**1. COURSE TITLE\*:** Introduction to Medical Assisting & Procedures

**2. CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  MAST 1101

**3. PREREQUISITE(S)\*:** Acceptance in the Medical Assistant Technology Program

**CO-REQUISITE(S)\*:** MAST 1111 and MAST 1115

**4. COURSE TIME/LOCATION/MODALITY:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Course Time: | Course Location: |

**5. CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 2

**LABORATORY HOURS\*:** 1 (2 contact hours)  **OBSERVATION HOURS\*:** 0

**6. FACULTY CONTACT INFORMATION:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Instructor: | Phone: |
| Email: | Term: |
| Office Hours: | Days/Time: |
| Office Campus/Room: | Course Campus/Room: |
| Course Webpage/Login: | |

**7. COURSE DESCRIPTION\*:**

This course presents introductory level procedures for assisting the physician with patient/client examination. Instruction includes an introduction to medical assisting, certification requirements, orientation to the laboratory, and progresses through theory and techniques utilized by the medical assistant. Content includes communication skills, infection control, aseptic technique, and progresses to office procedures, room preparation, patient/client assessment and education, nutrition, inventory, and equipment maintenance. Competency examination for patient/client history, biohazardous spill, contaminated glove removal, handwashing, vital signs, positioning and draping, and specialty examinations are included.

**8. LEARNING** **OUTCOMES\*:**

* To achieve proficient entry-level medical assisting skills for safe and effective performance of patient/client care in the ambulatory setting, with the understanding of their application to real life and/or on-the-job situations.

Medical assistant students will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants and in effective communication, both orally and written.

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

Communication:

* Define, spell, and pronounce the terms listed in the vocabulary.
* Define abbreviations commonly used in the field of medicine.
* Explain the use of medical abbreviations in written communications in the medical office.

Medical Assistant Profession:

* Discuss the historical perspective of medical assisting, profession of medical assisting, the role in the health care team and analyze career opportunities.
* State the purpose of medical assistant credentialing bodies, program accreditation, certification and continuing education.
* Promote the medical assisting credentials.
* Discuss the importance of understanding the scope of practice of a medical assistant.
* Perform within the legal and ethical boundaries.
* State, prioritize and perform multiple tasks.
* Be able to multitask and adapt to change; demonstrate initiative and responsibility.

History of Medicine:

* Discuss the effect of culture on medicine.
* Treat all patients/clients with compassion and empathy; recognize and respect cultural diversity.
* Instruct individuals according to their needs.
* Demonstrate management and safety procedures.
* Recognize professional credentialing criteria.
* Develop and maintain personnel, policy and procedures manuals.
* Develop patient/client educational material.
* Critique alternative therapies and discuss their role in today’s health care.

Infection and Standard Precautions:

* Apply principles of aseptic technique and infection control.
* Define and state the critical importance of infection control in the ambulatory care setting.
* Outline the links in the chain of infection.
* Define the classifications of infectious microorganisms.
* Recall at least five infectious diseases, their agents and transmission and symptoms.
* Compare the routes of transmission of AIDS and hepatitis and discuss the risk of infection from a needle stick.
* Explain why universal precautions were introduced and demonstrate Standard Precautions.
* Differentiate among the types of transmission-based precautions, defining what they are and how they are applied.
* Define medical/surgical asepsis.

Prepare and maintain medical records:

* Explain the different methods of charting/documentation.
* Understand the necessity and function of the medical history in patient/client treatment.
* Obtain patient/client history and document accurately.
* Accurately record measurements on the patient’s/client’s chart.

Nutrition:

* + Describe the relationship of nutrition to the functioning of the digestive system.
  + Identify the basic nutrient types.
  + Explain the relationship and balance between the energy nutrients.
  + Distinguish between water-soluble and fat-soluble vitamins.
  + Explain the reason for nutrition labels on foods.
  + Understand the US Recommended Daily Allowance (US/RDA).
  + Discuss various therapeutic diets and explain how each can help to control a particular disease state or accommodate a change in the life style.

Populations with Disability:

* State the problems faced when caring for developmentally delayed patients/clients.
* Discuss the approach to care when caring for patients/clients who are vison and/or hearing impaired.
* Discuss problems the disabled might face when dealing with health care workers.
* Discuss alcoholism and drug abuse among the medical profession and your patients/clients.

Pediatrics:

* + List safety precautions for the pediatric office.
  + Explain the difference between a well-child and a sick-child visit.
  + List types and schedule of immunizations.
  + Document immunizations on patient/client record and immunization record.
  + Obtain anthropometric measurements on infant: weight, length, head circumference, chest circumference; plot results on growth chart.
  + List and explain how to record the anthropometric measurements obtained in a pediatric visit.
  + Identify two injection sites to use on an infant and two used on a child; demonstrate safe holding techniques.
  + Properly place pediatric urine collection bag.

Assisting with Patient/Client Examinations:

* Obtain and document vital signs.
* Perform within scope of practice.
* Perform patient/client screening using established protocols.
* Prepare a patient/client for procedures and/or treatments.
* Describe proper technique and precautions for taking oral, rectal, temporal, tympanic, and axillary temperatures.
* Identify and demonstrate use and routine maintenance of instruments/equipment typically used during a physical examination in the medical office, including:
  + - stethoscope, sphygmomanometer, thermometer(s), nurse-on-a-stick, balance scale, pediatric scale, penlight, flexible tape measure, nasal speculum, tuning fork, percussion hammer, tongue depressor, ophthalmoscope, otoscope, ear speculum, Snellen vision chart, and pulse oximetry.
* Demonstrate assisting the physician with patient/client care, and describe the methods of physical examination (palpation, percussion, auscultation, inspection, manipulation and measurement).
* Document patient/client care, including verbal and non-verbal responses.

Employment:

* Discuss the interview process.
* Demonstrate effective ways to anticipate and respond to an interviewer’s questions.
* Describe appropriate overall appearance and dress for an interview.
* Explain the function of the office policy manual.

**8A. COURSE LEARNING OBJECTIVES:**

This course follows the minimum standards of quality used in awarding accreditation to programs that prepare individuals to enter the medical assistingprofession.

CAAHEP/MAERB 2022 Entry Level Medical Assistant core curriculum:

* Cognitive Objectives: Example: *II.C.1. Define the basic units of measurement: a. the metric system, b. the household system.* (“C” represents Cognitive).
* Psychomotor Competencies: Example: *II.P.2.* *Record laboratory test results into the patient’s record.* (“P” represents Psychomotor).
* Affective Competencies: Example: *A.2. Reassure patients.* (“A” represents Affective).

**FOUNDATIONS FOR CLINICAL PRACTICE**

|  |  |
| --- | --- |
| **CONTENT AREA I: Anatomy, Physiology, and Pharmacology** | |
| **Psychomotor (Skills)**  **I.P. Anatomy, Physiology, and Pharmacology** | |
| I.P.1 | 1. Accurately measure and record: |
| I.P.1.a | a. blood pressure |
| I.P.1.b | b. temperature |
| I.P.1.c | c. pulse |
| I.P.1.d | d. respirations |
| I.P.1.e | e. height |
| I.P.1.f | f. weight (adult and infant) |
| I.P.1.g | g. length (infant) |
| I.P.1.h | h. head circumference (infant) |
| I.P.1.i | i. oxygen saturation |
| I.P.3 | 3. Perform patient screening following established protocols |
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|  | |
| **CONTENT AREA II: Applied Mathematics** | |
| **Cognitive (Knowledge)**  **II.C. Applied Mathematics** | |
| II.C.2 | 2. Identify abbreviations used in calculating medication dosages |
| II.C.3 | 3. Identify normal and abnormal results as reported in: |
| II.C.3.a | a. graphs |
| II.C.3.b | b. tables |
| **Psychomotor (Skills)**  **II.P. Applied Mathematics** | |
| II.P.3 | 3. Document on a growth chart |
| **CONTENT AREA III: Infection Control** | |
| **Cognitive (Knowledge)**  **III.C. Infection Control** | |
| III.C.1 | 1. Identify major types of infectious agents |
| III.C.2 | 2. Identify the infection cycle, including: |
| III.C.2.a | a. the infectious agent |
| III.C.2.b | b. reservoir |
| III.C.2.c | c. susceptible host |
| III.C.2.d | d. means of transmission |
| III.C.2.e | e. portals of entry |
| III.C.2.f | f. portals of exit |
| III.C.3 | 3. Identify the following as practiced within an ambulatory care setting: |
| III.C.3.a | a. medical asepsis |
| III.C.3.b | b. surgical asepsis |
| III.C.4 | 4. Identify methods of controlling the growth of microorganisms |
| III.C.5 | 5. Identify the principles of standard precautions |
| III.C.6. | 6. Identify personal protective equipment (PPE) |
| III.C.7 | 7. Identify the implications for failure to comply with Center for Disease Control (CDC) regulations in health care settings |
| **Psychomotor (Skills)**  **III.P. Infection Control** | |
| III.P.1 | 1. Participate in bloodborne pathogen training |
| III.P.2 | 2. Select appropriate barrier/personal protective equipment (PPE) |
| III.P.3 | 3. Perform hand washing |
| **CONTENT AREA IV: Nutrition** | |
| **Cognitive (Knowledge)**  **IV. Nutrition** | |
| IV.C.1 | 1. Identify dietary nutrients including: |
| IV.C.1.a | a. carbohydrates |
| IV.C.1.b | b. fat |
| IV.C.1.c | c. protein |
| IV.C.1.d | d. minerals |
| IV.C.1.e | e. electrolytes |
| IV.C.1.f | f. vitamins |
| IV.C.1.g | g. fiber |
| IV.C.1.h | h. water |
| IV.C.2 | 2. Identify the function of dietary supplements |
| IV.C.3 | 3. Identify the special dietary needs for: |
| IV.C.3.a | a. weight control |
| IV.C.3.b | b. diabetes |
| IV.C.3.c | c. cardiovascular disease |
| IV.C.3.d | d. hypertension |
| IV.C.3.e | e. cancer |
| IV.C.3.f | f. lactose sensitivity |
| IV.C.3.g | g. gluten-free |
| IV.C.3.h | h. food allergies |
| IV.C.3.i | i. eating disorders |
| IV.C.4 | 4. Identify the components of a food label |
| **Psychomotor (Skills)**  **IV.P. Nutrition** | |
| IV.P.1 | 1. Instruct a patient regarding a dietary change related to a patient’s special dietary needs |
| **CONTENT AREA V: Applied Communications** | |
| **Cognitive (Knowledge)**  **V.C. Concepts of Effective Communication** | |
| V.C.1 | 1. Identify types of verbal and nonverbal communication |
| V.C.2 | 2. Identify communication barriers |
| V.C.3 | 3. Identify techniques for overcoming communication barriers |
| V.C.4 | 4. Identify the steps in the sender-receiver process |
| V.C.5 | 5. Identify challenges in communication with different age groups |
| V.C.6 | 6. Identify techniques for coaching a patient related to specific needs |
| V.C.9 | 9. Identify the principles of self-boundaries |
| V.C.10 | 10. Identify the role of the medical assistant as a patient navigator |
| V.C.11 | 11. Identify coping mechanisms |
| V.C.12 | 12. Identify subjective and objective information |
| V.C.13 | 13. Identify the basic concepts of the following theories of: |
| V.C.13.a | a. Maslow |
| V.C.13.b | b. Erikson |
| V.C.13.c | c. Kubler-Ross |
| V.C.14 | 14. Identify issues associated with diversity as it relates to patient care |
| V.C.15 | 15. Identify the medical assistant’s role in telehealth |
| **Psychomotor (Skills)**  **V.P. Concepts of Effective Communication** | |
| V.P.1 | 1. Respond to nonverbal communication |
| V.P.2 | 2. Correctly use and pronounce medical terminology in health care interactions |
| **CONTENT AREA VI: Administrative Functions** | |
| **Psychomotor (Skills)**  **VI.P. Psychomotor Functions** | |
| VI.P.4 | 4. Perform an inventory of supplies |
| **CONTENT AREA X: Legal Implications** | |
| **Cognitive (Knowledge)**  **X.C. Legal Implications** | |
| X.C.9 | 9. Identify legal and illegal applicant interview questions |
| **Psychomotor (Skills)**  **X.P. Legal Implications** | |
| X.P.1 | 1. Locate a state’s legal scope of practice for medical assistants |
| X.P.3 | 3. Document patient care accurately in the medical record |
| X.P.4 | 4. Complete compliance reporting based on public health statutes |
| X.P.5 | 5. Report an illegal activity following the protocol established by the healthcare setting |
| **CONTENT AREA XI: Ethical and Professional Considerations** | |
| **Psychomotor (Skills)**  **XI.P. Ethical Considerations** | |
| XI.P.1 | 1. Demonstrate professional response(s) to ethical issues |
| **Affective (Behavior)** | |
| A.1 | 1. Demonstrate critical thinking skills |
| A.2 | 2. Reassure patients |
| A.3 | 3. Demonstrate empathy for patients’ concerns |
| A.4 | 4. Demonstrate active listening |
| A.5 | 5. Respect diversity |
| A.6 | 6. Recognize personal boundaries |
| A.7 | 7. Demonstrate tactfulness |
| A.8 | 8. Demonstrate self-awareness |

**9.** **ADOPTED** **TEXT(S)\*:**

*Kinn's The Medical Assistant with Student Study Guide and Procedure Checklist Manual, 15th Edition (or most recent edition) & SimChart for the Medical Office (SCMO), 2023Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:**  978-0-443-21312-0 – Printed Package Bundle

*Kinn's The Medical Assistant, 15th Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:**  978-0-323-87116-7 – Printed Paperback Textbook

*Student Study Guide and Procedure Checklist Manual, 15th Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:**  978-0-323-87424-3 – Printed Paperback Textbook

*SimChart for the Medical Office (SCMO),* 2023 edition (or most recent)

Elsevier, 2023

**ISBN:** 978-0-443-10883-9 – Printed Paperback Textbook

Explore your favorite internet search engine or the publisher website for additional textbook options.

**10. OTHER REQUIRED MATERIALS:**

**For Online/Hybrid Supplemental Course & Resource Materials students will need**:

* My Canvas LMS - will be utilized as a classroom supplement (per instructor).
* Daily access to personal desktop PC, laptop or tablet (see Southern State Community College (SSCC) website minimum computer requirement recommendations); iOS/Android (cell phone) will not meet all requirements/recommendations)
* A working printer
* High speed internet access for access to course supplemental materials (not all required software/online resources are compatible with iOS/Android)
* A medical dictionary
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Needed for daily classroom participation:

* One stethoscope
* One sphygmomanometer (blood pressure cuff)
* One watch with a second hand
* One USB storage device for personal use/backup
* One USB storage device of sufficient size to store your skill video recordings (per instructor; to be turned in with coursework at the end of the term)

Required learning resources from previous program courses may be utilized.

Explore your favorite internet search engine or the publisher website for additional textbook options.

Review and consider immediate enrollment in the free online offering of **CRDW 1100 Student Canvas Orientation**, for best success using your LMS.

**11. GRADING SCALE\*\*\*:**

To satisfactorily progress in Health Science Programs, the student must achieve a grade of ‘C’ or above according to the following system:

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

C (2.0) = 70% - 79% \*

D (1.0) = 60% - 69%

F = 0 – 59%

*\*A minimum final grade of ‘C’ is required to apply toward Medical Assistant Technology (MAST) and/or Allied Health Technology (ALTH) program completion.*

**12. GRADING PROCEDURES OR ASSESSMENTS:**

This course maintains a no extension, no make-up policy for all course content (i.e., no make-up tests will be given). If you do not complete the course requirements as outlined, exceptions will not be made. The medical professional charged with care of others must remain diligent to meet career responsibilities and deadlines daily.

Students must earn a passing *average exam score* of 75% to progress in health science programs. A minimum final grade of ‘C’ is required for this course to apply toward MAST/ALTH program completion (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency-based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to table below).

Evaluation may include:

* Demonstration of safe psychomotor skills when providing patient/client care.
* Demonstration of listening skills, and respect, for diversity during interactions with patients/clients and families
* Demonstration of assertive verbal and nonverbal communication skills with patients/clients, families and team members
* Practice of correct medical terminology to communicate and document patient/client information
* Providing patient/client care in accordance with regulations, policies, laws and patient/client rights
* Following health and safety policy and procedures to prevent injury and illness
* Textbook Reading: Students are to come to class prepared for lecture. Read all assigned chapters before coming to class.
* Examination: All exams may be comprehensive; quizzes are not. Quizzes may be utilized at the discretion of the instructor. Students must earn a passing *average score* of 75% on examinations. Failure to achieve the required 75% *average* will result in failure to progress in health science program (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Anatomy Quiz: Anatomy diagrams may be similar to, but may not be identical to, images in the textbook. Images may also be cropped down to the area related to specific questions. Do not memorize the anatomy diagram images; learn the ANATOMY of these systems/organs (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Competency Based Examination (CBE): Competency-based skill performance is required on each psychomotor skill presented in the course (return demonstration *is not* an assessment of a skill explanation; *demonstration* of the skill set is required). Students must successfully pass 100% of all the psychomotor and affective competencies within two demonstration attempts, earning a minimum required score of 80%, in order to pass the course and/or progress in the program. A second attempt will have an automatic 10 point deduction (90% maximum score available). Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Scenarios: May include discussion or role-playing or both. Objective: the student will learn professional behavior (affective domain CBE), through the use of scenarios to demonstrate communication, critical thinking skills and understanding of their application to real life and/or on-the-job situations. Students must successfully pass 100% of the affective competencies within two demonstration attempts, with a minimum required score of 80%, in order to pass the course and/or progress in the program. Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Written Communication: Accurate spelling is required and will be graded. Spelling exams/quizzes may be administered at the discretion of the instructor. Points will be deducted on all course related work, exams, correspondence, assignments, quizzes, etcetera (including text and email), for incorrect spelling, punctuation and/or grammar.
* Participation: Evaluated by contribution(s) to class discussion; come prepared.
* Exercises/Assignments: Reinforce course content, cognitive objectives, and critical thinking skills. As assigned by the course instructor (refer to instructor syllabus/rubric).
* Work Projects:
  + An educational resume will be created as assigned. Assignment details and topic will be determined by the instructor.
  + A patient/client nutrition education presentation will be created as assigned. Assignment details and topic will be determined by the instructor.
  + A community resource related to healthcare will be created as assigned. Assignment details will be distributed by the instructor.
  + A handwashing education presentation will be completed as assigned. Assignment details will be distributed by the instructor.
  + A team project for specific OSHA and MSDS Guidelines in the Medical Office will be completed as assigned (follow office policy and procedure specifications). Assignment details will be distributed by the instructor.
  + Vital signs, including chief complaint, are to be completed with accurate performance and documentation. A total of 5 “patient/client” vital signs and chief complaints are to be turned in each class for 5 weeks of the semester (25 vital signs). Vital Signs are a course requirement. If vital signs are not completed you have not met course requirements and will not pass the course. CBE guidelines:
    - Measure and record blood pressure within 2 beats, as recorded by peers and the instructor, for adults and children using mercury, aneroid and digital sphygmomanometers,
    - Measure and record the height within 0.5 inches and weight within 0.25 pounds for adult patient/client, and 0.25 inches and 1 ounce for pediatric patient/client, as read by the instructor.
    - Count and record respirations/minute, within one breathe, as counted by the instructor.
    - Count and record radial and apical pulse rate/minute, within 2 beats, as counted by the instructor.
    - Take and record oral temperature, axillary temperature, and tympanic core body temperature within 0.2 degrees of the instructor’s reading, use proper technique to clean and store thermometers.
  + Students will initiate the student Practicum Program Objectives (PPO) for instructor signature, verifying competent performance of core curriculum objectives, following successful completion of the term in which the competency-based examination was completed.
* Professionalism: Professionalism is required in both behavior and attire:
  + Classroom attire – professional casual (refer to program handbook)
  + Lab attire – scrubs/lab coat (refer to program handbook)

**Sample Coursework, Sample Final Grade Percentage Calculation:** (passing score required as above; assignments may be added/graded to meet core objectives):

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **TOTAL POINTS** | **% OF FINAL GRADE**  **Passing Score required as above** |
| Competency Based Examinations | (core curriculum, 8.A) | 30% |
| Abbreviation Examination (1 X 100) | 1400 points | 30% |
| Anatomy Examinations (5 x 100) |
| Chapter Examinations (8 x 100) |
| Project(s) (3 x 100) | 700 points | 20% |
| Presentation x2/Professionalism x1 (3 x 100) |
| Coursework/ Exercises/Vital Signs |
| Midterm Exam (1 x 100) | 200 points | 20% |
| Final Exam (1 x 100) |
| TOTAL | 2300 points | 100% |

**13. COURSE METHODOLOGY:**

This course may include a variety of learning experiences which may include, but is not limited to: lecture, class discussion and/or online discussion board, journaling, audio-visual materials, critical thinking exercises, chapter and workbook assignments, computer assisted learning, publisher supplemental materials, student projects/ presentations, group exercises/projects, research paper, skill demonstration, lab skills and peer practice, practical scenarios, human patient/client simulation, competency based examination (CBE), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

Following procedure lecture, the instructor will demonstrate the psychomotor skill, and students will practice for return demonstration at required competency level. CBE will be utilized for skill competency in the lab and in the practicum site setting. Students must successfully pass 100% of the psychomotor and affective competencies, with a score of 80% or higher, within two demonstration attempts in order to pass the course and/or progress in the program (see **12. GRADING PROCEDURES OR ASSESSMENTS**).

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/**  **INDEPENDENT STUDY** |
| Attend/participate in course as scheduled | Attend/participate in course/online course activities as scheduled | NA |
| For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | NA |
| This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements. | This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements. | NA |
| Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | NA |
| Complete all assignments and examinations within the due dates | Complete all assignments and examinations within the due dates | NA |
| Complete assigned discussion activities | Complete assigned Discussion Board activities | NA |
| Complete/turn in assigned reports and/or presentations | Complete/turn in assigned reports and/or presentations | NA |
| Skill Demonstration/CBE completed on campus with instructor | Skill Demonstration/CBE completed on campus with instructor | NA |
| Lab practice/peer review completed on campus with/without instructor (as assigned) | Lab practice/peer review completed on campus with/without instructor (as assigned) | NA |

Students are expected to apply information and knowledge gained in this course to other health science courses, including practicum assignments.

**14.** **COURSE** **OUTLINE:**

Content related to the medical assistant profession may be presented throughout the course:

* Critical Thinking Skills
* Competency Based Education
* Role of the Medical Assistant
* Professional Behavior
* Effective Communication
* Cooperative Teamwork
* Integration of Technology
* Law and Ethics in Medicine
* Infection and Universal Precautions
* Anthropometric Measurements
* Patient Assessment and Education
* Assisting with Physical and Specialty Exams
* Nutrition and Well Being
* Safety in the Ambulatory Care Setting
* Personal and Professional Work Ethics
* Continuing Education and Career Development
* Life Skills

Textbook Outline:

The Kinn’s Medical Assistant:

Unit 1: Introduction to Medical Assisting

Chapter 1 The Professional Medical Assistant and the Healthcare Team

Chapter 2 Therapeutic Communication

Chapter 3 Legal Principles

Chapter 4 Healthcare Laws

Chapter 5 Healthcare Ethics

Unit 5: Fundamentals of Clinical Medical Assisting

Chapter 19 Infection Control

Chapter 20 Vital Signs

Chapter 21 Physical Examination

Chapter 22 Patient Coaching

Chapter 23 Nutrition and Health Promotion

Unit 10: Job Seeking

Chapter 54 Skills and Strategies

Medical Assisting Procedures I:

Unit 7: Assisting with Medical Specialties

Chapter 31 Assisting in Ophthalmology and Otolaryngology

Chapter 43 Assisting in Pediatrics

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC/CONTENT** | **EVALUATION** | **LEARNING OBJECTIVE** |
| 1 | * **TOPIC (CAMPUS/CANVAS):** Read Syllabus and Class Rules, Class Schedule, Required Lab Policies/Lab Hour Guidelines, Peer and Competency Based Exam (CBE) Policies, thoroughly (3 times); Review Homework, Textbook//Workbook Activities and Chapter Assignments, Review Work Products (WP), and all Publisher Online Skill Videos & Resources, Team Leader Assignments * **TOPIC (CAMPUS/CANVAS):** The Professional Medical Assistant and the Healthcare Team (1) – Read the Chapter Thoroughly, Complete Assigned Study Guide, SetUp/Login Kinns Online Resources, other as assigned * **TOPIC (CAMPUS/CANVAS):** Therapeutic Communication (2) – Read, Complete Assigned Study Guide, SetUp/Login Kinns Online Resources, other as assigned * **VIRTUAL STUDY/LAB (CANVAS):** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/CBE * Presentation/Project: Rubric | V.C.11, V.C.12, V.C.13  V.C.1, V.C.2, V.C.3, V.C.4, V.C.5, V.C.6, V.C.13, V.C.14, V.C.15, V.P.1, V.P.2, A.1-8 |
| * **WORK PRODUCT (WP):** Discuss Student Work Projects and Dates Due * **SKILL LAB (CAMPUS):** Review Required Lab Hours, Lab Policies, Peer Evaluation and CBE policies; Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled |
| 2 | * **TOPIC (CAMPUS/CANVAS):** Vital Signs (20) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Technical Graduate and/or Professional Resume; Date Due – See Instructor Syllabus | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/CBE * Presentation/Project: Rubric | II.C.1, I.P.1.a, I.P.1.b, I.P.1.c, I.P.1.d, I.P.1.e, I.P.1.f, I.P.1.i |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled |
| 3 | * **TOPIC (CAMPUS/CANVAS):** Legal Principles (3) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **TOPIC (CAMPUS/CANVAS):** Infection Control (19) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Community Resources, as needed | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/CBE * Presentation/Project: Rubric Objectives: | X.C.4, X.P.1, X.P.4, A.1-8  III.C.1, III.C.2.a, III.C.2.b, III.C.2.c, III.C.2.d, III.C.2.e, III.C.2.f, III.C.3.a, III.C.3.b, III.C.4, III.C.5, III.C.6.a, III.C.6.b, III.C.6.c, III.C.6.d, III.C.7, III.P.1, III.P.2, III.P.3 |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Handwashing and Gloving, Proper PPE Use, Vital Signs, CBEs and Scenarios as scheduled |
| 4 | * **EXAM (CANVAS):** Chapter 1, 2, 20, Abbreviations, Diagram/Anatomy as assigned * **TOPIC (CAMPUS/CANVAS):** Healthcare Laws (4) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **TOPIC (CAMPUS/CANVAS):** Physical Examination (21) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Handwashing Presentation Project Information/Rubric; Date Due – See Instructor Syllabus | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/CBE * Presentation/Project: Rubric Objectives: | X.C.9, X.P.5, A.1-8  V.C.12, V.P.1, V.P.2, V.C.9, X.P.3, A.1-8 |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Handwashing and Gloving, Demo Proper PPE Use, Vital Sign |
| 5 | * **TOPIC:** Continue Physical Examination (21) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, Anatomy as assigned, other as assigned * **TOPIC:** Healthcare Ethics (5) - Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Discuss – MSDS and OSHA Project Information/Rubric; Date Due – See Instructor Syllabus | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | V.C.17.c, XI.P.1, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Patient History, Handwashing and Gloving, Proper PPE Use, Vital Sign |
| 6 | * **EXAM:** Chapter 3, 4, 19 * **TOPIC:** Patient Coaching (22) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Nutrition Topic/Read a Label Information/Rubric * **SKILL LAB PREP:** Initiate Practicum Program Objectives (PPO) for Instructor Signatures | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | V.C.6, V.C.12, V.C.13, X.P.3, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Patient History, Handwashing and Gloving, Proper PPE Use, Vital Sign Patient History, Patient Assessment, skill practice as needed |
| 7 | * **TOPIC:** Skills and Strategies (54) Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** **CANVAS/ZOOM Class Prep** – Handwashing Preparation (Break Out Groups as needed). | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | X.C.9 |
| * **WP:** **CAMPUS Class Prep** – Handwashing Preparation (Break Out Groups as needed). * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Patient History, Handwashing and Gloving, Proper PPE Use, Vital Sign Patient History, Patient Assessment, skill practice as needed |
| 8 | **MIDPOINT**   * **EXAM:** Chapter 5, 21,22 * **TOPIC:** Nutrition and Health Promotion (23) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **SIM CHART:** Per Instructor - Assignments as needed * **WP:** 1) PRESENTATION – MSDS & OSHA; 2) RESUME DRAFT DUE | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | IV.C.1.a, IV.C.1.b, IV.C.1.c, IV.C.1.d, IV.C.1.e, IV.C.1.f, IV.C.1.g, IV.C.1.h, IV.C.2, IV.C.3.a, IV.C.3.b, IV.C.3.c, IV.C.3.d, IV.C.3.e, IV.C.3.f, IV.C.3.g, IV.C.3.h, IV.C.3.i, IV.P.1, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Patient History, Handwashing and Gloving, Proper PPE Use, Vital Sign Patient History, Patient Assessment, Patient Exam Prep, Positioning |
| 9 | * **TOPIC:** Continue – Nutrition and Health Promotion (23) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **WP:** Finalize Projects – Review Presentation/Due Dates below * **LAB PREP:** Practicum Program Objectives (PPO) for Instructor Signatures | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | IV.C.1.a, IV.C.1.b, IV.C.1.c, IV.C.1.d, IV.C.1.e, IV.C.1.f, IV.C.1.g, IV.C.1.h, IV.C.2, IV.C.3.a, IV.C.3.b, IV.C.3.c, IV.C.3.d, IV.C.3.e, IV.C.3.f, IV.C.3.g, IV.C.3.h, IV.C.3.i, IV.P.1, A.1-8 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately) * **CBE/SKILL LAB:** **(Rotation around Sim Labs):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Patient History, Handwashing and Gloving, Proper PPE Use, Vital Signs, Patient History, Patient Assessment, Patient Exam Prep, Positioning, skill practice as needed |
| 10 | * **EXAM:** Chapter 50, 23 with abbreviations and Anatomy diagrams as assigned * **TOPIC:** Assisting in Ophthalmology and Otolaryngology (31) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, Anatomy as assigned, other as assigned * **LOOKING AHEAD:** Begin Final Exam Preparations/Study; review Kinns Online Resources, practice exams, etc. * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter * **SIM CHART:** Per Instructor - Assignments as needed | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | X.P.3, I.P.3 |
| * **WP DUE: Kids Workshop** PRESENTATION – HANDWASHING (Kids Workshop) * **CBE/SKILL LAB:** Patient History, Handwashing and Gloving, Proper PPE Use, Vital Signs, Patient History, Patient Assessment, Patient Exam Prep, Positioning, Snellen/Color Vision Screen, PERRLA, Eye Irrigation, Medication Installation, Audiometer, Ear Irrigation, Medication Installation, skill practice as needed |
| 11 | * **TOPIC:** Assisting in Pediatrics (44) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, Anatomy as assigned, other as assigned, * **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Each Chapter * **WP:** Course Link:Community Resources Due | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | I.P.1.f, I.P.1.g, I.P.1.h,  II.C.6.a, II.C.6.b, II.P.3, V.C.13.b, X.P.3 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately) * **CBE/SKILL LAB:** Patient History, Handwashing and Gloving, Proper PPE Use, Vital Signs, Patient History, Patient Assessment, Patient Exam Prep, Positioning, Snellen/Color Vision Screen, PERRLA, Eye Irrigation, Medication Installation, Audiometer, Ear Irrigation, Medication Installation, Head/Chest Circumference, Length/Weight, Temperature, Growth Chart, Pedi-bag, as needed |
| 12 | * **EXAM:** Chapter 31, 43 with medical abbreviations and Anatomy Eye/Ear * **TOPIC:** Chapter Review – Begin Self Review for Final Exam, Study (Chap 1-4), review Kinns Online Resources, practice exams, etc. * **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter * **SIM CHART:** Per Instructor - Assignments as needed * **LAB PREP:** Practicum Program Objectives (PPO) for Instructor Signatures | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | Listed Above |
| * **WP DUE:** Presentation Nutrition * **CBE/SKILL LAB:** FINAL CBE/Scenarios – Begin Second Attempt CBE: All |
| 13 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 5, 19, 20, 21, 22) * **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter * **LOOKING AHEAD:** Initiate PPO for Final Instructor Signatures in Week 15 | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately) * **CBE/SKILL LAB:** FINAL Second Attempt Skills |
| 14 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 23, 31, 43, 50) * **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams * **LOOKING AHEAD:** Finalize PPO for Instructor Signature next week | * Cognitive Objectives: Exam Questions * Psychomotor: CBE * Affective: Scenario/Rubric/CBE * Presentation/Project: Rubric | Listed Above |
| * **WP DUE:** **ALL PRESENTATIONS Complete** * **CBE/SKILL LAB: Complete** All Second-Attempt Skills as needed for all chapters * **LOOKING AHEAD:** PPO for FINAL Instructor Signatures NEXT WEEK |
| 15 | * **TOPIC:** Final Exam Prep (review weak areas twice!) * **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams | * As Needed Above | Listed Above |
| * **DUE:** PPO for Instructor Signature * **SKILL LAB:** Inventory and lab cleanup (course cabinet/refrigerator), lab equipment check, QA |
| 16 | * **FINAL EXAM: PROCTORED (ZOOM OR CAMPUS – Per Instructor)** | * As Needed Above | Listed Above |

*\*The instructor reserves the right to adjust, rearrange, and/or maintain a different schedule of work (assignments, projects, exercises, exams/quizzes) to fulfill the objectives of the course and/or to revise course syllabus as needed according to circumstances during the semester. Changes will be announced/posted 24 hours prior to implementation; students are advised to read all announcements as they arrive.*

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* Instructor Responsibilities: 1). To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2). To prepare graduates for successful completion of appropriate credentialing examinations available to graduates of accredited Medical Assistant Technology programs. To this end, the instructor will develop a course of instruction to create a learning environment conducive to the achievement of professional competency. The student will develop information and insights that fill in this matrix. The instructor will highlight main points of the assigned text. The instructor will sensitize him/herself to individual student’s educational needs and make him/herself available for assistance.
* Student Responsibilities: 1). The student is responsible for reading, and being familiar with, the assigned material, prior to class presentation and/or discussion. 2). The student is responsible for bringing any misunderstandings they may have regarding the course content to the attention of the instructor in class. Participation in class discussion is mandatory.

**Classroom Policies:**

* Academic Honesty Statement: Academic honesty is expected of all students in institutions of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Honesty and integrity are a must in professional behavior and are expected of each Health Science Division student. Students observed or found to be cheating in any Health Science Division course will be given a failing grade for the test/assignment and/or the course. A written report of the incident, signed by the instructor and the student, will be placed in the student’s permanent program file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the Health Science Division. Should a second incident of cheating occur in any Health Science Division course, the student will be dismissed from the Health Science Division for one year (all re-application guidelines apply; acceptance is not guaranteed).

The failing grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given. If a student allows another student to copy or cheat from their work, or assists a student to cheat, the same ramifications will be given to that student as well. The student witnessing cheating is morally obligated to report the incident to the instructor.

* Online/hybrid: Students registered for the online course must visit the Online Information Webpage and comply with the Online Course Requirements, Instructor Requirements and complete the Online Readiness Checklist available on the SSCC website. Students are strongly advised to complete the Online Success Workshops. To meet the objectives of the online/hybrid course, students must login to the online course the first day of the semester and complete the attendance assignment, or be dropped from the course.
* Attendance: To meet the objectives of each course students must attend scheduled classes. The class schedule is passed out the first day of the term. There are no excused absences, only absences. It is your professional responsibility to inform the instructor of your absence via phone, e-mail, or voice message.

There is no penalty for the first three (3) class absences. A fourth (4) absence will result in a drop of one full letter grade from the final grade; a fourth (4) absence will reduce a final grade of A to a B, a B to a C (therefore impacting MAST/ALTH program progress) and a D to an F.

The student is responsible for missed lecture and/or notes, assignments, handouts, etcetera, due to failure to attend/login into class.

The fall and spring terms are on a 16-week schedule: 15 class weeks and a final exam week.

15 weeks x 2 classes/week = 30 class days less holidays/closings (approximately 28-30 class days/term).

Five to six (5-6) absences equals 20% missed scheduled class time.

Summer term is 10-week schedule: 10 class weeks and a 2-day final exam week. With holidays, one to two (1-2) absences equal 20% missed scheduled class time.

Faculty may withdraw students who have missed 20% of the total scheduled classes of a course and issue a grade of WI to the student (refer to SSCC College Catalog). If you intend to drop the course you must complete the drop process (refer to SSCC College Catalog). *Do not* assume the instructor will drop you from the course should you stop attending class.

* Tardiness/Early Departure: Tardiness/early departure is extremely disruptive to the classroom. For every two (2) occurrences of tardiness/early departure, you will earn an absence (refer to Absentee Policyabove).
* Inclement Weather: In the event of campus delay (when this class start time is impacted by said delay) the class will begin at the scheduled campus opening time to complete any remaining class time permitted.
* Reading: To be prepared to participate fully in class, students are expected to complete the assigned reading before attending class lecture. Examination may cover 100% of presented content in the assigned readings.
* Quizzes: May cover spelling, medical abbreviations, course content, other as needed.
* Examination: Exams may be timed, fill-in-the-blank, true/false, oral, multiple choice, and/or essay.
* Work Products/Projects: As assigned to meet core curriculum objectives outlined for program accreditation.
* Scenarios: May include written and/or role-playing scenarios, simulation assessment(s), and/or patient/client procedures/treatment scenarios to meet core curriculum objectives outlined for program accreditation.
* Missed Lab: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Skill Demonstration: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed CBE: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Examination: This course maintains a no extension, no make-up policy. You will earn a zero for missed exams. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Midterm: This course maintains a no extension, no make-up policy. You will earn a zero for missed midterm. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Final: This course maintains a no extension, no make-up policy. You will earn a zero for missed final. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Due Date: This course maintains a no extension, no make-up policy. You will earn a zero for the assignment (refer to instructor syllabus).
* Cell Phones: No cell phones are allowed in class. Put them away. If you have your cell phone out, you will be directed to leave class, and you will be marked absent.
* Sleeping: Sleep at home. If you are caught sleeping, you will be directed to leave class, and you will be marked absent.
* Disruptive Behavior: Any behavior that distracts other students from learning and participating is disruptive. If you are disruptive, you will be directed to leave class, and you will be marked absent.
* Plagiarism: Copying someone else’s ideas and/or words and passing them off as yours. This includes copying and pasting material from your group/peer work, books, the Internet, videos, and all copyrighted material without express permission and proper documentation (use quotation marks and citations/footnotes).
* See Three, Before Me (C3B4Me): To encourage students on the path to becoming self-directed learners, we endeavor to create an environment that will empower and encourage students, throughout their journey, to become more self-directed in their approach to learning.

Before contacting the instructor/professor, search three resources to determine if you can find the answer to your question on your own. Start with three of the following suggestions:

* + Think it through; you may know the answer.
  + Read the textbook.
  + Read the course syllabus and course handouts.
  + Read/review the information posted in the online course.
  + Search the internet/website.
  + Ask a classmate to see if they know the answer.
  + If available, post the question to a class forum to see if a classmate responds with the answer.
  + If you do not locate the answer you need, it is time to contact the course instructor/professor (not support staff or another instructor). Most likely, at that point, it is a question that needs addressed with the whole class, and the instructor will determine the best way to share the information with everyone.

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* Classroom Conduct: Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online courses are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the class; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department Coordinator and Academic Dean.

**SUPPORT SERVICES:**

* Student Success/Tutoring Services: Students seeking support in computer fundamentals, using the online LMS, or available learning resources for course success may contact the Student Success Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2281; or visit the SSCC website and search Student Success/Tutoring Services.
* Accommodation: Students in need of accommodations may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2604; or visit the SSCC website and search Disability Services.
* Career Services: Students and alumni seeking guidance with resume and employment resources may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Career Services.
* Counseling Services: Students seeking guidance with career counseling and counseling services may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Counseling Services.
* Campus Library:Students seeking assistance with reference and study materials may contact any campus library, at 800-628-7722 or 937-393-3431; or visit the SSCC website and search Library for online resources, hours of operation and contact information.

**ADDENDUM TO SYLLABUS**

**MEDICAL ASSISTING LAB POLICIES**

The MAST lab is for student skill practice only.

* The area is not to be used for study; you will be instructed to leave if you are not actively practicing skills for competency-based exams.
* Each group must respectfully consider the working environment for all; professionalism must be maintained at all times.
* Study areas are available in campus libraries, the student computer lab, and study tables are available in selected hallways. Multiple individuals/groups may be practicing skills in the lab at the same time.
* If you are not actively practicing skill sets, leave the lab practice area.

**Required Clinical Lab:**

The purpose of the Required Practice Lab is to allow the student a simulated patient/client care experience in order to become familiar with the required psychomotor skills for a course.

* To meet program degree requirements (ODHE), students are required to arrange time for one (1) hour practice lab time outside of class weekly for practice of competency skills only.
* Supervised practice lab during class with an instructor according to the requirements of a course.
* Attendance at supervised labs is required.
* Specific lab objectives written for each lab session must be satisfactorily achieved in order to successfully complete the course.

**Open Lab:**

* Students are required (ODHE) to complete one hour lab practice outside the regularly scheduled class time to meet degree/course requirements (scheduled Simulation Laboratory Hours will count toward the required lab practice).
* The lab is available for self-directed student practice during the hours not utilized for instruction.
* The student should use the Open Lab Practice to become proficient in a skill BEFORE requesting an evaluation of the skill by the student peer/instructor.
* Students must record each lab session, and remember to sign in and out of the lab.
* The sign-in book is located on the counter of the lab; locate and sign in on the correct COURSE log sheet and complete date, time, name, and procedure as directed.

**Equipment and Lab Maintenance:**

* All equipment, reference materials and supplies should be returned to the appropriate place after they are used for practice.
* No equipment may be removed from the lab at any time.
* Students are expected to leave the laboratory in order, which means cleaning up lab surfaces with appropriate solutions, making and straightening beds and returning models and equipment to appropriate spaces.

If stations have been prepared for instruction, they are to be kept clean, clutter-free and safely out of traffic flow.

All students are responsible for maintaining order in the lab as follows:

* See that the room/lab is in order at the end of each class (chairs pushed in, tables clean, etc.).
* All equipment and supplies are returned to proper place.
* Mannequins are secured in beds, chairs, or on carts and draped.
* Bed side furniture is in proper place.
* Beds are neat and in proper place.
* All lights are turned off.

**PROPER WASTE AND BIOHAZARDOUS WASTE DISPOSAL**

**Regular trash:**

* Equipment packaging materials and instructional papers, food and drink containers, paper towels, newspapers, etcetera, lightly soiled gloves, band aids, cotton balls, gauze, used alcohol pads, feminine hygiene products from patients/clients with no known bloodborne disease (excluding obstetrical waste), needleless syringes, empty medicine vials, unbroken/uncontaminated glass bottles or vials, empty IV bags and tubing. Most, but not all, waste will be safe for regular trash.

**Infectious waste (Red Bags):**

* Cultures, bloody gloves, pathological wastes, discarded vaccines, medicine vials (partially filled), and laboratory wastes that were in contact with infectious agents, laboratory wastes that were in contact with blood or body fluids.

**Sharps container (Red Plastic Container):**

* Needles and syringes, lancets, slides, broken glass, razors, scalpel blades, guidewires, ampules.

**PROTOCOL FOR PEER EVALUATION**

**MINIMUM REQUIREMENTS:**

**After watching the skill video resources and/or instructor demonstration, using textbook competency checklist:**

**1. Ten (10) error-free practice sessions**

* Sign in on the Lab Hour Log as needed.
* Start your recording device as needed.
* Gather needed supplies.
* Set up your lab area.
* Begin to practice (minimum 10 error-free practice sessions successfully completed within the instructor/checkoff specified time).

**2. Three (3) peer competency evaluations**

Each skill that is designated for Competency Based Exams (CBE) must have three (3) **peer competency evaluation reviews** completed in the following manner:

* + 1. After completing ten (10) error-free practice sessions above, perform each step, ensuring video recording of the entire process (as instructed), and document the skill with a one peer reviewer from your lab group.
    2. Get constructive feedback from your peer reviewer about your performance of the skill. Feedback is to be given, and received, as a professional evaluation (i.e., no smiley faces, etcetera).
    3. Have each peer competency evaluation signature, with appropriate dates, documented on your skill sheet, indicating you have performed the skill for the peer competency evaluation correctly.

***\*Peer Competency Reviewers: Do not sign off on a skill for classmates unless you feel certain that the skill has been performed safely and competently (error-free).***

* + 1. Perform and record the skill for/with two additional peer competency reviewers from each of the OTHER lab groups (2 addition classmates for a minimum total of three (3)). Continue to practice independently for improved proficiency after peer competency reviews are complete.
* Ensure all steps have been documented accurately.
* Turn off your recording device.
* Return supplies to proper storage location.
* Clean up your lab area (refer to Medical Assisting Lab Policies):
  + Make sure all equipment is plugged in/recharging.
  + Make sure all cabinet doors are closed.
  + Push in all chairs, cover mannequins, etc.
  + Turn off all lights.
    1. Continually practice the skill until you feel confident in each step and your performance of the skill is consistently error free (achieve mastery of the skill).
    2. Address all questions regarding specific competency reviews to the instructor from whom the assignment was obtained.
    3. Place all signed peer competency sheets and documentation of required lab log hours in a designated folder for safe keeping until the time of your CBE or by the deadline date as designated by instructor.
    4. Turn in your USB device containing all lab and skill video recordings at the end of the term (as/if assigned).

**COMPETENCY BASED EXAMINATION (CBE) -- SKILL CHECKOFF PROCEDURE**

Lab participation is an important factor in lab performance evaluation. Students are to take individual responsibility for learning laboratory procedures BEFORE evaluation by an instructor/peer. The laboratory will be open for individual practice during the hours posted (one hour required weekly to meet degree/course requirements). The initial skills CBE will be scheduled by the instructor. CBEs will be performed according to the procedure listed below:

A. Students are required to successfully demonstrate skill mastery of all skill competencies within 2 CBEs, with a minimum score of 80%. Performance skills are weighted. The second attempt is not awarded 100 points; a 10-point deduction will be assessed after competency scoring (maximum attainable score for second attempt 90%).

B. If unsuccessful in 2 attempts, an unsatisfactory lab performance will result. Unsatisfactory lab performance at completion of the semester will result in the grade of "F" for the entire course regardless of the theory grade.

C. Only one attempt to perform the same lab procedure may be made each proficiency day. If the lab procedure is not completed successfully, the student will be required to reschedule the CBE at an available time on the second attempt calendar with the lab instructor, before the date it is due.

D. CBEs are to be scheduled during lab time and at other assigned times as scheduled by instructor. Each student may sign up only once for a skill until all students have had an opportunity to sign up for that skill.

E. No books or notes are to be available during CBEs. "Patient/Client" and assistant may not give clues or any verbal assistance during the CBE.

Before beginning the CBE, each student testing needs to:

* Make arrangements for an assistant if needed (per instructor).
* Make arrangements for a patient/client if needed (per instructor).
* Be ready to start 10 minutes prior to your scheduled CBE time.
* Have accurate record of all required lab hours/log copies, all peer evaluation documentation, all names/signatures on all documents as required, ready to give to evaluating instructor (proof for error to ensure accurate completion/documentation).
* Place all required documentation in order of performance (per instructor), ready to present at CBE.

F. Students are instructed not to watch others being evaluated.

G. CBE sheets are to be given to the instructor at the beginning of the evaluation. Upon satisfactory completion, each sheet will be signed by the testing student, CBE partners, the lab instructor, and scores will be calculated.

Each CBE must be successfully completed in the lab before a student is permitted to perform the skill in the clinical setting.

H. All written lab assignments must be satisfactorily completed and submitted on due date to pass the fundamentals skills course.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.