidelines for Americans using the Choose My Plate website developed by the U.S. Department of Agriculture (USDA).
23. Implement nutritional assessment techniques by measuring a patient's body fat and correlating a patient's calculated body mass index (BMA) with the risk for diet-related diseases.
24. Do the following related to therapeutic nutrition:
 - Compare the concepts of therapeutic nutrition.
 - Instruct a patient according to the patient's dietary needs; coach a patient with diabetes about the Glycemic Index of Foods.
25. Interpret food labels, explain their application to a healthy diet, and demonstrate to the patient how to understand nutrition labels on food products.
26. Discuss food-borne diseases and food contaminants.
27. Summarize the causes of eating disorders and obesity and their impact on a patient's health.
28. Define the concepts of health promotion.
29. Describe the role of the medical assistant in patient education; also, explain the legal and ethical issues related to nutrition and health promotion.
30. Describe the primary functions of the GI system.
31. Identify the anatomical structures that make up the GI system and describe the physiology of each.
32. Differentiate among the abdominal quadrants and regions.
33. Summarize the typical symptoms and characteristics of GI complaints and perform telephone screening for patients with GI complaints.
34. Distinguish among cancers of the GI tract.
35. List common esophageal and gastric disorders; also describe the signs and symptoms, diagnostic tests and treatments of each.
36. List intestinal disorders; also describe the signs and symptoms, diagnostic tests, and treatments of each.
37. Do the following related to diseases of the liver and gallbladder:

- Classify disorders of the liver and gallbladder and list the signs and symptoms, diagnostic tests and treatments for each.
 - Describe the similarities and differences among the various forms of infectious viral hepatitis.
38. Summarize the medical assistant's role in the GI examination.
39. Do the following when it comes to assisting with gastroenterology diagnostic procedures:
- Explain the common diagnostic procedures for the GI system.
 - Demonstrate the procedure for assisting with an endoscopic colon examination.
 - Perform the procedural steps for assisting with the collection of a fecal specimen.
40. Describe the medical assistant's role in the proctologic examination.
41. Describe patient education, in addition to legal and ethical issues, related to assisting in gastroenterology.
42. Do the following related to temperature:
- Cite the average body temperature for various age groups.
 - Describe emotional and physical factors that can cause body temperatures to rise and fall.
 - Convert temperature readings between Fahrenheit and Celsius scales.
 - Obtain and record an accurate patient temperature using three different types of thermometers.
43. Do the following related to pulse:
- Cite the average pulse rate for various age groups.
 - Describe pulse rate, volume and rhythm.
 - Locate and record pulse at multiple sites.
44. Do the following related to respiration:
- Cite the average respiratory rate for various age groups.
 - Demonstrate the best way to obtain an accurate respiratory count.
45. Do the following related to blood pressure.
- Cite the approximate blood pressure range for various age groups.
 - Specify physiologic factors that affect blood pressure.
 - Differentiate between essential and secondary hypertension.
 - Interpret current hypertension guidelines and treatment.
 - Describe how to determine the correct cuff size for individual patients.
 - Identify the different Korotkoff phases.
 - Accurately measure and document blood pressure.
46. Accurately measure and document height and weight.
47. Convert kilograms to pounds and pounds to kilograms.
48. Identify patient education opportunities when measuring vital signs.
49. Determine the medical assistant's legal and ethical responsibilities in obtaining vital signs.
50. Describe the structural organization of the human body and the body cavities.
51. Identify the functions of the body systems and the major organs and structures of each system.
52. Discuss the concept of a primary care provider and the role of a medical assistant in a primary care practice.
53. Outline the medical assistant's role in preparing for the physical examination.

54. Summarize the instruments and equipment the provider typically uses during a physical examination.
55. Identify the principles of body mechanics and demonstrate proper body mechanics.
56. Outline the basic principles of gowning, positioning and draping a patient for examination; also, position and drape a patient in six different examining positions while remaining mindful of the patient's privacy and comfort.
57. Describe the methods of examination and give an example of each.
58. Outline the sequence of a routine physical examination.
59. Prepare for and assist in the physical examination of a patient, correctly completing each step of the procedure in the proper sequence.
60. Discuss the role of patient education during the physical examination, in addition to the legal and ethical implications and Health Insurance Portability and Accountability Act (HIPAA) applications.
61. Explain the differences among an ophthalmologist, an optometrist, and an optician.
62. Identify the anatomic structures of the eye.
63. Describe the process of vision.
64. Differentiate among the major types of refractive errors.
65. Summarize typical disorders of the eye and eyeball other than refractive errors.
66. Do the following related to diagnostic procedures for the eye:
 - Define the various diagnostic procedures of the eye.
 - Perform a visual acuity test using the Snellen chart.
 - Assess color acuity using the Ishihara test.
67. Explain the purpose of and the proper procedure for eye irrigation and the instillation of eye medications.
68. Identify the structures and explain the functions of the external ear, middle ear, and inner ear.
69. Describe the conditions that can lead to hearing loss, including conductive and sensorineural impairments.
70. Define other major disorders of the ear, including otitis, impacted cerumen, and Meniere's disease.
71. Do the following related to diagnostic procedures for the ear:
 - Explain diagnostic procedures for the ear.
 - Use an audiometer to measure a patient's hearing acuity accurately.
72. Identify the purpose of ear irrigations and instillation of ear medications.
73. Demonstrate the procedure for performing ear irrigations.
74. Accurately instill medicated ear drops.
75. Summarize the nose and throat examination and perform a throat culture.
76. Describe the effect of sensory loss on patient education.
77. Discuss legal and ethical issues that might arise when caring for a patient with a vision or hearing deficit, in addition to requirements established by HIPAA and the Americans with Disabilities Act Amendments (ADAA).
78. Explain the major functions of the skin.
79. Describe the anatomic structures of the skin.
80. Compare various skin lesions and give examples of each.
81. Describe typical integumentary system infections and infestations.
82. Differentiate among various inflammatory and autoimmune integumentary disorders.

83. Recognize thermal and cold injuries to the skins.
84. Compare the characteristics of benign and malignant neoplasms.
85. Do the following relating to benign and malignant neoplasms:
 - Explain the grading and staging of malignant tumors.
 - Conduct patient education on the warning signs of cancer.
 - Describe skin malignancies and their treatment.
 - Define the ABCDE rule for identifying a malignant melanoma.
86. Do the following relating to a dermatologic procedure:
 - Discuss how to assist with a dermatologic examination.
 - Summarize allergy testing procedures.
 - Describe the diagnosis and treatment of allergies.
87. Explain dermatologic procedures performed in the ambulatory care setting.
88. Discuss the medical assistant's role in patient education, in addition to legal and ethical issues that would apply to a dermatology practice.
89. Describe patient safety factors in the medical office environment.
90. Interpret and comply with safety signs, labels and symbols and evaluate the work environment to identify safe and unsafe working conditions for the employee.
91. Do the following when it comes to environmental safety in the healthcare setting:
 - Identify environmental safety issues in the healthcare setting.
 - Discuss fire safety issues in a healthcare environment.
 - Demonstrate the proper use of a fire extinguisher.
92. Describe the fundamental principles for evacuation of a healthcare facility and role-play a mock environmental exposure event and evacuation of a provider's office.
93. Discuss the requirements for proper disposal of hazardous materials.
94. Identify critical elements of an emergency plan for response to a natural disaster or other emergency.
95. Maintain an up-to-date list of community resources for emergency preparedness.
96. Describe the medical assistant's role in emergency response.
97. Summarize typical emergency supplies and equipment.
98. Demonstrate the use of an automated external defibrillator.
99. Summarize the general rules for managing emergencies.
100. Demonstrate telephone screening techniques and documentation guidelines for ambulatory care emergencies.
101. Recognize and respond to life-threatening emergencies in an ambulatory care practice.
102. Describe how to handle an unresponsive patient and perform provider/professional-level CPR.
103. Discuss cardiac emergencies and administer oxygen through a nasal cannula to a patient in respiratory distress.
104. Identify and assist a patient with an obstructed airway.
105. Discuss cerebrovascular accidents and assist a patient who is in shock.
106. Determine the appropriate action and documentation procedures for common office emergencies, such as fainting, poisoning, animal bites, insect bites and stings and asthma attacks.
107. Discuss seizures and perform first aid procedures for a patient having a seizure.

108. Discuss abdominal pain, sprains and strains, and fractures and perform first aid procedures for a patient with a fracture of the wrist.
109. Discuss burns and tissue injuries and control of a hemorrhagic wound.
110. Discuss nosebleeds, head injuries, foreign bodies in the eye, heat and cold injuries, dehydration and diabetic emergencies; also, perform first aid procedures for a patient with a diabetic emergency.
111. Apply patient education concepts to medical emergencies.
112. Discuss the legal and ethical concerns arising from medical emergencies.
113. Discuss basic principles of radiography and the types of x-rays.
114. Identify the principal components of radiographic equipment.
115. Discuss the four prime factors of x-ray exposure.
116. Do the following related to radiographic positioning:
 - Distinguish among the three body planes and use these terms correctly when discussing radiographic positions.
 - Differentiate between anteroposterior (AP) and posteroanterior (PA) projections and describe the lateral and oblique radiographic positions.
117. Discuss fluoroscopy and contrast media.
118. Discuss cardiovascular and interventional radiography, computed tomography, magnetic resonance, imaging, sonography, and nuclear medicine.
119. Do the following related to basic radiographic procedures:
 - Explain the patient preparation guidelines for typical diagnostic imaging examinations.
 - Outline the general procedure for scheduling and sequencing diagnostic imaging procedures.
 - Apply patient education principles when providing instructions for preparing for diagnostic procedures.
120. Describe the health risks associated with low doses of x-ray exposure, such as those used in radiography.
121. Describe precautions for ensuring the safety of equipment operators and staff members during x-ray procedures.
122. Summarize the steps for ensuring that patients receive the least possible exposure during x-ray procedures.
123. Explain the legal responsibilities associated with x-ray procedures and the administrative management of diagnostic images.
124. Explain the anatomy and physiology of the heart and its significant structures.
125. Summarize the risk factors for the development of heart disease.
126. Do the following related to coronary artery disease and myocardial infarction:
 - Describe the signs, symptoms, and medical procedures used in the diagnosis and treatment of coronary artery disease and myocardial infarction.
 - Summarize metabolic syndrome and associated risk factors.
 - Explain the signs and symptoms of myocardial infarction in women.
127. Compare and contrast the treatment protocols for hypertension.
128. Outline the causes and results of congestive heart failure.
129. Summarize the effects of inflammation and valve disorders on cardiac function.
130. Describe the anatomy and physiology of the vascular system.
131. Differentiate among the various types of shock.

132. Summarize the characteristics of common vascular disorders.
133. Discuss arterial disorders, including causes, risk factors, and common treatments.
134. Outline typical cardiovascular diagnostic procedures.
135. Describe patient education topics, and legal and ethical issues, for cardiovascular patients.
136. Illustrate the electrical conduction system through the heart and discuss the cardiac cycle.
137. Explain the concepts of cardiac polarization, depolarization, and repolarization.
138. Identify the PQRST complex on an electrocardiographic tracing.
139. Summarize the properties of the electrocardiography and discuss the features of electrocardiograph paper.
140. Describe the electrical view of the heart recorded by the 12-lead electrocardiography.
141. Discuss the process of recording an electrocardiography and perform an accurate reading of the electrical activity of the heart.
142. Compare and contrast electrocardiographic artifacts and the probable cause of each.
143. Interpret a typical electrocardiograph tracing.
144. Describe common electrocardiographic arrhythmias.
145. Summarize cardiac diagnostic tests and fit a patient with a Holter monitor.
146. Discuss patient education and the legal and ethical issues involved when performing ECGs.
147. Summarize the anatomy and physiology of the endocrine system.
148. Explain the mechanism of hormone action.
149. Differentiate among the diseases and disorders of the endocrine system.
150. Explain the mechanism of hormone action.
151. Describe the diagnostic criteria for diabetes mellitus.
152. Do the following with regard to diabetes mellitus:
 - Compare and contrast prediabetes, diabetes type 1, diabetes type2, and gestational diabetes.
 - Outline the treatment plan and management of the different types of diabetes mellitus.
 - Perform blood glucose screening with a glucometer.
 - Identify the characteristics of hypoglycemia and hyperglycemia.
 - Describe acute and chronic complications associated with diabetes mellitus.
153. Discuss follow-up for patients with diabetes and summarize patient education approaches to diabetes.
154. Discuss legal and ethical issues to consider when caring for patients with endocrine system disorders.
155. Do the following related to safety in drug administration:
 - Follow safety precautions in the management of medication administration in the ambulatory healthcare setting.
 - Analyze safety guidelines for specific patient populations.
 - Document the administration of a medication accurately in the health record.
156. Summarize patient assessment factors that can affect medication administration.
157. Identify various drug forms and their administration guidelines, and administer oral medications.
158. Do the following related to parenteral administration of drugs:

- Specify parenteral administration equipment, including details about needles and syringes.
 - Follow OSHA guidelines in the management of parenteral administration.
 - Describe and demonstrate the types and locations of parenteral administrations with proper use of sharps containers.
159. Recognize the medical assistant's role in coaching patients about the administration of drugs.
 160. Assess legal and ethical issues in drug administration in the ambulatory care setting, and complete an incident report related to an error in medication administration.
 161. Describe the principal anatomic structures of the musculoskeletal system and their functions.
 162. Differentiate among tendons, bursae and ligaments.
 163. Summarize the major muscular disorders.
 164. Identify and describe the common types of fractures.
 165. Explain the difference between osteomalacia and osteoporosis.
 166. Classify typical spinal column disorders.
 167. Differentiate among the various joint disorders.
 168. Summarize the medical assistant's role in assisting with orthopedic procedures.
 169. Explain the common diagnostic procedures used in orthopedics.
 170. Discuss therapeutic modalities used in orthopedic medicine.
 171. Apply cold therapy to an injury.
 172. Discuss various heat treatments and assist with hot moist heat application to an orthopedic injury.
 173. Discuss therapeutic ultrasonography, massage, exercise, and electrical muscle stimulation.
 174. Explain the use of common ambulatory devices, properly fit a patient with crutches, and coach a patient in the correct mechanics of crutch walking.
 175. Discuss the management of fractures and prepare for and assist with both the application and removal of a cast.
 176. Summarize patient education guidelines for orthopedic patients.
 177. Discuss the legal and ethical implications in an orthopedic practice.
 178. Describe the anatomy and physiology of the urinary system.
 179. Do the following related to disorders of the urinary system:
 - Explain the susceptibility of the urinary system to diseases and disorders.
 - Identify the primary signs and symptoms of urinary problems.
 - Detail common diagnostic procedures of the urinary system.
 180. Discuss the causative factors of urinary incontinence, in addition to the various treatments and medications used to treat it.
 181. Compare and contrast infections and inflammations of the urinary tract.
 182. Describe urinary tract disorders and cancers.
 183. Summarize the causes of renal failure and how it is treated.
 184. Summarize the typical pediatric urologic disorders.
 185. Describe the anatomy and physiology of the male reproductive system.
 186. Determine the causes and effects of prostate disorders.
 187. Outline common types of genital pathologic conditions in men, and perform patient education for the testicular self-examination.

188. Analyze the effects of sexually transmitted infections in men and summarize the characteristics of HIV infection, including diagnostic criteria and treatment protocols.
189. Describe the medical assistant's role in urologic and male reproductive examinations.
190. Discuss patient education, legal and ethical issues, and HIPAA applications in the urology practice.
191. Do the following related to the aging process:
 - Discuss the impact of a growing aging population on society.
 - Identify the stereotypes and myths associated with aging.
 - Role-play the effect of sensorimotor changes of aging.
192. Do the following related to the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal body systems:
 - Explain the changes in the anatomy and physiology caused by aging.
 - Summarize the major related diseases and disorders faced by older patients.
193. Do the following related to the nervous system, pulmonary system, sensory organs, urinary system and reproductive systems:
 - Explain the changes in the anatomy and physiology caused by aging.
 - Summarize the major related diseases and disorders faced by older patients.
 - Describe various screening tools for dementia, depressions, and malnutrition in aging adults.
194. Explain the effect of aging on sleep.
195. Differentiate among independent, assisted, and skilled nursing facilities.
196. Summarize the role of the medical assistant in caring for aging patients.
197. Determine the principles of effective communication with older adults.
198. Discuss patient education, as well as legal and ethical issues, associated with aging patients.
199. Explain the anatomy and physiology of the female reproductive system.
200. Trace the ovum through the three phases of menstruation.
201. Compare and contrast current contraceptive methods.
202. Summarize menstrual disorders and conditions.
203. Distinguish among different types of gynecologic infections.
204. Do the following related to benign and malignant tumors of the female reproductive system:
 - Differentiate between benign and malignant neoplasms of the female reproductive system.
 - Prepare for and assist with the female examination, including obtaining a Papanicolaou (Pap) test.
 - Demonstrate patient preparation for a loop electrosurgical excision procedure (LEEP).
 - Teach the patient the technique for a breast self-examination.
205. Compare the positional disorders of the pelvic region.
206. Summarize the process of pregnancy and parturition.
207. Describe the common complications of pregnancy.
208. Specify the signs, symptoms, and treatments of conditions related to menopause.
209. Describe childhood growth patterns.
210. Outline the medical assistant's role in gynecologic and reproductive examinations and demonstrate how to assist with prenatal examination.

211. Distinguish among diagnostic tests that may be done to evaluate the female reproductive system.
212. Summarize patient education guidelines for obstetric patients, in addition to legal and ethical implications in a gynecology practice.
213. Summarize the important features of the Denver II Developmental Screening Test.
214. Discuss developmental patterns and therapeutic approaches for pediatric patients.
215. Identify four different growth and development theories.
216. Consider the implications of postpartum depression.
217. Explain common pediatric gastrointestinal disorders, in addition to failure to thrive and obesity.
218. Describe disorders of the respiratory system in children.
219. Distinguish among pediatric infectious diseases.
220. Recognize the etiologic factors and signs and symptoms of the two primary pediatric inherited disorders.
221. Summarize the immunizations recommended for children by the Centers for Disease Control and Prevention (CDC).
222. Demonstrate how to document immunizations and maintain accurate immunization records.
223. Compare a well-child examination with a sick-child examination.
224. Outline the medical assistant's role in pediatric procedures.
225. Measure the circumference of an infant's head.
226. Obtain accurate length and weight measurements, and plot pediatric growth patterns.
227. Accurately measure pediatric vital signs, and perform vision screening.
228. Correctly apply a pediatric urine collection device.
229. Describe the characteristics and needs of the adolescent patient.
230. Specify child safety guidelines for injury prevention, and explain the management of suspected child abuse, neglect, or exploitation.
231. Summarize patient education guidelines for pediatric patients.
232. Discuss the legal and ethical implications in a pediatric practice.
233. Describe typical solutions and medications used in minor surgical procedures.
234. Summarize methods for identifying surgical instruments used in minor office surgery, and then identify some surgical instruments.
235. Outline the general classifications of surgical instruments.
236. Describe the care and handling of surgical instruments.
237. Identify drapes and different types of sutures and surgical needles.
238. Explain the medical assistant's responsibility to help ease patients' concerns about procedures.
239. Define the concepts of aseptic technique.
240. Explain the differences between sanitization, disinfection and sterilization.
241. Summarize tips for improving autoclave techniques; demonstrate how to prepare items for autoclave sterilization.
242. Explain how to wrap materials and discuss the types and uses of sterilization indicators.
243. Summarize the correct methods of loading, operating and unloading an autoclave.
244. Summarize common minor surgical procedures.
245. Detail the medical assistant's role in minor office surgery.

246. Explain how to perform skin prep for surgery and how to perform a surgical hand scrub.
247. Outline the rules for setting up and maintaining a sterile field; explain how to perform the following procedures related to sterile techniques:
 - Open a sterile pack and create a sterile field.
 - Transfer sterile instruments and pour solutions into a sterile field.
 - Demonstrate how to apply sterile gloves without contaminating them.
248. Discuss how to assist the physician during surgery and demonstrate how to assist with a minor surgical procedure and suturing.
249. Summarize postoperative instructions and explain how to remove sutures and surgical staples.
250. Explain the process of wound healing.
251. Explain how to properly apply dressings and bandages to surgical sites.
252. Conduct patient education in aseptic technique and surgical procedures and discuss the legal and ethical concerns regarding surgical asepsis and infection control.
253. Summarize the anatomy and physiology of the nervous system.
254. Differentiate between the central and peripheral nervous systems.
255. Distinguish among common nervous system diseases and conditions and identify the typical symptoms associated with neurologic disorders.
256. Describe the pathology of cerebrovascular diseases.
257. Identify the various types of epilepsy.
258. Compare and contrast encephalitis and meningitis.
259. Explain the dynamics of brain and spinal cord injuries.
260. Summarize common central nervous system (CNS) and peripheral nervous system (PNS) diseases.
261. Differentiate among common mental health disorders.
262. Analyze the medical assistant's role in the neurologic examination.
263. Explain the common diagnostic procedures for the nervous system.
264. Outline the steps needed to prepare a patient for an electroencephalogram (EEG).
265. Describe the steps for preparing a patient for and assisting with a lumbar puncture.
266. Discuss the implications of patient education in a neurologic and mental health practice.
267. Explain the legal issues and Health Insurance Portability and Accountability Act (HIPAA) applications associated with neurology and mental health.
268. Describe the organs of the respiratory system and their functions.
269. Explain the process of ventilation.
270. Discuss respiratory system defenses and use correct respiratory system terminology when documenting in the health record.
271. Describe upper respiratory infections (e.g., the common cold, sinusitis, and allergic rhinitis) in addition to lower respiratory infections (e.g., pneumonia).
272. Explain the diagnosis and treatment of tuberculosis.
273. Do the following related to chronic obstructive pulmonary disease:
 - Summarize the disorders associated with chronic obstructive pulmonary disease and their treatments.
 - Teach a patient how to use a peak flow meter.
 - Administer a nebulizer treatment.

- Detail patient teaching for the use of a metered-dose inhaler.
274. Discuss obstructive sleep apnea, including causes, risk factors, complications and treatment.
 275. Describe the cancers associated with the pulmonary system.
 276. Summarize the medical assistant's role in assisting with pulmonary procedures.
 277. Distinguish among common diagnostic procedures for the respiratory system; perform a volume capacity spirometry test and pulse oximeter procedures; and collect a sputum sample for culture.
 278. Discuss patient education, in addition to legal and ethical issues associated with pulmonary medicine.
 279. Discuss the role of the clinical laboratory personnel in patient care and the medical assistant's role in coordinating laboratory tests and results.
 280. Describe the divisions of the clinical laboratory and give an example of a test performed in each division.
 281. Explain the three regulatory categories established by the Clinical Laboratory Improvement Amendments (CLIA) and identify CLIA-waived tests associated with common diseases.
 282. Identify quality assurance practices in healthcare, document the results on a laboratory flow sheet, and discuss quality control guidelines.
 283. Do the following related to laboratory safety:
 - Compare the agencies that govern or influence practice in the clinical laboratory.
 - Discuss the purpose of a Safety Data Sheet.
 - Summarize safety techniques to minimize physical, chemical and biologic hazards in the clinical laboratory.
 284. Describe the essential elements of a laboratory requisition.
 285. Discuss specimen collection, including the importance of sensitivity to patients' rights and feelings when collecting specimens. Also, discuss the 8 steps in collecting specimens and informing patients of their results.
 286. Explain the chain of custody and why it is important.
 287. Describe the differences between Greenwich time and military time.
 288. Identify the Fahrenheit temperature and the Celsius temperature of common pieces of laboratory equipment.
 289. Name the metric units used for measuring liquid volume, distance and mass.
 290. Do the following related to laboratory equipment:
 - Name the parts of a microscope and describe their functions.
 - Summarize selected microscopy tests that may be performed in the ambulatory care setting.
 - Demonstrate the proper use and maintenance of the microscope.
 - Describe the safe use of a centrifuge.
 - Discuss the use of an incubator.
 291. Identify patient education issues, as well as legal and ethical issues, in the clinical laboratory setting.
 292. Describe the history of the analysis of urine.

293. Describe the anatomy and physiology of the urinary tract and discuss the formation and elimination of urine by describing the processes of filtration, reabsorption, secretion and elimination.
294. Do the following related to collecting a urine specimen:
 - Show sensitivity to patients' rights and feeling when collecting specimens.
 - Discuss collection containers.
 - Explain the various means and methods used to collect urine specimens.
 - Instruct a patient in the collection of a 24-hour urine specimen.
 - Instruct a patient in the collection of a clean-catch midstream urine specimen.
295. Examine and report the physical aspects of urine.
296. Perform quality control measures and reassure a patient of the accuracy of the test results based on the steps taken for quality assurance and quality control when performing the chemical urinalysis.
297. Test and record the chemical aspects of urine using CLIA-waived methods.
298. Prepare a urine specimen for microscopic evaluation, and understand the significance of casts, cells, crystals and miscellaneous findings in the microscopic report.
299. Explain or perform the following CLIA-waived urine tests:
 - Glucose testing using the Clinitest method.
 - Urine pregnancy test
 - Fertility and menopause tests
 - Urine toxicology and drug testing.
300. List the means by which urine could be adulterated before drug testing.
301. Discuss patient education and legal and ethical issues related to urinalysis.
302. List the equipment needed for venipuncture.
303. Explain the purpose of a tourniquet, how to apply it, and the consequences of improper tourniquet application.
304. Explain why the stopper colors on vacuum tubes differ, and state the correct order of drawing samples for various types of tests.
305. Describe the types of safety needles used in phlebotomy.
306. Explain why a syringe rather than an evacuated tube would be chosen for blood collection.
307. Discuss the use of safety-engineered needles and collection devices required for injury protection.
308. Summarize post-exposure management of accidental needlesticks.
309. Do the following related to routine venipuncture:
 - Detail patient preparation for venipuncture that shows sensitivity to the patient's rights and feelings.
 - Describe and name the veins that may be used for blood collection.
 - List in order the steps of a routine venipuncture.
 - Perform a venipuncture using the evacuated tube method.
 - Perform a venipuncture using the syringe method.
310. Do the following related to problems associated with venipuncture and specimen re-collection:
 - Discuss various problems associated with venipuncture.
 - Discuss possible solutions to venipuncture complications.
 - Discuss why a specimen may have to be re-collected.

- Describe the major causes of hemolysis during collection.
311. Do the following related to capillary puncture:
- Explain why a winged infusion set (butterfly needle) would be chosen over a vacuum tube or syringe needle.
 - Perform a venipuncture using a winged infusion set (butterfly needle).
 - List situations in which capillary puncture would be preferred over venipuncture.
 - Discuss proper dermal puncture sites.
 - Describe containers that may be used to collect capillary blood.
 - Explain why the first drop of blood is wiped away when a capillary puncture is performed.
 - Perform a capillary puncture.
312. Discuss pediatric phlebotomy, including typical childhood behavior and parental involvement during phlebotomy and general guidelines for pediatric venipuncture.
313. Describe handling and transport methods for blood after collection.
314. Explain chain of custody procedures when blood samples are drawn.
315. Discuss patient education, in addition to legal and ethical issues, related to assisting in blood collection.
316. Name the main functions of blood.
317. Describe the appearance and functions of erythrocytes.
318. Describe the appearance and function of granular and granular leukocytes.
319. Differentiate between T cells and B cells.
320. Describe the appearance and function of thrombocytes, explain the process of clot formation and discuss plasma.
321. Do the following related to hematology in the POL:
- Identify the anticoagulant of choice for hematology testing.
 - Explain the purpose of the micro hematocrit test.
 - Perform routine maintenance of the micro hematocrit centrifuge.
 - Obtain a specimen and perform a micro hematocrit test.
322. Do the following related to hemoglobin:
- Explain the role of hemoglobin in the body.
 - Obtain a specimen and perform a hemoglobin test.
323. Do the following related to erythrocyte sedimentation rate:
- Cite the reasons for performing an erythrocyte sedimentation rate (ESR) test.
 - Describe the sources of error for the erythrocyte sedimentation rate (ESR) test.
 - Perform an erythrocyte sedimentation rate (ESR) test using a modified Westergren method.
324. Do the following related to coagulation testing:
- Explain how to determine prothrombin time (PT).
 - Obtain a specimen and perform a CLIA-waived PT/INR test.
 - Reassure a patient of the accuracy of the test results.
 - Maintain lab test results using laboratory flow sheets.
325. Identify the tests included in a complete blood count (CBC) and their reference ranges and differentiate between normal and abnormal test results.
326. Describe the red blood cell (RBC) indices and how they are calculated.

327. Explain the reasons for performing a white blood cell (WBC) count and differential and discuss preparation of blood smears for the differential.
328. Discuss the identification of normal blood cells and describe the basic appearance of the five different types of leukocytes seen in a normal Wright-stained differential.
329. Discuss red blood cell morphology.
330. Differentiate between the ABO blood groupings and the Rh blood groupings.
331. Describe the medical assistant's responsibility for legally preparing a patient for a blood transfusion.
332. Do the following related to blood chemistry testing:
 - Explain the reasons for testing blood glucose, hemoglobin A1c, cholesterol, liver enzymes and thyroid hormones.
 - Obtain a specimen and perform a blood glucose, hemoglobin A1c, and cholesterol test using CLIA-waived test methods approved by the U.S. Food and Drug Administration (FDA).
333. Summarize typical chemistry panels, the reason for performing each panel and the individual tests performed in these panels.
334. Discuss patient education and professionalism related to assisting in the analysis of blood.
335. Describe the naming of microorganisms.
336. Describe various bacterial staining characteristics, shapes, oxygen requirements and physical structures; also, explain the characteristics of common diseases caused by bacteria.
337. Describe the unusual characteristics of *Chlamydia*, *Mycoplasma* and *Rickettsia* organisms.
338. Do the following related to fungi, protozoa and parasites:
 - Compare bacteria with fungi, protozoa and parasites.
 - Identify the characteristics of common diseases caused by fungi, protozoa and parasites.
 - Perform patient education on the collection of a stool specimen for ova and parasite testing.
339. Compare bacteria with viruses and describe the characteristics of common viral diseases.
340. Cite the protocols for the collection, transport and processing of specimens.
341. Explain how pinworm testing is done and when it is recommended.
342. Describe and perform CLIA-waived microbiology tests:
 - Describe three CLIA-waived microbiology tests that use a rapid identification technique.
 - Obtain a specimen and perform the CLIA-waived rapid *Streptococcus* test.
343. Do the following related to CLIA-waived immunology testing:
 - Discuss the purpose of indirect immunology testing.
 - Describe three CLIA-waived immunology tests that could be done in the physician office laboratory.
 - Obtain a specimen and perform the CLIA-waived mononucleosis strep test.
344. Detail the equipment needed in a microbiology reference laboratory and discuss identification of pathogens in the microbiology laboratory by describing various staining techniques.

345. Describe the reference laboratory assessment of a throat culture and a urine culture.
346. Explain the method used for culture and sensitivity testing.
347. Discuss patient education, in addition to legal and ethical issues, involved in laboratory testing.
348. Describe the four personality traits that are most important to employers.
349. Explain the three areas that need to be examined to determine one's strengths and skills.
350. Discuss career objectives and describe how personal needs affect the job search.
351. Do the following related to finding a job:
 - Explain the two best job search methods.
 - Discuss traditional job search methods.
 - Describe various ways to improve your opportunities.
 - Discuss the importance of being organized in your job search.
352. Discuss the three types of resume formats, describe how to prepare a chronologic resume and cover letter and discuss the importance and format of both the resume and cover letter.
353. Discuss how to complete an online portfolio and job application.
354. Describe how to create a career portfolio.
355. Do the following related to the job interview:
 - List and describe the four phases of the interview process.
 - List and discuss legal and illegal interview questions.
 - Practice interview skills for a mock interview.
 - Create a thank-you note for an interview.
356. Do the following related to getting a job:
 - Discuss the importance of the probationary period for a new employee.
 - List some common early mistakes of which a new employee should be aware.
 - Discuss how to be a good employee and how to deal with supervisors.
 - Explain why a performance appraisal rating is usually not perfect.
 - Discuss how to pursue a raise and how to leave a job.
357. Discuss various life skills needed in the workplace.

Also included in the Medical Assisting Clinical course work is:

CPR & First Aid

Rhonda Kocinski RN - Instructor

Text: American Heart Association CPR and First AID

Course Description

Students are required to learn CPR and First Aid prior to starting practicum rotation. The course is taught by a Certified Instructor and will provide the student with the knowledge needed to give basic first aid and CPR in an emergency situation.

Learning Objectives:

Upon completion of this course the student will be able to:

- Explain the steps for performing CPR
- Correctly perform CPR on a manikin
- Describe when to use a defibrillator or administer first aid
- Demonstrate correct procedure for AED use
- Demonstrate the proper technique used to help someone who is choking
- Demonstrate how to assist a patient who has fainted
- Demonstrate how to control bleeding

BLS for Healthcare Providers Student Manual provided to each student. Students are required to return manuals to the instructor at the end of the class or they will incur an \$20.00 replacement fee.

CareerSafe Safety Education for America's Future

Online Course

No text required

Course Description

The CareerSafe® online program is the first of its kind. It is an interactive, Y2Y (Youth to Youth) online program that addresses the high priority safety training needs of young workers. With the CareerSafe® philosophy, “StartSafe. StaySafe.”, students will learn about their rights and responsibilities in the workplace and gain valuable knowledge about how they can protect themselves and others. Throughout the program, students explore a wide range of occupational safety and health topics including Introduction to OSHA, common physical and health hazards, hazard identification, and how to protect themselves from hazards, all intended to help them StartSafe. StaySafe.

Learning Objectives:

Upon completion of this course the student will be able to:

- Discuss the role of the Medical Assistant in emergency preparedness
- Demonstrate therapeutic communication skills when working with victims of a mock disaster
- Demonstrate critical thinking skills during mock emergency situations

Career Safe

No text required

Course Description

CareerSafe is an OSHA 10-hour general industry program. Students will be required to complete all modules including the Optional Healthcare modules. Students will learn about safety signs, symbols, and labels. They will learn different safety techniques that can be used in responding to accidental exposure to: blood, other body fluid, needle sticks, chemicals. Discuss safety issues in an ambulatory healthcare environment. Student will learn the purpose of Safety Data Sheets (SDS) in a healthcare setting. Discuss protocols for disposal of biological chemical materials. Students will become familiar with safety signs, symbols, labels. They will learn how to evaluate the work environment to identify unsafe working conditions. Students will receive Bloodborne Pathogens Certification.

Learning Objectives:

Upon completion of this course the student will be able to:

I. StartSafe. StaySafe

- Identify course requirements
- Describe CareerSafe StartSafe. StaySafe. philosophy

II. Introduction to OSHA

- Explain why OSHA is important to workers
- Explain worker rights under OSHA
- Discuss employer's responsibilities under OSHA
- Discuss the use of OSHA Standards
- Explain how OSHA inspections are conducted
- Utilize helpful worker safety and health resources

III. Hazardous Communication

- Identify the importance and basics of chemical safety
- Describe the "Right-to-Know" Law
- Identify the requirement of a hazard communication program and its alignment with the Globally Harmonized System of Classification and Labeling of Chemical (GS)
- Explain the purpose of Safety Data Sheets (SDS)
- Recognize features of warning labels and pictograms

IV. Walking Working Surfaces Including Fall Hazards

- Describe the environments where OSHA's standards for walking/working surfaces apply
- List the general requirements for the maintenance of walking/working surfaces
- Define the terms floor opening, floor hole, and wall opening
- Describe the various methods for guarding openings and other walking/working surface conditions
- List the primary fall protection methods

V. Electrocuting Hazards

- Identify common electrocution hazards
- Describe types of electrocution hazards
- Protect yourself from electrocution hazards
- Recognize employer requirements to protect workers from electrocution hazards
- Identify contact with power lines and energized sources
- Describe proper Lockout/Tag out Procedures
- Explain using Ground Fault Circuit Interrupters (GFCI)
- Describe inspecting extension cords and portable tools

VI. Personal Protective Equipment (PPE)

- Explain why PPE is important
- List the different types of PPE
- Recognize the situations in which different types of PPE should be used
- Describe how to use the different types of PPE
- List employer responsibilities toward affected employees

VII. Emergency Action Including Exit Routes

- Describe the importance of emergency planning

- Describe general emergency preparedness
- Define the term of Emergency Action Plan (EAP)
- List preparation guidelines for different emergency situation
- Describe the term walk-about and the importance
- Understand the importance of exit routes

VIII. Fire Prevention and Protection

- Describe how to protect individuals in the event of a fire
- State the key components of a fire prevention plan
- Explain the steps to take to identify, avoid, control, and report fire hazards
- Identify healthcare fire situations and emergencies

X. Biological Agents and Infection Control

- Understand the chain of infection
- Describe the mode of transmission
- Describe the healthcare-associated infections
- Define microorganisms
- Differentiate methods of controlling the spread and growth of microorganisms
 - Aseptic control
 - Standard precautions
 - Isolation precautions
 - Vaccinations

XI. Ergonomics

- Define the term “ergonomics”
- Explain the importance of ergonomics
- Explain the difference between person risk factors and task-related risk factors
- Explain the importance of good posture
- Describe why safe patient safe lifting handling is critical
- Explain how to apply ergonomics to your work

XII. Health Insurance Portability and Accountability Act (HIPAA)

- Explain the importance of HIPAA
- Understand who is covered by the privacy rule
- Describe the information that is protected
- Describe the general principle for uses and disclosures
- Understand the enforcement and penalties for noncompliance

XIII. Workplace Violence

- Define what constitutes workplace violence
- Recount the consequences of workplace violence
- Describe the different types of workplace violence
- State recordkeeping best practices
- Identify the patient behaviors that can indicate an attack is imminent
- List controls that can lessen the likelihood of workplace violence
- Recount some intervention strategies

CareerSafe General Industry (Healthcare)Optional Modules

I. Safety and Health Programs

- Describe the major elements of an effective occupational safety program
- Identify the methods for hazard identification

II. Flammable and Combustible Liquids

- Identify the two primary hazards associated with flammable and combustible liquids
- Define important terms related to flammable and combustible liquids
- Identify actions that apply to the safe use of flammable and combustible liquids

III. Disaster Preparedness

- List the different types of disasters
- Describe preparation strategies for each disaster type
- Identify emergency supplies needed for disasters
- Identify the requirements for exits and exit routes

IV. Stairways and Ladders

- Identify the different types of ladders
- Describe the safety guidelines and requirements for ladders
- Identify the different types of stairs
- Describe the safety guidelines and requirements for stairways

Competencies and Standards Required for Graduation:

Anatomy & Physiology

Cognitive (Knowledge)

I.C Anatomy & Physiology

1. Describe the structural organization of the human body
2. Identify body system
3. Describe:
 - a. Body planes
 - b. Directional terms
 - c. Quadrants
 - d. Body Cavities
4. List major organs in each body cavity system
5. Identify the anatomical location of major organs in each body system
6. Compare structure and function of the human body across the lifespan
7. Describe the normal function of each body system
8. Identify common pathology related to each body system including:
 - a. Signs
 - b. Symptoms
 - c. Etiology
9. Analyze pathology for each body system including:
 - a. Diagnostic measures
 - b. Treatment modalities
10. Identify CLIA waived test associated with common diseases
11. Identify the classifications of medication including:
 - a. Indications for use
 - b. Desired effects
 - c. Side effects
 - d. Adverse reactions
12. Identify quality assurance practices in healthcare
13. List principles and steps of professional/provider CPR
14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting

Applied Mathematics

II.C Applied Mathematics

1. Demonstrate knowledge of basic math computations
2. Apply mathematical computations
3. Define basic units of measurements in:
 - a. the metric system
 - b. the household system
4. Convert among measurement systems

5. Identify abbreviations and symbols used in calculating medication dosages
6. Analyze healthcare results as reported in:
 - a. Graphs

Infection Control

III.C Infection Control

1. List major types of infectious agents
2. Describe the infection cycle including:
 - a. The infectious agent
 - b. Reservoir
 - c. Susceptible host
 - d. Means of transmission
 - e. Portals of entry
 - f. Portals of exit
3. Define the following as practiced within an ambulatory setting:
 - a. Medical asepsis
 - b. Surgical asepsis
4. Identify methods of controlling the growth of microorganisms
5. Define the principles of standard precautions
6. Define personal protective equipment (PPE) for:
 - a. All body fluids, secretions and excretions
 - b. Blood
 - c. Non-intact skin
 - d. Mucous membranes
7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices

Nutrition

IV.C Nutrition

1. Describe dietary nutrients including:
 - a. Carbohydrates
 - b. Fat
 - c. Protein
 - d. Minerals
 - e. Electrolytes
 - f. Vitamins
 - g. Fiber
 - h. Water
2. Define the function of dietary supplements
3. Identify the special dietary needs for:
 - a. Weight control
 - b. Diabetes
 - c. Cardiovascular disease
 - d. Hypertension
 - e. Cancer
 - f. Lactose sensitivity
 - g. Gluten-free
 - f. Food allergies

Safety and Emergency Practices

XII.C Protective Practices

1. Identify:
 - a. Safety signs
 - b. Symbols
 - c. Labels
2. Identify safety techniques that can be used in responding to accidental exposure to:
 - a. Blood
 - b. Other body fluids
 - c. Needle sticks
 - d. Chemicals
3. Discuss fire safety issues in an ambulatory healthcare environment
4. Describe fundamental principles of evacuation of a healthcare setting
5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
6. Discuss protocols for disposal of biological chemical materials
7. Identify principles of:
 - a. Body mechanics
 - b. Ergonomics
8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency

Applied Communications

V.C Concepts of Effective Communication

17. Discuss the theories of:
 - a. Erikson

Medical Business Practices

VI.C Administrative Functions

9. Explain the purpose of routine maintenance of administrative and clinical equipment

Medical Law and Ethics

X.C Legal Implications

7. Define:
 - f. Living will/advanced directives
9. List and discuss legal and illegal applicant interviews
11. Describe the process in compliance reporting:
 - a. Unsafe activities
 - b. Errors in patient care
 - d. Incident reports
12. Describe compliance with public health statutes:
 - a. Communicable diseases
 - b. Abuse, neglect, and exploitation

Safety and Emergency Practices

XII.C Protective Practices

1. Identify:
 - a. Safety signs
 - b. Symbols
 - c. Labels
2. Identify safety techniques that can be used in responding to accidental exposure to:
 - a. Blood
 - b. Other body fluids
 - c. Needle sticks
 - d. Chemicals
3. Discuss fire safety issues in an ambulatory healthcare environment
4. Describe fundamental principles for evacuation of a healthcare setting
5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
6. Discuss protocols for disposal of biological chemical materials
7. Identify principles of:
 - a. Body mechanics
8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency

Foundations for Clinical Practice

Psychomotor (Skills)

I.P Anatomy and Physiology

1. Measure and record:
 - a. Blood pressure
 - b. Temperature
 - c. Pulse
 - d. Respirations
 - e. Height
 - f. Weight
 - g. Length (infant)
 - h. Head circumference (infant)
 - i. Pulse oximetry
2. Perform:
 - a. Electrocardiography
 - b. Venipuncture
 - c. Capillary puncture
 - d. Pulmonary function testing
3. Perform patient screening using established protocols
4. Verify the rules of medication administration:
 - a. Right patient
 - b. Right medication
 - c. Right dose

- d. Right route
 - e. Right time
 - f. Right documentation
5. Select proper sites for administering parenteral medication
 6. Administer oral medications
 7. Administer parenteral (excluding IV) medications
 8. Instruct and prepare a patient for a procedure or a treatment
 9. Assist provider with a patient exam
 10. Perform a quality control measure
 11. Obtain specimens and perform:
 - a. CLIA waived hematology test
 - b. CLIA waived chemistry test
 - c. CLIA waived urinalysis
 - d. CLIA waived immunology test
 - e. CLIA waived microbiology test
 12. Produce up-to-date documentation of provider/professional level CPR
 13. Perform first aid procedures for:
 - a. Bleeding
 - b. Diabetic coma or insulin shock
 - c. Fractures
 - d. Seizures
 - e. Shock
 - f. Syncope

Applied Mathematics

II.P Applied Mathematics

1. Calculate proper dosages of medication for administration
2. Differentiate between normal and abnormal test results
3. Maintain lab test results using flow sheets
4. Document on a growth chart

Infection Control

III.P Infection Control

1. Participate in bloodborne pathogen training
2. Select appropriate barrier/personal protective equipment (PPE)
3. Perform hand washing
4. Prepare items for autoclaving
5. Perform sterilization procedures
6. Prepare a sterile field
7. Perform within a sterile field
8. Perform wound care
9. Perform a dressing change
10. Demonstrate proper disposal of biohazardous material
 - a. Sharps
 - b. Regulated wastes

Nutrition

IV.P Nutrition

1. Instruct a patient according to patient's special dietary needs

Applied Communications

V.P Concepts of Effective Communication

1. Use feedback techniques to obtain patient information including:
 - a. Reflection
 - b. Restatement
 - c. Clarification
4. Coach patients regarding:
 - b. Health Maintenance
 - c. Disease Prevention
 - d. Treatment plan

Medical Business Practices

VI.P Administrative Functions

8. Perform routine maintenance of administrative and clinical equipment

Medical Law and Ethics

X.P Legal Implications

3. Document patient care accurately in the medical record
5. Perform compliance reporting based on public health statutes
6. Report an illegal activity in the healthcare setting following proper protocol
7. Complete an incident report related to an error in patient care

Safety and Emergency Practices

XII.P Protective Practices

1. Comply with:
 - a. Safety signs
 - b. Symbols
 - c. Labels
2. Demonstrate proper use of the following equipment:
 - a. Eyewash equipment
 - b. Fire extinguishers
 - c. Sharps disposal containers
3. Use proper body mechanics
4. Participate in a mock exposure event with documentation of specific steps
5. Evaluate the work environment to identify unsafe working conditions

Foundations for Clinical Practice

Affective (Behavior)

IA Anatomy and Physiology

1. Incorporate critical thinking skills when performing patient assessment
2. Incorporate critical thinking skills when performing patient care
3. Show awareness of a patient's concerns related to the procedure being performed

Applied Mathematics

II.A Applied Mathematics

1. Reassure a patient of the accuracy of the test results

Infection Control

III.A Infection Control

1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

Nutrition

IV.A Nutrition

1. Show awareness of patient's concerns regarding a dietary change

Applied Communication

V.A Concepts of Effective Communication

1. Demonstrate:
 - a. Empathy
3. Demonstrate respect for individual diversity including:
 - d. Age
4. Explain to a patient the rationale for performance of a procedure

Safety and Emergency Practices

XII.A Protective Practices

1. Recognize the physical and emotional effects on persons involved in an emergency situation
2. Demonstrate self-awareness in responding to an emergency situation

Medical Assisting Clinical

Evaluation: The assessment and grading of student performance in this course is based on the following activities:

Terms Two-Four

- Medical Assisting Tests
- Packet/Homework Assignments
- Competencies/Procedure Skills Testing
- Professionalism/Attendance
- Extra Credit Assignments

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

In order to earn a passing grade in the course, students must achieve a minimum grade of 70%. Students must also successfully pass and complete all of the psychomotor and affective competencies. Each student will have three attempts to achieve a passing score for the affective and psychomotor competencies. See details under Homework/Study Time.

**Medina County Career Center
 Medical Assisting
 The Medical Assistant
 25.00.01 MAC Medical Assisting Clinical
 An Applied Learning Approach
 M – TH 12PM-4PM
 Terms II, III, & IV**

(Tests every Thursday over weekly Chapters/Procedures)

Date	Week	Chapter	Chapter Content
10/28-10/31	10	Chapter 20	Infection Control
	10		BBP/OSHA Training
10/28/19	10	START DATE	CareerSafe 10-Hour General Industry (Healthcare) Training
10/31/19	10	Chapter 20 Test	
11/04-11/07	11	Chapter 23	Nutrition & Health Promotion
11/04-11/07	11	Chapter 32	Assisting in Gastroenterology
11/07/19	11	Chapter 23 & 32 Test	
11/11-11/14	12	Chapter 24	Vital Signs
11/14/19	12	Chapter 24 Test	
11/18-11/21	13	Chapter 25	Assisting with the Primary Physical Examination
	13	Chapter 30	Assisting in Ophthalmology and Otolaryngology

11/21/19	13	Chapter 25 & 30 Test	
11/25-11/26	14	Chapter 31	Assisting in Dermatology
11/26/19	14	Chapter 31 Test	
12/02-12/05	15	Chapter 36	Assisting in Orthopedic Medicine
12/05/19	15	Chapter 36 Test	
12/09-12/12	16	Chapter 40	Assisting in Cardiology
12/16-12/19	16	Chapter 42	Principles of Electrocardiography
12/19/19	16	Chapter 40 & 42 Test	
12/19/19	17	Chapter 29	Safety & Emergency Practices
01/06/19	18	Chapter 29 Test	
01/06-01/09	18	American Heart Association BLS Manual/Written & Skills Testing	CPR/FIRST AID/Rhonda Kocinski

Medina County Career Center
Medical Assisting
The Medical Assistant
25.00.01 MAC Medical Assisting Clinical
An Applied Learning Approach
M – TH 12PM-4PM
Terms II, III, & IV

(Tests every Thursday over weekly Chapters/Procedures)

Date	Week	Chapter	Chapter Content
01/06-01/09	18	Chapter 37	Assisting in Neurology & Mental Health
01/09/20	18	Chapter 37 Test	
01/13-01/16	19	Chapter 28	Administering Medications
01/16/20	19	Chapter 28 Test	
01/21-01/23	20	Chapter 33	Assisting in Urology & Male Reproduction
01/21-01/23	20	Chapter 41	Assisting in Geriatrics
01/23/20	20	Chapter 33 & 41 Test	
01/27-01/30	21	Chapter 34	Assisting in Obstetrics & Gynecology
01/30/2020	21	Chapter 34 Test	
	21	COMPLETION DATE	CareerSafe 10-Hour General Industry (Healthcare) Training

02/03-02/06	22	Chapter 35	Assisting in Pediatrics
02/06/20	22	Chapter 35 Test	
02/10-02/13	23	Chapter 49	Surgical Supplies & Instruments
	23	Chapter 50	Surgical Asepsis & Assisting with Surgical Procedures
02/13/20	23	Chapter 49 & 50 Test	
02/18-02/20	24	Chapter 43	Assisting with Diagnostic Imaging
02/20/20	24	Chapter 43 Test	
02/24-02/27	25	Chapter 38	Assisting in Endocrinology
02/27/20	25	Chapter 38 Test	
03/02-03/05	26	Chapter 39	Assisting in Pulmonary Medicine
03/05/20	26	Chapter 39 Test	

Medina County Career Center
Medical Assisting
The Medical Assistant
25.00.01 MAC Medical Assisting Clinical
An Applied Learning Approach
M – TH 12PM-4PM
Terms II, III, IV
(Tests every Thursday over weekly Chapters/Procedures)

03/09-03/12	27	Chapter 44	Assisting in the Clinical Laboratory
03/09-03/12	27	Chapter 45	Assisting in the Analysis of Urine
03/12/20	27	Chapter 45 Test	
03/16-03/19	28	Chapter #46	Assisting Blood Collection
03/19/20	28	Chapter 46 Test	
03/23-03/26	29	Chapter 47	Assisting in the Analysis of Blood
	29	Chapter 48	Assisting in Microbiology & Immunology
03/26/20	29	Chapter 47 & 48 Test	
03/30/-04/02	30	Chapter 51	Career Development & Life Skills
03/30/-04/02	30		Ohio Means Jobs/Mock Interviews

04/02/20	30	Chapter 51 Test	
04/06-05/14		*Practicum	
05/14/20		*Final Day to turn in Externship Paperwork	(9:00 am deadline)
05/27/27		*Certification Exam *Final Evaluations	*CCMA Exam
06/03/20		Certification Exam	*CPT Exam
06/10/20		Certification Exam	*CET Exam

*Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.

Medical Assisting Code of Conduct & Professionalism Grade

Professionalism is a very important part of your role in the healthcare field. Students must follow the standards and policies set forth in the Medical Assisting Program Guide and Student Handbook. Students will be given a professionalism grade based on the code of conduct below.

1. Follow all safety rules and regulations in classroom/lab.
2. Comply with dress code specifications.
3. Demonstrate tolerance and respect for others through tone of voice, attitude and behavior.
4. Participate in discussions, lab and instructor-directed learning.
5. Be prepared for class/lab – books, stethoscopes, procedure sheets, lab coats, homework turned in on time, etc., tardy to class, lab, or returning from breaks.
6. Speak in a professional manner with no profanity or crude/offensive language.
7. Texting and cell phone usage takes place outside of instructional time.
8. Food and drink are allowed in the commons area, not in the classroom.
9. Web browsing, not logging off and turning off computer after use, not listening during lecture, socializing, gossiping, or sharing of personal information not related to Medical Assisting is prohibited during instructional time.
10. A “no call no show” for the day will result in all 25 professionalism points for that day being deducted.
11. Previous Class Absence NOT Reported.
 - Every day you are eligible to earn 25 professionalism points.
 - One (1) point will be taken away for each infraction or event of misconduct. Students choosing misconduct will receive notification of their infraction and loss of points.
 - There will be NO verbal warnings as students receive these instructions on day one of class.
 - Please see the Student Handbook for a list of more serious offenses and consequences.
12. There will be opportunities to earn extra credit during the program. It may be in the form of a quiz, case study, handout, report, etc. The extra credit points will be determined by the instructor according to the project involved.

**Medina County Career Center
Medical Assisting Program
Course Syllabus**

Course Title: 25.00.01 PR Practicum

Credit/Quarter Hours: The course is **160 contact hours** in length.

Prerequisites: Successful completion of all course requirements of didactic and clinical lab practice with a minimum grade of 70% for each course component within each individual term must be achieved. Additionally, **students must successfully complete all applicable cognitive objectives and all of the psychomotor and affective competencies-must be achieved prior to the start of any practicum rotation.**

NOTE: ALL PSYCHOMOTOR AND AFFECTIVE PROCEDURES must be completed before you can participate in the practicum experience in the 4th term. This is **mandatory** and there are **no exceptions**.

- If you fail your procedure testing on the first attempt you will have two more opportunities to pass the procedure. Your first grade will be the one that goes into the grade book.
- If after three attempts, you still do not pass your skill then we will meet to discuss your options.

General Information

Instructor/Field Practicum Coordinator: Pamela Wheeler, BSN, RN, RMA

Instructor Office Location: Room 269

Instructor Office Phone: 330-725-8461 x 335

Instructor E-mail: Pwheeler@mcjvs.edu

Instructor Office hours: By appointment before and after regularly scheduled classroom hours of 9 am – 4 pm

Practicum Site Coordinator: Martha Janczura, MA

Coordinator Office: Room 269

Coordinator Office Phone: 330-725-8461 x 714

Office hours: By appointment only

Coordinator E-mail: mjanczura@mcjvs.edu

Course Description

A clinical practicum is required during the fourth term of the course. The purpose of the clinical practicum is to give the student practical experience utilizing the clinical skills learned in the student laboratory throughout the prior three terms. The student is expected to perform the duties of a Medical Assistant during their clinical rotation. This is an unpaid, supervised practicum of at least 160 contact hours minimum in an ambulatory healthcare setting demonstrating the knowledge, skills and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties must be completed prior to graduation. Students must complete and pass all applicable cognitive objectives, and psychomotor and affective competencies must be achieved prior to the start of any practicum. Students will be assigned to a practicum site based on availability of clinical site and the instructor and practicum site coordinator assessment of fit between student and clinical site. Students are required to do a “meet and greet” appointment with the chosen practicum site. While at the initial appointment, the student will discuss the work schedule and duty expectations of the site.

If the practicum site declines to host the student after the “meet and greet” interview **or** the student declines the clinical site, it will be the student’s responsibility to secure a new clinical site. The site chosen by the student must be approved by the instructor and it cannot be a site that currently has an affiliate agreement with Medina County Career Center.

The students will be supervised by a clinical site staff member during their practicum. Students will not receive compensation for their work while participating in the practicum experience.

The instructor or other qualified faculty member will make weekly visits to each student’s practicum site. The purpose of the visit is to make an on-site assessment of student experiences and the quality of learning opportunities. Phone or electronic contact from the instructor or other qualified faculty member may be done in lieu of physical visit.

Students may contact the instructor/practicum site coordinator through the Adult Education office, school email, or other electronic communication in between visits if necessary.

Text: None required

Required Supplies: Students will need a stethoscope, watch with a second hand, school scrubs, and a black pen, and practicum binder with all pertinent paperwork/forms.

Learning Objectives for Practicum Experience:

Upon completion of the practicum experience the student will:

- Relate Administrative concepts in the physician office/facility setting
- Relate Clinical concepts in the physician office/facility setting
- Articulate protocols relating to patient safety
- Apply Insurance principles when processing patient information
- Articulate Federal Law and Legislation relating to the Medical Assisting Practice (HIPAA, OSHA, and Standard Precautions)
- Apply the AAMA Code of Ethics
- Articulate the Administration functions that may be performed by a Medical Assistant
- Articulate therapeutic communication techniques
- Demonstrate qualities of a responsible professional
- Communicate effectively with patients and other healthcare professionals

Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

A grade of 100 percent is automatically achieved the first day of the student's practicum experience.

Medical Assisting students must achieve a grade of at least 70% in the practicum experience to successfully complete and graduate from the program.

One percentage point will be deducted for **EACH INCIDENT OF:**

1. No name tag with “STUDENT: on the tag in clearly visible letters.
2. See Section VI of Practicum Procedures.
3. No practicum timesheet present at site.
4. Practicum timesheet not current with signatures and dates.
5. Absence without calling the practicum site prior to starting time at the site.
6. Absence without calling the school (MCCC) prior to starting time at the practicum site.
7. Late without calling the practicum site prior to starting time at the site.
8. Late without calling the school (MCCC) prior to the starting time at the site.
9. Leaving practicum site early without notifying the practicum site at the start of the shift.
10. Leaving practicum site early without notifying the school (MCCC) at the start of the shift.
11. Changing the practicum work calendar dates and/or times without notification to the site.
12. Changing the practicum work calendar dates and/or times without notification to the school (MCCC).
13. Not adding the hours for each week correctly on the weekly practicum time sheet.
14. Not totaling the hours correctly at the completion of the practicum experience (needs to add up to at least 160 hours).
15. Not turning in all of the required paperwork at the same time at the end of the practicum experience.

Up to **Twenty-five percentage points** will be deducted for **EACH INCIDENT** of:

- Early termination at practicum site (practicum site’s choice) prior to completion of predetermined clinical hours.

Up to **Fifteen percentage points** will be deducted for **EACH INCIDENT** of:

- Early termination at practicum site (student’s choice) prior to completion of predetermined clinical hours.

Changing practicum sites prior to completion of predetermined clinical hours is **NOT RECOMMENDED**. It is important that each student maintains professionalism by working well with others, learning new skills, and being responsible for their own mature, professional behavior. If the student plans to change to another site, whether terminated from the site or by choice, the following must be met by the student, prior to leaving the current site, in this order:

1. The student must choose and get permission from the desired practicum site
 - ***The school will not provide a second or more sites – this is the student’s responsibility.***
 - ***The student may not choose a site that is already under contract with MCCC.***
2. The clinical instructor from MCCC must be contacted with the information of the desire of old site termination and new site choice.

3. The clinical instructor from MCCC will contact the new student chosen site.
4. The clinical instructor from MCCC will contact the student **when and if** the student may write a termination letter.
5. After the instructor's permission, two weeks' notice of the desire to terminate the current site must be in writing in the form of a professional business letter with copies to:
 - a) The practicum site
 - b) The Director of Adult Education at MCCC
 - c) The clinical instructor
6. The clinical instructor from MCCC will advise the student of further scheduled practicum site activities.

One percentage point will be deducted for **EACH INCIDENT** as outlined above.

The total percentage at the end of the quarter will be the remaining percentage points left after deductions from above criteria.

The calculation result will be your final grade for the practicum experience.

Competencies and Standards Required for Graduation:

Psychomotor (Skills)

- Obtain vital signs
- Perform patient screenings
- Perform hand washing
- Use reflection, restatement, and clarification techniques to obtain patient information
- Prepare patient for procedures/treatments.
- Document accurately
- Apply HIPAA rules in regard to patient privacy/release of patient information

Affective (Behavior)

- Apply critical thinking skills in performing patient assessments/care
- Demonstrate respect for diversity in approaching patients and family
- Display sensitivity to patient rights and feelings in collecting patient data/specimens
- Apply active listening skills

Medina County Career Center Student Practicum Policy

At no time is the student to be considered an employee of the practicum site.

The student shall not receive compensation/payment, monetary or otherwise, for the practicum experience.

EACH STUDENT WILL BE RESPONSIBLE TO:

Have the series of Hepatitis B vaccine initiated prior to clinical experience.

Have a TB test prior to clinical experience, if positive to seek and receive medical clearance prior to starting rotation.

Have proof of any other required site-specific immunizations or insurances in addition to the student professional liability insurance.

If a student is unable to provide required documentation of immunization records they will be responsible for acquiring titers at their expense to show proof of immunity for those specific immunizations.

Maintains good physical health during clinical experience.

Conforms to the rules of participation in the practicum experience established by MCCC and the site.

Be punctual and regular in attendance, wearing proper professional attire.

Notify site and instructor in advance of any absence.

Notify site of any school closing.

Notify the site and instructor of related problems; accept counseling and any work readjustment which must be made.

Provide own transportation.

Exhibit primary allegiance to site.

Assume a responsible, safety-conscious manner to be professional at all times and accept the consequences of their actions.

Respect the confidential nature of all information regarding patients and the practicum site agency.

Have an OSHA and Infection Control In-service prior to rotation if required by the institution.

Learn the practicum site fire/safety protocol

Practicum Procedure for Medical Assistants

- I. Prior to starting a practicum rotation, the student will provide to MCCC proof of:
 - A. Health Exam
 - B. Urinalysis
 - C. Hepatitis B series #1 and #2 completed with a date set for #3
 - D. Tuberculosis testing completed
 - E. Completion of class requirements with a program passing grade as outlined in the course syllabus/Medical Assisting Program Guide
 - F. Student liability insurance proof
 - G. Current CPR / First Aid / AED certification card proof
 - H. Some sites may also require proof of all childhood immunizations, current influenza vaccination, and a copy of private health insurance-**due by October 1, 2019.**
Failure to comply may result in a change in a practicum site at instructor's discretion.
 - I. It may be necessary to complete other requirements for specific sites prior to start of practicum experience
 - J. Sign HIPAA Compliance Form

- II. The student will discuss with instructor/program site coordinator her/his preferences for a practicum site.

- III. An employee from MCCC (usually the instructor) will contact the practicum site to discuss arrangements.
 - A. A CLINICAL AFFILIATION AGREEMENT will be provided to the practicum site representative for review
 - B. The CLINICAL AFFILIATION AGREEMENT will be signed by:
 1. The practicum site representative
 2. The MCCC director or instructor
 - C. Agreement copies to:
 1. Program practicum file at MCCC
 2. Practicum site

- IV. PRACTICUM SITE AGREEMENT/ STUDENT PRACTICUM POLICY
 - A. This is an agreement between the site, the student, and MCCC staff
 - B. The PRACTICUM SITE AGREEMENT/STUDENT PRACTICUM POLICY will be reviewed and signed by:
 1. The practicum site representative
 2. The MCCC director
 3. The instructor
 4. The student
 - C. Agreement copies to:

1. Original – student file at MCCC
2. Student’s site packet
3. Practicum site

V. Practicum hours

1. A MINIMUM of 30 hours per week is to be completed per student.
2. All hours must be completed before a certificate of graduation is provided.
3. A total of 910 hours are required to complete the course.
4. Class hours – 750.
5. Practicum hours – 160.
6. All hours must be completed prior to sitting for the CCMA exam.
7. The student is responsible to turn in to the instructor, weekly, ALL practicum hours completed PRIOR to employment at a job site.
8. All documented hours must be SIGNED AND DATED by the PRACTICUM SITE REPRESENTATIVE daily and total hours must be completed prior to job placement.

VI. Student requirements at the practicum site

A. Students will abide by all the rules set forth on the PRACTICUM SITE AGREEMENT/STUDENT PRACTICUM POLICY

B. Name tag

1. Must be worn at all times by the student at the practicum site
2. If lost or broken, the STUDENT is responsible to purchase another name tag from MCCC prior to next practicum scheduled hours

C. Dress Code/Uniforms

1. Students **must wear** the school uniform
2. Uniforms must be clean, neat, and in good repair daily

D. Shoes

1. White, professional looking shoes must be worn
2. Shoes must be clean and in good repair

E. Hair

1. Hair must be clean
2. Hair must be worn off the collar, pulled up or back from the face in a professional style

F. Make-up/Fingernails

1. Good hygiene must be used to maintain a clean face and body
2. Make-up must look professional
3. Fingernails must be well manicured and reasonably short and shall be kept free of dirt & debris. Nail polish shall not be worn, neither colored nor clear. Absolutely no artificial nails! This presents an infection control hazard and safety hazard for “patients”. The student will not be allowed to participate in lab.

G. Perfume/Cologne/Lotions/Personal Hygiene

1. No scented lotions, perfumes or colognes are to be applied during class, lab or at practicum site. Staff, other students, or patients may have allergic responses

and respiratory insufficiency can be an issue.

H. Jewelry/Tattoos

1. You will need to wear a watch with a second hand. Only a wedding band or engagement ring is allowed. Only 1 pair of earrings allowed during class. Earrings cannot be hoops or dangling. Body rings, including tongue, eyebrow, nose, and facial piercings are prohibited in class, lab, practicum, & on field trips. Tattoos must be kept covered when in uniform, whether in class, lab, or on practicum sites, & while on field trips

I. Language

1. Appropriate language shall be used at all times. Profanity is prohibited and unprofessional.

J. Attendance

1. Students will be prompt
2. Students will notify BOTH the practicum site AND the school (MCCC) if an absence is necessary, PRIOR TO the student's starting time at the site

K. Paperwork and forms in practicum binder

- Must be up-to-date and present at the site each day
- SITE AGREEMENT FORM must be present at the site each day
- Copy of practicum procedure for Medical Assistants must be in the student's packet and at the site each day.

Academic Counseling: The Academic Counselor and Job Placement Coordinator works with each student throughout the year to identify pathways to achieving success with their program and career goals. Barriers to success are identified and goals for overcoming these obstacles are set. Students learn to understand their learning style and suggestions are presented for developing solid study and test-taking skills. The adult student also learns about prioritizing and balancing school with personal, family and/or employment commitments. Developing and meeting both short and long-term goals culminates in a rewarding career in Medical Assisting.

Job Placement: Students complete 10 hours of computer training, resume writing, interviewing skills and job-seeking techniques within Medical Assisting. By program end, students submit a completed resume as well as participate in a mock interview as part of their grade. Students receive feedback on both the resume and mock interview. Students also have the opportunity to post their resume and credentials with *Ohio Means Jobs* and learn how to access job opportunities with this Internet site. Routinely, job leads for consideration will be forwarded directly to each student's personal email account. Students provide job placement information to the school through a follow-up survey.

Individual Assistance: Individual appointments to discuss academic, personal or social concerns with the Academic Counselor and Job Placement Coordinator may be arranged directly with the coordinator or through the Adult Education Office. On occasion, instructors may also refer students for individual assistance to address an escalating concern. **Information discussed in private will remain confidential unless a student is personally in danger or is in danger of hurting himself or others.** Students may discuss, review and explore solutions and will be empowered to address their concern in an appropriate and respectful manner at the correct level of authority (i.e., instructor, supervisor, or director).

Contact Information: **Elizabeth Swartz, M.A. Ed., LPCC, LMFT**
 Academic Counselor and Job Placement Coordinator
 330-725-8461, Ext. 269
 Eswartz@mcjvs.edu

MCCC Media Services: Educational resource materials are current and available for use by students and instructors. These materials include classroom periodicals; business, professional and technical reference manuals; audiovisuals; instructional DVDs/CDs and industry related software. Computers and Internet access is available in the Adult Education Computer Lab. Check at the Adult Education office for a current schedule of open hours).

The following resources are available to all MCCC students:

Resource	Description	Username	Password
www.mcjvs.edu	District Information		
www.mcjvs2.org	Online software, calendar		
www.learningexpresslibrary.com	Career specific test prep	mccc	explore
www.ocis.org	Careers, Ohio Information System	medinacc	ohiocis03
www.infohio.org	Collection of resource sites	infohio	power
find.galegroup.com	Online electronic books	medinacc	medina

A resource list of websites related to employment, job readiness and county/state services is located on the Admissions webpage for Adult Education at www.mcjvs.edu.

A resource list of websites related to industry-specific information, textbook resources and test prep will be distributed by the instructor.

Lab Availability for Medical Assisting Students

**Computer Lab is available to students Monday – Thursday from 8:00 am – 9:00 pm. You may access the computer lab around scheduled lectures and tests. Computer lab is also available on Fridays from 8:00 am – 3:00 pm. If you are utilizing the computer lab outside of class time you must sign in and out through the Adult Education office.

**Medical Assisting practical lab is available to students Monday – Thursday from 8:00 am – 4:00 pm. Lab is available on Fridays by appointment only. You will not be permitted in the lab without supervision of a staff member. You may access the lab around scheduled class time and testing.

2018-2019 BOOK LIST MEDICAL ASSISTING

Kinn's The Medical Assistant
Text 13th Edition/study guide/procedure checklist
Simchart for the Medical Office
Proctor
ISBN 978032344646

Mosby's 2018 Nursing Drug Reference, 30th Edition
Skidmore-Roth
ISBN 9780323531924

Calculate with Confidence 7th Edition
Gray/Morris
ISBN 9780323396837

The Language of Medicine, 11th Edition
Chabner
ISBN 9780323370813

Dorland's Pocket Medical Dictionary, 29th Edition
Dorland
ISBN 9781455708437

Simulated Administrative Medical Office Powered by SimChart for the Medical Office
Pepper
ISBN 9780323374712

National Healthcareer Association

Medical Assistant (CCMA) Study Guide

Certified EKG Technician (CET) Study Guide

Certified Phlebotomy Technician Study Guide

Medical Assisting
Grading & Program Criteria

Grading

Medical Assisting students must achieve a 70% (non-cumulative) grade in the term for each individual component of the course.

Grading Scale

Grades for all Medical Assisting Courses are based on the following scale:

<u>Grade</u>	<u>Percentage</u>
A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 & below
I	Work must be made up

Course Requirements/Exams/Assignments

1. Attend and actively participate in class.
2. Read and complete all assigned material.
Students are required to have a physical, two-step mantoux test, and Hepatitis B series completed. This must be completed prior to your practicum or you will not be able to go out on practicum.
If you have already had your Hepatitis B series, you must bring in a copy of it so we can copy for your file by **October 1, 2019**.
3. You cannot miss more than 10% accumulative of the 910-hour program or you may be removed from the program.
4. Attend your practicum site on scheduled days and complete the required 160 hours of practicum time in order to sit for certification examinations and for graduation.

Grades will be based on the following:

Terms One-Three and part of Four

- **See specific course syllabus for criteria.**

Term Four –See Practicum syllabus for criteria.

***NOTE: All practicum paperwork must be turned in by 9:00 am on May 19, 2020 in order to sit for the certification exams. It is highly recommended that you turn in your paperwork immediately upon completion of your practicum so that the instructor can verify that all of your hours have been successfully completed.**

CERTIFICATION EXAMS – As a Medical Assisting student completing all the requirements for the program you will be eligible to sit for several certification exams. Your instructor will notify you when these exams are scheduled.

REQUIRED:

1. CCMA - Certified Clinical Medical Assistant
2. CPT - Certified Phlebotomy Technician
3. CET - Certified EKG Technician
 - **These exam fees are included in your tuition.**

GRADING TERMS

1. A weekly packet list is passed out on Monday. All required work will be listed. This is what is due in your packet the following Monday when you come in, unless otherwise instructed.
2. If you are absent on Monday, it is your responsibility to obtain the packet list.
3. If you are absent during the week or if we have snow days, you are still required to have all work completed the next day school is resumed.
4. If you are absent on Monday, all work must be turned in the day that you return. Students will be given a large envelope to keep their assignments in. Packets will be turned in on Monday morning or it will be considered late and deducted one letter grade. No packets will be accepted late unless prior arrangements have been made with the instructor. Late assignments must be turned in by Thursday of that week or it will be graded as zero in the gradebook.
5. Each assignment in the packet is graded as completion (all or nothing) and is worth an assigned amount of points. If ANY part of the assignment is missing, you will receive zero for that particular assignment.
6. Packet tests:
 - The instructor will randomly choose one assignment from the packet to be graded each week as a 100-point test grade.
 - The packet test is worth 100 points.
7. If a student misses a test or procedure, he/she may make up the test on the condition that he/she:
 - Has notified the instructor prior to the test.
 - Has permission from the instructor to make up the test.
 - Has reasonable excuse for being absent on the day that the test was given.
 - Tests not made up will be graded as a “0”
 - I will not remind you that you have missed a test, it is your responsibility.
 - Tests must be made up the day you return to class.
 - All procedures will be made up as mutually arranged by the student and the instructor.
8. ALL PROCEDURES have to be completed and successfully passed with a 70% before you can proceed to the next term and prior to practicum in the 4th term. This is mandatory and there are no exceptions.
 - If you fail your procedure testing on the first attempt you will have two more opportunities to pass the procedure. Your first grade will be the one that goes into the grade book.
 - If after three attempts, you still do not pass your skill then we will meet to discuss your options.

Attendance Procedure for Medical Assisting SY 2019/20

1. Sign in sheet is placed near instructor desk.
2. Entering students must sign their initials and time they arrived into classroom.
3. Tardy students continue to sign in using accurate times. Inaccurate recording times will be addressed with the instructor and professionalism points.
4. Students leaving early must record the time they left.
5. Instructors and students may write in the notes section regarding attendance.
6. Instructors will use the sign-in sheet for electronic attendance.
7. Sign-in sheets are submitted to Teresa Arnold at the end of every grading period. The sheets are then filed and can be reviewed as needed by instructors.

MID-TERM EVALUATIONS

Medical Assisting students are evaluated during the first three terms at mid-term conferences held with the instructor. At this time the instructor will discuss student's current grades, attendance, and concerns that the instructor may have. The Instructor will also meet with individual students on an as needed basis during the program.

Classroom & Lab Policies

As future members of the healthcare community you will be expected to present yourself in a professional manner during work and while attending any work-related functions. This refers not only to your attire and grooming but your demeanor and conduct as well. Your professional presentation will serve you well and help to further your career in the healthcare industry. Prospective employers look for employees who exhibit knowledge in their chosen field; are respectful of others, demonstrating fairness and equality in personal business dealings; maintain personal integrity; are reliable; and display a professional demeanor.

With this in mind, the following classroom rules have been established and are effective immediately.

All students are expected to adhere to the Code of Conduct outlined in the Student Handbook. Any infractions of the Code will result in disciplinary action as outlined in the Handbook.

Students may be randomly drug screened during the course of this program. A positive result can be grounds for immediate dismissal. In the medical field it is common practice that employers drug screen prior to employment and randomly during employment.

Students removed from the Medical Assisting Program may receive a certificate of hours completed. If you are delinquent in your payments to the school, you will not receive a certificate until all restitution is paid in full.

REMEMBER: THIS IS AN ADULT EDUCATION PROGRAM.

- Treat your classmates, instructors, other school personnel, other students, and guest speakers with respect.
- Disputes or issues with other classmates should be handled in an adult and professional manner between the individuals involved. If the situation cannot be resolved, then you should see instructor for advice. Matters of legal concern will be referred to the Adult Education Director and the Police Liaison.
- If you are not willing to make a formal statement regarding an issue that you are having, then **DO NOT** complain about it to other classmates or staff.
- Be punctual. Being late disrupts the entire class.
- If you are late and the door is closed you will have to wait until break time to enter or until instructor opens the door. **DO NOT** knock on the door to enter.
- Recognize others' rights to learn and do not interrupt another.
- Demonstrate a professional demeanor at all times.
- Participate in class/lab activities when appropriate.
- Treat others as you would like to be treated.
- If you don't understand something, please ask for help.
- Be responsible for yourself and your actions.
- Everyone is entitled to their own opinion this does not mean that you have the right to express it, unless you are asked to do so.
- Treat your lab with respect.
- Carry out your lab duties as assigned. This will help make your lab experiences much more enjoyable.
- Utilize your lab time. You have more than enough time to practice your skills. Standing around and talking is not appropriate utilization of your time.
- Computers are to be used for class work **ONLY**. They are not to be used to surf the web, listen to music, or check personal emails. If you are caught using the internet for personal use you will be disciplined.
- Total honesty is expected at all times. Cheating **WILL NOT** be tolerated. It is of the

utmost importance for you to do your own work. You will have a number of opportunities to work as pairs, groups, etc...There is much value in group projects and sharing information when it is appropriate. (Just remember you cannot rely on anyone else to take your certifying exam for you) If you are caught cheating your test will be taken and you will receive zero credit. With the possibility of being removed from the program if deemed necessary.

- **There will be zero tolerance of harassment.** Any form of harassment noted or reported in this class will result in disciplinary action. Further infractions will result in disciplinary action as outlined in the Student Handbook, which may include suspension or expulsion from the program, if warranted.
- Independent study time is to be used for study, doing homework, doing computer assignments, and other class-related activities, not for gossiping or socializing. If you feel that there is not enough work to keep you busy I will be more than happy to give you extra assignments if necessary.
- Those individuals violating any of the classroom rules/policies may be subject to disciplinary action as deemed appropriate by the Instructor, Allied Health Coordinator and or Adult Education Director.

Medical Assisting Mandatory Policies

DRESS CODE

Students are expected to be in full compliance with the dress code in lab, theory, and throughout the day at the Medina County Career Center, practicum site, and field trips.

Frequently business and industry professionals visit the Career Center and the Medical Assisting Program. Students need to project a professional image in **ALL** areas of the building. No sweatshirts are to be worn over your scrub top. You are provided with a lab coat.

You will not have to be in full uniform until the second term. You will be expected to follow the student handbook for the dress code policy until you are required to be in full uniform.

UNIFORMS

You will receive four uniform tops, four bottoms and one lab coat.

Uniforms shall be freshly laundered & pressed. Uniform pants shall not be rolled nor pegged, must be hemmed if necessary. Knee-highs, stockings, nylons or socks shall be worn & they are to be white or neutral in color. Undergarments are to be flesh or white color & only brief style underwear shall be worn.

Students are permitted to wear a white, black, or grey shirt under their scrub top.

School photo ID badges and name badges must be worn at all time while at school and on practicum.

You are responsible for purchasing your own shoes.

Uniform shoes shall be freshly polished & free from scuffs, white tennis shoes or nursing shoes are acceptable. Shoelaces (if applicable) shall be white, clean, and unfrayed. If additional shoes or uniforms are desired during the program, please seek the Instructor's advice.

FINGERNAILS

Fingernails must be well manicured and reasonably short and shall be kept free of dirt & debris. Nail polish shall not be worn, neither colored nor clear. Absolutely no artificial nails! This presents an infection control hazard and safety hazard for "patients". The student will not be allowed to participate in lab.

MAKE-UP

Good hygiene must be used to maintain a clean face and body. Make-up must look professional.

PERFUME/COLOGNE/LOTIONS/PERSONAL HYGIENE

No scented lotions, perfumes or colognes are to be applied during class, lab or at practicum site. Staff, other students, or patients may have allergic responses and respiratory insufficiency can be an issue.

HAIR

Hair shall be clean & modestly styled. Hair shall not touch collars when hanging free. Bangs are not subject to this rule. Hair needs to be pulled back off the face when in the lab and on practicum. Hair colors shall be kept in the natural colors of brown, black, auburn, blonde, etc...

Remember, you are becoming health professionals and high standards in the area of personal hygiene are expected to be maintained. Also, you need to dress and act accordingly.

SAFETY

Please understand that safety is a very important factor in the lab. Therefore, a student may not be allowed to participate in lab for that day if the dress code is violated. Subsequently, no professional points will be awarded and lab time cannot be made up. Safety precautions shall be practiced. Utilize appropriate personal protective equipment (PPE) during all lab sessions dealing with blood/body fluids, & chemical.

EMERGENCY SAFETY EVACUATION PLAN

Please refer to the Fire/Tornado Emergency Evacuation Plan posted above the door in the classroom and lab.

FOOD/GUM/CANDY

Due to OSHA regulations, **food and drink are prohibited** in the Lab. School policy is that no food or drinks (including gum & candy) are permitted on the 2nd floor, except water which must be in a closed container. You will be given adequate break times so that you can get a snack, if you need it. Throat lozenges are permitted in the classroom only. If the use of a cough drop is desired or necessary during LAB, you will need to leave the lab. **The lab is a biosafety level 1 lab.**

LANGUAGE

Appropriate language shall be used at all times. Profanity is prohibited and unprofessional.

JEWELRY

You will need to wear a watch with a second hand. Only a wedding band or engagement ring is allowed. Only 1 pair of earrings allowed during class. Earrings cannot be hoops or dangling. Body rings, including tongue, eyebrow, nose, and facial piercings are prohibited in class, lab, practicum, & on field trips.

TATTOOS

Must be kept covered when in uniform, whether in class, lab, or on practicum sites, & while on field trips.

CELL PHONES/SMART WATCHES

Cell phone & SMART watches are prohibited during class, lab, and practicum. They are disruptive to the learning process.

POLICY ON ELECTRONIC COMMUNICATION DEVICES

Use of cell phones and or/or other electronic communication (ECD) devices is prohibited in clinical settings, both on and off campus; during these times ECDs must be secured along with other personal items and not on your person. In the event of a personal or family emergency, advise family members (and/or significant others) to call the Medina County Career Center, Adult Education Department, and they will get the message to you as soon as possible. All ECDs must be silenced and placed in a secure location during instructional time, unless otherwise directed by your instructor. ECDs are permitted during lunch and breaks and may be used during class time with instructor permission at the Medina County Career Center. Violation of this policy may result in expulsion from the program with no refund of fees.

POLICY ON USE OF SOCIAL MEDIA

The Medina County Career Center does not allow inappropriate and/or illegal use of social media. The intent of this policy is to protect students, visitors, and staff against misuse of social media content. This also includes patients, staff and visitors associated with any site for practicum rotations. Social media includes, but is not limited to Facebook, Twitter, Linked-In, Instagram, Snapchat, email or any other methods of disseminating personal and private information.



Disability Services for Adult Students Medina County Career Center

The goal of the Medina County Career Center (MCCC) is to help provide access and reasonable accommodations to students with disabilities while attending adult education classes.

All accommodations will be based upon documentation that indicates the student has a disability that substantially limits some major life activity, including learning. Important points to remember:

- During High School, students receive services under the Individuals with Disabilities Act (IDEA).
- Students enrolled in MCCC Adult Education classes and requesting accommodations based on the ADA must schedule a meeting with the MCCC Adult Education Academic Counselor to begin the process.
- At the adult level students function under the American with Disabilities Act (ADA) it is important to remember the following for qualified students at the adult level:
 - Students are not entitled to a free, appropriate education, rather students have civil rights and they must advocate for themselves in order to enjoy those rights.
 - Students must meet all entrance and academic requirements whether they receive academic accommodations or not.
 - There is no “IEP like” process in the post-secondary setting. Accommodations aim to create an opportunity for success, however success is not guaranteed.
 - Students are adults who are assumed to manage their own lives. Federal privacy laws require the student’s written permission to allow academic and non-academic information to be shared with parents.
 - Post-secondary institutions are required to make accommodations available to level the playing field; however, accommodations cannot alter the fundamental nature of the program or course.
 - It is the civil right of a student to refuse accommodations that they do not wish to use, and if accommodations are not requested, it is assumed that the accommodation is not desired.
 - The post-secondary institution does not assume the costs associated with obtaining a current and relevant evaluation.
 - Student disability information is maintained separate from the educational record. The student has the right to disclose their disability to whomever they choose; however, they must disclose their disability to the Director of Adult Education and Adult Education Academic Counselor in order to receive academic accommodations and support. Students have the right to privacy under ADA.
 - The Adult Education Academic Counselor typically does not contact an instructor without the express permission of the student. Each student must initiate an accommodation discussion with each instructor at the beginning of every class. If the

student has been approved, they must present “Verified Individualized Services and Accommodation Form”

- Students are responsible for coordinating their own personal care and the services needed to meet medical and other needs.

Procedure for Documentation of Disability

Under the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to accommodations based upon documentation. The documentation must indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

- Documentation must be comprehensive and current
- The report must include a specific diagnosis
- Actual test scores must be provided
- Tests used to document eligibility must be technically sound
- A description of requested accommodations, including the rationale, must be provided
- A qualified professional must conduct the evaluation – a *Health Care Provider Letter* is available upon request in the Adult Education Office.

The Adult Education Academic Counselor will protect student privacy rights by maintaining a confidential file for each student. Disability - related information will be shared only when express permission is given by the student to release such information in order to provide appropriate support services.

MCCC recommends that students needing services contact the Adult Education Academic Counselor as soon as they know they will be attending MCCC. The Adult Education Office will review each student’s documentation and, if found to be eligible for accommodations, will contact the student to begin the process.

The Americans With Disabilities Act of 1990, as amended defines Disability as follows:

“(1) Disability

The term ‘disability’ means, with respect to an individual

- (A) physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such impairment; or
- (C) being regarded as having such an impairment

(2) Major Life Activities

(A) In general

For the purpose of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

(B) Major bodily functions

For the purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.”

Application Form

Once verification is received, the Adult Education Office will provide a *Disability Verification Letter* for students to present to their Health Care Provider.

Medina County Career Center

Medical Assisting Program

I have read and understand the classroom and practicum policies for the Medical Assisting Program and agree to abide by them. I further understand that the Instructors, Adult Education Director, and Superintendent may amend, change, or institute new policies as deemed necessary.

__STUDENT SIGNATURE

DATE