

Medical Assisting Program Supplement 2022-2023



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Welcome Class of 2023

Welcome to the Southeastern Medical Assisting Diploma Program! We look forward to introducing you to this fast growing and rewarding profession.

Please review the policies and procedures outlined in this Medical Assisting Program Supplement. Familiarity with the content should facilitate your success in the program. Feel free at any time to discuss any questions or concerns you may have with any member of the Medical Assisting Faculty.

Good luck and we look forward to assisting you in this educational journey you have chosen.

Rhonda Basler

Medical Assisting Program Description

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 a master of complex body of knowledge and specialized skills requiring both formal education and practical experience that serve for entry into the profession. The programs minimum expectation is "To prepare competent entry level medical assistants in the Cognitive (knowledge), Psychomotor (skills), and Affective (behavior) learning domains."

Medical assisting is projected to have one of the fastest growth rates of all medical fields over the next decade. The STI program teaches the skills and theory of both the administrative and clinical components of the medical assisting position. This allows the medical assistant to function as both an administrative and /or clinical assistant in a variety of ambulatory settings.

As an administrative assistant, the medical assistant will be able to maintain patient medical records, complete medical insurance forms, schedule appointments, greet and interview patients, process and record office accounts, order supplies, and keep inventory records. The student will also learn word processing and computerized office management skills.

As a clinical assistant, the medical assistant will record height, weight, temperature, pulse, blood pressure, administer medication, assist the patient and physician in various examinations. The medical assistant will also assist with minor procedures and perform various screening tests, such as rapid strep, electrocardiography, and respiratory testing. The program introduces the student to laboratory procedures, including macroscopic and microscopic urinalysis, phlebotomy, hemoglobin, glucose testing, preparing blood smears, pregnancy testing, and other routine tests performed in the physician's office.

The Southeastern Technical Institute Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Mission statement

	<h1>MEDICAL ASSISTING PROGRAM MISSION</h1>	
SUCCESS	<p>The Medical Assisting Program Mission is to Transform Students into Lifelong Learners and Transition Graduates into Entry Level Positions within their Career Field.</p> <p><i>The goals of the STI Medical Assisting Program are organized around four core philosophies:</i></p>	
	<p>Mastery of Foundation Skills:</p> <ul style="list-style-type: none">• To provide medical assisting students with a curriculum that offers entry-level theory, skills, and professional development for successful employment in ambulatory care facilities.• To provide opportunities for a variety of learning modalities using current teaching methods.• To demonstrate cognitive, psychomotor and affective skills by completing medical assisting competencies.• Successful employment where the student assimilates learned and new skills effectively.	<p>Development of Interpersonal Skills:</p> <ul style="list-style-type: none">• To develop desirable work ethics and attitudes in the students• To prepare the medical assistant to work as a member of the health care delivery team• To develop the skills needed to interpret patient needs and communicate these as necessary to provide safe and effective care• To promote the program and bring a stronger awareness of career pathways in the medical assisting field
TRAINING	<p>Proactive Student Engagement:</p> <ul style="list-style-type: none">• To provide a classroom environment that embraces the diversity and contributions of all students where they can freely express their opinions and viewpoints.• To appreciate the strengths of all students and encourage growth in their personal and professional endeavors.• To create a learning environment that is secure and welcoming and to encourage success for employment after graduation.	<p>Commitment to Stretch Learning Initiatives:</p> <ul style="list-style-type: none">• To maintain employer, industry and community relationships to ensure availability of learning sites for students and to gain valuable input for improved program development• To continue to explore and utilize emerging educational technologies to prepare student for those found in industry• To prepare students to demonstrate concept assimilation by successful application of skills learned in a medical environment• To provide and evaluate relevant instructional materials necessary for the medical assistant career• To prepare the graduate for success in obtaining the national Certified Medical Assistant credential
INSPIRATION	<p>SOUTHEASTERN TECHNICAL INSTITUTE 250 Foundry Street, South Easton, MA 02375 Phone: 508.230.1297 Website: www.stitech.edu</p>	

Rev. 8/17

Medical Assisting Assisting Program Goals and Objectives

- Utilize critical thinking within the scope of medical assisting as a basis for patient care
- Demonstrate competency and apply skills and knowledge as an entry level medical assistant within a classroom and laboratory setting and in a bonafide medical office as an Externing student
- Demonstrate skill and competency in clinical and administrative skills according to the prescribed MAERB Core Curriculum
- Achieve CMA(AAMA) certification as a Medical Assisting credential
- Execute effective communication with patients, families, and members of the health care team.
- Secure employment as a medical assistant and participate in patient care by assisting the healthcare provider consistently and within the standards and scope of medical assisting practice.
- Continue her education or otherwise stablish goals consistent with the principles of life-long learning

Medical Assisting Program Faculty & Staff

Mrs. Rhonda Basler, BS, RMA (AMT), Program Director, Clinical Instructor

Ms. Donna Becker, M.ED., MA, Administrative Instructor

Accreditation

Commission of the Council on Occupational Education

7840 Roswell Road Building
300, Suite 325 Atlanta, GA
30350

Commission on Accreditation Allied Health Educations Programs

25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763 727-210-2350
www.caahep.org

Grading and Posting of Grades

- Each syllabus explains the grading policy for that individual course
- Upon completion of each semester or course a **minimum grade of 70%** must be attained in order to continue in the program
- Grades are posted on **Populi**
- Students that have any questions regarding grades must address with instructor within five days of the posting
- See course catalog for policies for incomplete grades

Student Health Records

All necessary immunizations and documentation must be complete in order to participate in hands on lab activities. We encourage students to have their completed immunization documentation no later than October 1st. Upon admission the student will receive a student health record to be completed by their health care provider. Failure to comply with health record documentation may negatively impact the student's grades, as well as their assignment for externship. No student will be considered for externship until all required documentation is complete.

Any student who has not submitted required health and immunization documentation will be excluded from lab activities. The student that is unable to participate in lab activities is responsible for arranging remediation. Demonstrations, student practice, and pass off of any missed procedure will be scheduled during after school office hours with instructors. The student will be responsible for scheduling remediation. Delays will incur deductions and/or no credit for certain missed assignments.

If there is a change in the student's health status, which may limit or restrict the student's ability to **fully participate** in all program activities, the student must immediately provide specific documentation from a healthcare provider. Any documented restriction may impact the student's ability to complete program requirements.

Attendance and Tardy Policy

In order to fulfill the program requirements, the student must attend class and externship per the school calendar fulfilling all the program hours. In the event of an absence, students must notify the Program Director by 7:30 A.M. The office phone number is 508- 230-1337 or email rbasler@sersd.org. Leave your name and a brief reason for your absence. Refer to the Course Catalog for the extended Attendance Policy at STI.

Attendance is taken promptly at 8 A.M. and the classroom door will be closed. Students who are tardy from school in the morning, from break, or from lunch will not be allowed to enter class until the next regularly scheduled break. The student's attendance record will be affected accordingly. A student that is tardy or dismissed is required to sign in at the STI office.

Please refer to individual course syllabi for policies regarding missed assignments.

Laboratory Practice

Uniform days: Lab attire must be the prescribed medical assisting scrub uniform, white or black leather or canvas enclosed shoes, a stethoscope, watch with a second hand, minimal jewelry, no facial jewelry, no strong perfumes, no artificial nails, nail polish, and nails should be clean and cut short. Smart watches are not allowed. Hair is required to be pulled back off of the shoulders.

Sweaters, hoodies, sweatshirts may not be worn. Headbands should be narrow and conservative. Hats are not to be worn during classroom or laboratory. It is up to the student to decide if they would like to purchase a lab jacket for additional warmth. ***Students are required to have immunizations/documentation to participate in Laboratory Practice.***

All students will be required to perform hands-on medical assisting procedures and laboratory skills. During laboratory practice, the student will be practicing and performing procedures in the role of the medical assistant. Students will also be required to assume the role of the patient. Students must pass all competencies in order to be eligible for Externship. A student who declines to participate in the prescribed activities will incur a zero for the daily lab grade and any associated assignments.

Medical assisting students are required to maintain an average of 70% or better in all cognitive competencies, as indicated by the course grade, and pass 100% of psychomotor and affective competencies.

Laboratory Makeup

See instructor the day of return for instructions regarding make up. After school make up time will be conducted at the convenience of the instructor. The student is responsible for providing a "patient" if necessary to make up or perform a lab skill.

Make up Policy: Test, Quizzes, Assignments and Homework

Homework is due at 8 A.M. on the assigned day and will not be accepted late for any reason and a grade of zero will be assessed.

Any student who is absent at the time of a **scheduled** quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student should refer to individual syllabus for makeup requirements.

It is the student's responsibility to follow up and make the appropriate arrangements within 5 days.

Externship

The Externship Guidelines and Workplace Activity Plan will be provided to students before the commencement of externship. Any student that has questions or concerns about the externship may and should inquire at any time to the Program Director or Instructors.

- Please note that students are required to wear the prescribed uniform at externship
- The student may be placed in one or more ambulatory care settings such as a doctor's office, surgical center, or specialty office
- The hours that the student spends at an externship facility **will vary** from the regular school hours. **The student is responsible for any additional Externship requirements that may include meetings, additional bloodwork and/or lab screening, documentation, and/or transportation and associated costs.**
- The student will be assigned specific hours and will receive credit only for hours that are identified on the Student Contact Form
- Any hours that the student is absent from externship will be made up after the assignment and therefore may impact program completion
- Students must make up any missed hours to meet the externship contractual obligation and program requirements
- No student will be paid during externship

Classroom Policy

- STI Student ID's must be visible at all times
- During lectures, student dress should be modest, business casual, and suitable for classroom activities
- Hoods, hats, hoodies, and coats are not to be worn during classes
- Lab attire must be the prescribed medical assisting scrub uniform, white or black leather or canvas enclosed shoes, a stethoscope, watch with a second hand, minimal jewelry, no facial jewelry, no strong perfumes, no artificial nails, nail polish, and nails should be clean and cut short

Food and Drink Classroom Policy

No food or drink allowed in the lab area. There are material and chemicals, blood and body fluids in use at times and safety and OSHA guidelines dictate compliance with this policy. If a student has a documented medical issue that requires an accommodation, he/she must notify the Program Director immediately and provide documentation from a health care provider.

The student may have spill-proof beverages in the classroom and as long as it doesn't interfere with the learning process or other students.

Electronics

All electronics are to be kept on vibrate and out of site unless use is approved by instructor. Cell phones, smart watches and all other electronic devices will be collected prior to testing unless the student has secured the device in their locker.

Professionalism

Students are expected to attend classes and labs, keep up with assignments and demonstrate professionalism in dress, speech and written communication. Professionalism includes a student's willingness to improve and grow in their performance. Responsibility, motivation, and enthusiasm are important to achieving success in the Medical Assisting Program.

The student is expected to represent Southeastern Technical Institute and the Medical Assisting Program in a professional manner during all classroom activities, and all clinical experiences. Students are expected to be respectful towards all members of the STI community.

All Southeastern Technical students are expected to maintain high standards of academic integrity and scholarly practice. Southeastern Technical Institute does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedures, or as an act of intentional academic dishonesty. See the student handbook for specific school policies.

*The information in this document applies to the program delivered in a conventional classroom and hands-on laboratory experience. At this writing, it is important to note that alternate models of course delivery, examinations, laboratory skills and externship may occur in the event of on-going pandemic directives and regulations.

Course Syllabi



Medical Assisting Theory and Lab I 1MAT01

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Monday – Thursday
Prerequisites	None	Co-requisites	None
Position	1 st Semester	Clock Hours	180

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This course introduces the skills, tasks and techniques performed by the medical assistant and their correlation for caring for the patient in the ambulatory setting. Topics include infection control, medical asepsis, exposure control and OSHA standards. In addition, the study of and proper performance of vital signs, anthropometric signs and additional screening procedures associated with particular types of office visits will be taught. Finally, the rationale for these screening tests and the ramifications of the results as they relate to patient's state of health will be explored.

Required Text:

Kinn's The Medical Assistant: An Applied Learning Approach, 14th Edition, Elsevier St. Louis, MO 63043

Kinn's The Medical Assistant-Study Guide and Procedure Checklist, 14th Edition, Elsevier St. Louis, MO 63043

Online resources: Simtics

EHR Go

Truelearn

Evolve Resources

Schoology LMS

Course Outcomes and Objectives:

- The student will understand the specific requirements of medical assisting
- The student will develop critical thinking skills to assist in caring for patients

- The student will demonstrate proficiency in a variety of screening tests and entry level skills practiced in the medical office
- The student will practice all aspects of patient care maintaining appropriate precautions and abiding by safety practices as mandated by agencies related to health care

2015 Core Curriculum:

CAAHEP requires that Medical Assisting student pass all psychomotor and affective competencies.

I.C.8. Identify common pathology relate to each body system including:

- signs
- symptoms
- etiology

I.C.9. Analyze pathology for each body system including:

- diagnostic measures
- treatment modalities

I.C.10. Identify CLIA waived tests associated with common diseases

I.C.12. Identify quality assurance practices in healthcare

I.C.13. List principles and steps of professional/provider CPR

I.C.14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting

II.C.6. Analyze healthcare results as reported in:

- Graphs
- Tables

I.P.1. Measure and record:

- Blood pressure
- Temperature
- Pulse
- Respirations
- Height
- Weight
- Length (infant)
- Head circumference (infant)
- Pulse oximetry

I.P.2. Perform:

- Electrocardiography
- Venipuncture
- Capillary puncture
- Pulmonary function testing

I.P.3 Perform patient screening using establish protocols

I.P.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
- I.P.5. Select proper sites for administering parenteral medication
- I.P.6. Administer oral medications
- I.P.7. Administer parenteral (excluding IV) medications
- I.P.8. Instruct and prepare a patient for a procedure or a treatment
- I.P.9. Assist provider with a patient exam
- I.P.10. Perform a quality control measure
- I.P.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
- I.P.12. Produce up-to-date documentation of provider/professional level CPR
- I.P.13. Perform first aid procedures for:
- a. Bleeding
 - b. Diabetic coma or insulin shock
 - c. Fractures
 - d. Seizures
 - e. Shock
 - f. Syncope
- II.P.2. Differentiate between normal and abnormal test results
- II.P.3. Maintain lab test results using flow sheets
- II.P.4. Document on a growth chart
- II.A.1. Reassure a patient of the accuracy of the test results
- III.C.1. List major types of infectious agents
- III.C.2. Describe the infection cycle including:
- a. The infectious agent
 - b. Reservoir
 - c. Susceptible host
 - d. Means of transmission
 - e. Portal of entry
 - f. Portals of exit

- III.C.3. Define the following as practiced within the ambulatory care setting:
 - a. Medical asepsis
 - b. Surgical asepsis
- III.C.4. Identify methods of controlling the growth of microorganisms
- III.C.5. Define the principles of standard precautions
- III.C.6. Define personal protective equipment (PPE) for:
 - a. All body fluids, secretions and excretions
 - b. Blood
 - c. Non-intact skin
 - d. Mucous membranes
- III.C.7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices
- III.P.1. Participate in blood borne pathogen training
- III.P.2. Select appropriate barrier/personal protective equipment (PPE)
- III.P.3. Perform handwashing
- III.P.10. Demonstrate proper disposal of biohazardous material
 - a. Sharps
 - b. Regulated wastes
- III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings
- IV.C.1. Describe dietary nutrients including
 - a. Carbohydrates
 - b. Fat
 - c. Protein
 - d. Minerals
 - e. Electrolytes
 - f. Vitamins
 - g. Fiber
 - h. Water
- IV.C.2. Define the functions of dietary supplements
- IV.C.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
 - h. Food allergies

- IV.P.1. Instruct a patient according to a patient's special dietary needs
- IV.A.1. Show awareness of patient's concerns regarding a dietary change
- V.P.4. Coach patient regarding
 - a. Office policies
 - b. Health maintenance
 - c. Disease prevention
 - d. Treatment plan
- V.P.11. Report relevant information concisely and accurately
- V.A.4. Explain to a patient the rationale for performance of a procedure
- X.C.1. Differentiate between scope of practice and standards of care for medical assistants
- X.C.2. Compare and contrast provider and medical assistant roles in terms of standard of care
- X.C.3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
- X.C.4. Summarize the Patient Bills of Rights
- X.C.5. Discuss licensure and certification as they apply to healthcare providers
- X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant
- X.C.7. Define
 - a. Negligence
 - b. Malpractice
 - c. Statute of limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - f. Living will/advanced directives
 - g. Medical durable power of attorney
 - h. Patient Self Determination Act (PSDA)
 - i. Risk management
- X.C.8. Describe the following types of insurance:
 - a. Liability
 - b. Professional (malpractice)
 - c. Personal injury
- X.C.9. List and discuss legal and illegal applicant interview questions
- X.C.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)
- X.C.11. Describe the process in compliance reporting:
 - a. Unsafe activities
 - b. Errors in patient care
 - c. Conflicts of interest

- d. Incident reports
- X.C.12. Describe compliance with public health statutes
 - a. Communicable diseases
 - b. Abuse, neglect and exploitation
 - c. Wounds of violence
- X.C.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. Respondent superior
 - i. Res ipsa loquitor
 - j. Locum tenens
 - k. Defendant-plaintiff
 - l. Deposition
 - m. Arbitration-mediation
 - n. Good Samaritan Laws
- X.A.1. Demonstrate sensitivity to patient's rights
- X.A.2. Protect the integrity of the medical record
- X.P.1. Locate a state's legal scope of practice for medical assistants
- X.P.2. Apply HIPAA rules in regard to
 - a. Privacy
 - b. Release of information
- X.P.3. Document patient care accurately in the medical record
- X.P.4. Apply the Patient's Bill of Rights as it relates to
 - a. Choice of treatment
 - b. Consent of treatment
 - c. Refusal of treatment
- X.P.5. Perform compliance reporting based on public health statutes
- X.P.6. Report an illegal activity in the healthcare setting following proper protocol
- X.P.7. Complete an incident report related to an error in patient care
- XI.C.1. Define
 - a. Ethics
 - b. Morals
- XI.C.2. Differentiate between personal and professional ethics

- XI.C.3. Identify the effect of personal morals on professional performance
- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.A.1. Recognize the impact personal ethics and morals have in the delivery of healthcare
- XI.P.2. Demonstrate appropriate response(s) to ethical issues
- XII.C.1. Identify
 - a. Safety signs
 - b. Symbols
 - c. Labels
- XII.C.2. Identify safety techniques that can be used in responding to accidental exposure
 - a. Blood
 - b. Other body fluids
 - c. Needle sticks
 - d. Chemicals
- XII.C.3. Discuss fire safety issues in an ambulatory healthcare environment
- XII.C.4. Describe fundamental principles of evacuation of a healthcare setting
- XII.C.5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
- XII.C.6. Discuss protocols for disposal of biological chemical materials
- XII.C.7. Identify principles of
 - a. Body mechanics
 - b. Ergonomics
- XII.C.8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency
- XII.P.1. Comply with
 - a. Safety signs
 - b. Symbols
 - c. Labels
- XII.P.2. Demonstrate proper use of
 - a. Eyewash station
 - b. Fire extinguishers
 - c. Sharps disposal containers
- XII.P.3. Use proper body mechanics
- XII.P.4. Participate in a mock exposure event with documentation of specific steps
- XII.P.5. Evaluate the work environment to identify unsafe working conditions
- XII.A.1. Recognize the physical and emotional effects on persons involved in an emergency situation
- XII.A.2. Demonstrate self-awareness in responding to an emergency situation

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
2. Each topic involves instruction, discussion, exercises and/or Assignments and Competencies homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
3. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
4. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
5. Tests are given following topics.

Teaching Aids:

Schoology Learning Management System
EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all Assignments and Competencies, quizzes, tests, competencies and lab grades.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	20%
Competencies, Quizzes, Assignments and Competencies, Lab Grade	20%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology. Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skills until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a "patient" as needed.

Assignments and Competencies and Quizzes: All Assignments and Competencies are due at the beginning of class on the date due; late or missed Assignments and Competencies are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	Assignments and Competencies
1	<p>The Professional Medical Assistant and the Healthcare Team</p> <ul style="list-style-type: none"> ● Discuss the typical responsibilities of a medical assistant and describe the role of the medical assistant as a patient navigator. ● Discuss the attributes of a professional medical assistant, project a professional image in the ambulatory care setting, and describe how to show respect for individual diversity. ● Differentiate between scope of practice and standards of care for medical assistants. ● List and discuss professional medical assisting organizations. ● Examine your learning preferences and interpret how your learning style affects your success as a student. ● Integrate effective study skills into your daily activities, design test-taking strategies that help you take charge of your success, and incorporate critical thinking skills and reflection to help you make mental connections as you learn material. ● Summarize the history of medicine and its significance 	<p>Chapter 1</p> <p>CMA article <i>Respect</i></p>	<p>Study Guide Questions</p> <p>Quiz: CMA article <i>Respect</i></p> <p>Time Management & Learning Styles Inventory</p> <p>Study Skills Boot Camp</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 11. Define the principles of self-boundaries ● 12. Define patient navigator ● 13. Describe the role of the medical assistant as a patient navigator ● 18. Discuss examples of diversity: <ul style="list-style-type: none"> ● a. cultural ● b. social ● c. ethnic ● V.A. Concepts of Effective Communication:

	<p>to the medical assisting profession.</p> <ul style="list-style-type: none"> ● Summarize the various types of medical professionals, allied health professionals, and healthcare facilities. ● Define a patient-centered medical home (PCMH) and discuss its five core functions and attributes. ● Explain the reasons professionalism is important in the medical field, describe work ethics, and stress the importance of cooperation. ● Apply time management strategies to prioritize the medical assistant's responsibilities as a member of the healthcare team. ● Respond to criticism, problem-solve, identify obstacles to professional behaviors, and define the principles of self-boundaries. 		<ul style="list-style-type: none"> ● 2. Demonstrate the principles of self-boundaries ● 3. Demonstrate respect for individual diversity including: <ul style="list-style-type: none"> ● 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 ● VIII.C Third Party Reimbursement: <ul style="list-style-type: none"> ● 4. Define a patient-centered medical home (PCMH) ● X.C Legal Implications: <ul style="list-style-type: none"> ● 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
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			<ul style="list-style-type: none"> ● 5. Discuss licensure and certification as they apply to healthcare providers ● X.P Legal Implications: <ul style="list-style-type: none"> ● 1. Locate a state's legal scope of practice for medical assistants ● XI.C Ethical Considerations: <ul style="list-style-type: none"> ● 1. Define: <ul style="list-style-type: none"> ● a. ethics ● b. morals ● 2. Differentiate between personal and professional ethics ● 3. Identify the effect of personal morals on professional performance ● XI.P Ethical Considerations: <ul style="list-style-type: none"> ● 1. Develop a plan for separation of personal and professional ethics ● 2. Demonstrate appropriate response(s) to ethical issues ● XI.A Ethical Considerations: <ul style="list-style-type: none"> 1. Recognize the impact personal morals and
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			ethics have on patient care
2	<p>Infection Control</p> <ul style="list-style-type: none"> ● Describe the characteristics of pathogenic microorganisms. ● Do the following related to the chain of infection: <ul style="list-style-type: none"> ○ Apply the chain of infection process to the healthcare practice. ○ Compare viral and bacterial cell invasion. ○ Differentiate between humoral and cell-mediated immunity. ● Summarize the impact of the inflammatory response on the body's ability to defend itself against infection. ● Analyze the differences among acute, chronic, latent, and opportunistic infections. 	<p>Chapter 19</p> <p>CMA article <i>Blood, Sweat and Fears</i></p>	<p>CAAHEP Competencies (Appendix</p> <p>III.C Infection Control:</p> <ol style="list-style-type: none"> 1. List major types of infectious agents 2. Describe the infection cycle including: <ol style="list-style-type: none"> a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit
3	<p>Vital Signs</p> <ul style="list-style-type: none"> ● Determining the appropriate equipment to obtain temperature, pulse, respirations and blood pressure. Specify any physiological affect to alter results ● Determine the appropriate methods of obtaining height and weight on adults ● Understand the legal and ethical responsibilities in obtaining vital signs 	<p>Chapter 20</p>	<p>Pre test: Vocabulary</p> <p>Study Guide</p> <p>Vitals Signs Quiz</p> <p>Various Videos on taking Vitals Signs; Listening for BP sounds</p> <p>Lab demonstrations and practice Cardinal and Anthropometric Vital Signs I.P. Anatomy & Physiology:</p>

			<ul style="list-style-type: none"> ● 1. Measure and record: <ul style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight g. length (infant) h. head circumference (infant) i. pulse oximetry <p>(Continued)</p> <p>I.A Anatomy & Physiology:</p> <ul style="list-style-type: none"> ● 1. Incorporate critical thinking skills when performing patient assessment <p>II. C Applied Mathematics:</p> <ul style="list-style-type: none"> ● 1. Demonstrate knowledge of basic math computations ● 4. Convert among measurement systems
4.	<p>Physical Examination</p> <ul style="list-style-type: none"> ● Identify the organs, structure and function of each body system ● Describe the methods and sequence of examinations ● Discuss the concept of a primary care provider ● Describe the components of the patient's medical history and how to collect the history information. 	<p>Chapter 21</p> <p>CMA article: <i>History's Mysteries</i></p> <p>CMA article: <i>HIPAA Privacy Rule or Jumble</i></p>	<p>Chapter Quiz</p> <p>Research local medical Offices and Specialties</p> <p>LAB: Blood Pressure Clinic Friends & Families</p> <p>Role Play : Physical Exam</p>

	<ul style="list-style-type: none"> ● Do the following related to understanding and communicating with patients. ● Discuss how to successfully understand and communicate with patients and display sensitivity to diverse populations. ● Demonstrate therapeutic communication feedback techniques to obtain information when gathering a patient history. <ul style="list-style-type: none"> ● Obtain and document patient information. ● Respond to nonverbal communication when interacting with patients. ● Compare open-ended and close-ended questions. ● 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. ● Discuss the use of therapeutic communication techniques with patients across the life span. ● Compare and contrast signs and symptoms. ● Document patient care accurately in the medical record. 		<p>I.P. Anatomy & Physiology:</p> <p>1. Measure and record:</p> <ol style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight g. length (infant) h. head circumference (infant) i. pulse oximetry <p>Chapter Test</p>
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	<ul style="list-style-type: none"> ● Do the following related to the physical examination: ● Outline the medical assistant's role in preparing for the physical examination. ● Summarize the instruments and equipment the provider typically uses during a physical examination. ● Identify the principles of body mechanics and demonstrate proper body mechanics. ● Outline the basic principles of gowning, positioning, and draping a patient for examination; also, describe how to position and drape a patient in different examining positions while remaining mindful of the patient's privacy and comfort. ● Describe the methods of examination and give an example of each one. ● Describe the sequence of Physical Examination 		
5.	<p>Nutrition and Health Promotion</p> <ul style="list-style-type: none"> ● Analyze poor nutrition and lifestyle factors and diet-related diseases ● Recognize food choices and cultural eating patterns ● Describe metabolism. ● Describe dietary nutrients, including carbohydrates, fiber, protein, fat, minerals and electrolytes, vitamins, and water. 	Chapter 23	<p>Study Guide</p> <p>Nutrition Quiz</p> <p>Diets for Medical Conditions</p> <p>Lab: evaluate various product Nutrition labels</p> <p>IV.C Nutrition:</p>

	<ul style="list-style-type: none"> ● Explain current dietary guidelines. ● Describe how to read a food label. ● Describe the different types of medically ordered diets. ● Identify the special dietary needs for weight control, diabetes mellitus, cardiovascular disease, and hypertension. ● Identify the special dietary needs for those with food allergies, celiac disease, and lactose intolerance. ● Identify special dietary needs for those with various conditions, including pregnancy and lactation, epilepsy, HIV and AIDS, and cancer. ● Instruct a patient on dietary changes while demonstrating awareness of others' concerns 		<ol style="list-style-type: none"> 1. Describe dietary nutrients including: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies <p>Documentary : <i>Supersize Me</i> with Quiz Chapter Test</p>
6.	<p>Dermatology</p> <ul style="list-style-type: none"> ● Describe the anatomic structures of the skin. ● Discuss the physiology of the integumentary system. ● Compare various skin lesions and give examples of each. ● Describe typical integumentary system infections and infestations. 	Chapter 32	<p>Pre Test Vocabulary</p> <p>Study Guide Questions</p> <p>EHR GO assignment: Derm patient</p> <p>Skin Models</p>

	<ul style="list-style-type: none"> ● Differentiate among various inflammatory and autoimmune integumentary disorders. ● Recognize burns and cold injuries to the skin. ● Describe skin malignancies and their treatment and define the ABCDE rule for identifying a malignant melanoma. ● Discuss how to assist with a dermatologic examination. ● Explain dermatologic procedures performed in the ambulatory care setting. 		<p>Utilize UV Facial Scanner; offer scanner to school students/staff by students</p> <p>Review Microscope Slides</p> <p>I.C Anatomy & Physiology:</p> <ol style="list-style-type: none"> 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system 8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology 9. Analyze pathology for each body system including: <ol style="list-style-type: none"> a. diagnostic measures b. treatment modalities <p>I.P. Anatomy & Physiology:</p> <ol style="list-style-type: none"> 8. Instruct and prepare a patient for a procedure or a treatment
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			9. Assist provider with a patient exam Chapter Test
7.	<p>Legal Principles, Health Care law, Healthcare Ethics</p> <ul style="list-style-type: none"> ● Define ethics and moral ● Identify personal morals in a professional environment ● Define the elements and types of ethical problems ● Compare criminal and civil law ● Discuss the parts of a medical professional liability lawsuit 	Chapter 3,4,5	<p>Study Guide Questions</p> <p>Workplace Applications</p> <p>Review Scope of Practice</p> <p>X.C Legal Implications:</p> <ol style="list-style-type: none"> 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 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: <ol style="list-style-type: none"> a. negligence b. malpractice c. statute of limitations d. Good Samaritan Act(s) i. risk management 8. Describe the following types of insurance: <ol style="list-style-type: none"> a. liability

		<p>b. professional (malpractice)</p> <p>c. personal injury</p> <p>X.C Legal Implications:</p> <p>2. Compare and contrast provider and medical assistant roles in terms of standard of care</p> <p>3. Describe components of the Health Information Portability & Accountability Act (HIPAA)</p> <p>7. Define:</p> <p>d. Good Samaritan Act(s)</p> <p>e. Uniform Anatomical Gift Act</p> <p>f. living will/advanced directives</p> <p>g. medical durable power of attorney</p> <p>h. Patient Self Determination Act (PSDA)</p> <p>10. Identify:</p> <p>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</p> <p>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</p> <p>c. Americans with Disabilities Act Amendments Act (ADAAA)</p> <p>X.C Legal Implications:</p>
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			<p>2. Compare and contrast provider and medical assistant roles in terms of standard of care</p> <p>3. Describe components of the Health Information Portability & Accountability Act (HIPAA)</p> <p>7. Define:</p> <p>d. Good Samaritan Act(s)</p> <p>e. Uniform Anatomical Gift Act</p> <p>f. living will/advanced directives</p> <p>g. medical durable power of attorney</p> <p>h. Patient Self Determination Act (PSDA)</p> <p>10. Identify:</p> <p>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</p> <p>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</p> <p>c. Americans with Disabilities Act Amendments Act (ADAAA)</p> <p>Chapter Test</p> <p>Guest Speaker (if available)</p>
8.	<p>Pediatrics</p> <ul style="list-style-type: none"> Describe childhood growth patterns. 	Chapter 43	Pre test: Vocabulary

	<ul style="list-style-type: none"> ● Discuss developmental patterns and therapeutic approaches for infants, toddlers, preschoolers, school-aged children, and adolescents. ● Describe Erickson’s developmental theory. ● List and describe common pediatric diseases and disorders. ● Do the following related to the pediatric patient examination ● Describe the medical assistant’s role in pediatric procedures. ● Cite reference ranges for pediatric vital signs. ● Describe how the Apgar scoring system works. ● List the recommendations of the American Academy of Pediatrics when it comes to the frequency of well-child visits. ● Discuss sick-child visits, as well as important questions for telephone screening of an older child who can communicate symptoms. ● Describe how to measure the circumference of an infant’s head and how to obtain an infant’s length and weight. ● Assist with diagnostic procedures, including obtaining a urine sample. ● Discuss the current immunization schedule for children from newborn to 18 years old. 		<p>Lab: Infant length and weight and documentation</p> <p>Pediatric Vital Signs</p> <p>Vaccine & Immunization Quiz</p> <p>Study Guide Questions</p> <p>Group Assignment: Review Developmental Theories</p> <p>Pedi Clinic with early Childhood Class</p> <p>Chapter Test</p> <p>I.C. Anatomy & Physiology:</p> <ul style="list-style-type: none"> ● 6. Compare structure and function of the human body across the life span <p>I.P. Anatomy & Physiology:</p> <ul style="list-style-type: none"> ● 1. Measure and record: <ul style="list-style-type: none"> g. length (infant) h. head circumference (infant) ● 3. Perform patient screening using established protocols
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	<ul style="list-style-type: none"> ● Also, detail guidelines for childhood immunizations, and document immunizations. ● Discuss the unique challenges and needs of the adolescent patient. ● Specify child safety guidelines for injury prevention and management of suspected child abuse. 		<ul style="list-style-type: none"> ● 8. Instruct and prepare a patient for a procedure or a treatment ● 9. Assist provider with a patient exam <p>II. C Applied Mathematics:</p> <ul style="list-style-type: none"> ● 6. Analyze healthcare results as reported in: <ul style="list-style-type: none"> a. graphs b. tables <p>II.P Applied Mathematics:</p> <ul style="list-style-type: none"> ● 4. Document on a growth chart <p>V.C Concepts of Effective Communication:</p> <ul style="list-style-type: none"> ● 17. Discuss the theories of: <ul style="list-style-type: none"> b. Erikson <p>X.P Legal Implications:</p> <ul style="list-style-type: none"> ● 3. Document patient care accurately in the medical record
9	<p>Orthopedics</p> <ul style="list-style-type: none"> ● List the major structures of the musculoskeletal system and identify the anatomic location of the structures. ● Describe the normal function and physiology of the musculoskeletal system. 	Chapter 35	<p>Northstar Quiz: <i>Therapeutic Modalities</i></p> <p>Lab: Ortho Skills</p> <p>I.C Anatomy & Physiology: 4. List major organs in each body system</p>

	<ul style="list-style-type: none"> ● Discuss the diseases and disorders related to the musculoskeletal system. Also: ● Identify the common signs and symptoms of musculoskeletal conditions. ● Identify the common etiology of musculoskeletal conditions. ● Describe diagnostic measures used for the musculoskeletal conditions. ● Identify CLIA-waived tests associated with common musculoskeletal conditions. ● Describe treatment modalities used for musculoskeletal conditions. ● Discuss the medical assistant's role in orthopedics and rheumatology procedures and describe topics to address when coaching a patient on cast care, hot and cold applications, and assistive devices 		<p>5. Identify the anatomical location of major organs in each body system</p> <p>6. Compare structure and function of the human body across the life span</p> <p>7. Describe the normal function of each body system</p> <p>8. Identify common pathology related to each body system including:</p> <ul style="list-style-type: none"> a. signs b. symptoms c. etiology <p>9. Analyze pathology for each body system including:</p> <ul style="list-style-type: none"> a. diagnostic measures b. treatment modalities <p>10. Identify CLIA waived tests associated with common diseases</p> <p>V.C Concepts of Effective Communication:</p> <p>10. Define medical terms and abbreviations related to all body systems</p> <p>Gust Speaker: Physical Therapy</p> <p>Study Guide Questions</p> <p>Chapter Test</p>
10.	Pulmonology	Chapter 40	Pre test: Vocabulary

	<ul style="list-style-type: none"> ● Describe the organs of the respiratory system, including their function and anatomic location, and compare the structure and function of the respiratory system across the life span. ● Discuss the physiology of the respiratory system, and explain the process of ventilation. ● Discuss common chronic and acute respiratory disorders, including signs, symptoms, etiology, diagnostic procedures, and treatments. ● In addition, discuss the hazards of using tobacco products, including cigarettes, smokeless tobacco, and e-cigarettes (vaping). ● Discuss the medical assistant's role in pulmonary procedures, including assisting with examination and diagnostic procedures such as measuring the peak flow rate and performing spirometry. ● Describe pulmonary treatments, including metered-dose inhalers, nebulizer treatments, and oxygen therapy. 		<p>Study Guide</p> <p>Lab: R, Peak Flow Meters, PFT's, Incentive Spirometry Rapid Strep I.C Anatomy & Physiology:</p> <ol style="list-style-type: none"> 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system 8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology 9. Analyze pathology for each body system including: <ol style="list-style-type: none"> a. diagnostic measures b. treatment modalities 10. Identify CLIA waived tests associated with common diseases <p>National Standards Covered</p>
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			<p>Field Trip: Asthma & Allergy LLC</p> <p>EHR Go assignment: Allergy Patient</p> <p>Chapter Quiz</p> <p>Chapter Test</p>
11.	<p>Cardiology</p> <ul style="list-style-type: none"> ● Describe the anatomy of the cardiovascular system. ● Explain the pulmonary and systemic circulations. ● Describe coronary circulation, hepatic portal circulation, and fetal circulation. ● Describe life span changes related to the cardiovascular system. ● Describe the conduction system of the heart, including the three states of a cardiac cell. ● Describe factors that influence blood pressure: <ul style="list-style-type: none"> ● List common signs and symptoms of cardiovascular disorders. ● Identify disorders of the cardiovascular system, list risk factors for heart disease, and describe the types of shock. ● Discuss the medical assistant's role in assisting with the cardiology examination. 	<p>Chapter 39</p> <p>CMA article: <i>A Fib</i></p>	<p>Pre test: Vocabulary</p> <p>Study Guide Questions</p> <p>Video: Stent Placement, Cardiac Catheterization</p> <p>DVD: Heart Sounds</p> <p>Lab: Capillary Puncture for Cholesterol</p> <p>I.C Anatomy & Physiology:</p> <ol style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system

	<ul style="list-style-type: none"> ● Describe diagnostic procedures, including angiography, cardiac catheterization, Doppler ultrasound, and echocardiography. ● Describe cardiovascular treatments, including a pacemaker and an implantable cardioverter-defibrillator. 		8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology Chapter Quiz <i>CMA Quiz: A Fib</i> Chapter Test
12.	Principles of Electrocardiography <ul style="list-style-type: none"> ● Review the structures and functionality of the cardiovascular system. ● Use correct electrocardiography (ECG) terminology. ● Discuss ECG waves, segments, and intervals. ● Describe the medical assistant's role in a resting 12-lead ECG. ● Describe the bipolar (standard) leads, augmented leads, and chest (precordial) leads. ● Prepare a patient for an ECG and obtain an electrocardiogram. ● Troubleshoot artifacts in an ECG. ● Identify abnormal rhythms in an ECG tracing. ● Discuss additional ECG tests. 	Chapter 26	Pre test: Vocabulary Study Guide Lab: performing EKG I.C Anatomy & Physiology: <ol style="list-style-type: none"> 1. Describe structural organization of the human body 4. List major organs in each body system 7. Describe the normal function of each body system 8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> a. signs b. symptoms

			<p>9. Analyze pathology for each body system including:</p> <p>a. diagnostic measures</p> <p>I.P. Anatomy & Physiology:</p> <p>2. Perform:</p> <p>a. electrocardiography</p> <p>8. Instruct and prepare a patient for a procedure or a treatment</p> <p>I.A Anatomy & Physiology:</p> <p>1. Incorporate critical thinking skills when performing patient assessment</p> <p>2. Incorporate critical thinking skills when performing patient care</p> <p>VI.P Administrative Functions:</p> <p>8. Perform routine maintenance of administrative or clinical equipment</p> <p>X.P Legal Implications:</p> <p>3. Document patient care accurately in the medical record</p> <p>Chapter Quiz</p> <p>Chapter Test</p>
13.	<p>Neurology</p> <ul style="list-style-type: none"> Summarize the anatomy of the nervous system and compare the structure and function of the 	<p>Chapter 36</p> <p>CMA article: <i>Migraine Headache</i></p>	<p>Pre test: Vocabulary Study Guide</p> <p>Chapter Quiz</p>

	<p>nervous system across the life span.</p> <ul style="list-style-type: none"> ● Discuss the cells of the nervous system and describe polarization, depolarization, and repolarization. ● Describe the autonomic nervous system, including the sympathetic and parasympathetic nervous systems. ● Distinguish among common neurodegenerative diseases. ● Discuss various functional disorders and describe the three types of seizures. ● Compare and contrast encephalitis and meningitis. ● Lesson 36.2: Neurologic Diseases, Procedures, and the Neurological Examination ● Distinguish among neurological structural diseases. ● Describe the types of strokes and related treatments. ● Discuss the medical assistant's role in a neurological exam. ● Summarize the medical assistant's role with a lumbar puncture procedure. ● Summarize the patient coaching required for electroencephalography. 		<p>Video: Migraines</p> <p>I.C Anatomy & Physiology:</p> <ol style="list-style-type: none"> 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system <p>Chapter Test</p>
14.	<p>Endocrinology</p> <ul style="list-style-type: none"> ● Do the following related to the anatomy of the endocrine system: 	<p>Chapter 38</p> <p>CMA article: Hypothyroidism</p>	<p>Pre test: Vocabulary Study Guide</p> <p>CMA article & Quiz <i>Hypothyroidism</i></p>

	<ul style="list-style-type: none"> ○ Describe the anatomical location of the major organs of the endocrine system. ○ List the hormones secreted from the endocrine glands. ○ Describe life span changes related to the endocrine system. ● Explain the physiology of the endocrine system. ● Identify common disorders of the endocrine system and list common signs and symptoms of endocrine disorders. ● Differentiate between type 1 and type 2 diabetes mellitus. ● List signs and symptoms of hypoglycemia, hyperglycemia, and diabetes ketoacidosis, and describe the immediate care required for hypoglycemia and diabetic ketoacidosis. ● Explain complications of diabetes and discuss gestational diabetes. ● Discuss the medical assistant's role in endocrinology procedures, including assisting with the examination, diagnostic procedures, and treatments. 		<p>Lab: Capillary Puncture: Glucose</p> <p>I.C Anatomy & Physiology:</p> <ol style="list-style-type: none"> 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system 8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology <p>Students in pairs research and report to class on ADA and APMA and content/resources</p> <p>Chapter Quiz</p> <p>Chapter Test</p>
15.	<p>Medical Emergencies</p> <ul style="list-style-type: none"> ● Discuss emergencies in healthcare settings and possible 	Chapter 27	<p>Study Guide</p> <p>Chapter Quiz</p>

	<p>roles each team member has during an emergency.</p> <ul style="list-style-type: none"> ● Describe emergency equipment and supplies. ● Explain first aid procedures for environmental emergencies, including temperature-related emergencies, burns, poisonings, anaphylaxis, bites and stings, and foreign bodies in the eyes. ● Discuss diabetic emergencies and provide first aid for a patient in insulin shock. ● Discuss musculoskeletal and neurologic emergencies and provide first aid for patient with seizure activity. ● Discuss respiratory emergencies and provide first aid for a choking patient. ● Discuss cardiovascular emergencies and provide first aid for a patient with a bleeding wound, fracture, or syncope; a patient in shock; and a patient in need of rescue breathing or cardiopulmonary resuscitation (CPR). 		<p>Guest Speaker: Fire Department</p> <p>Until Help Arrives Program-Col. Gavigan</p> <p>CPR</p> <p>I.C Anatomy & Physiology: 13. List principles and steps of professional/provider CPR</p> <p>14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting</p> <p>I.P. Anatomy & Physiology: 13. Perform first aid procedures for:</p> <ol style="list-style-type: none"> a. bleeding b. diabetic coma or insulin shock c. fractures d. seizures e. shock f. syncope <p>I.A Anatomy & Physiology: 1. Incorporate critical thinking skills when performing patient assessment</p>
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			<p>2. Incorporate critical thinking skills when performing patient care</p> <p>X.P Legal Implications:</p> <p>3. Document patient care accurately in the medical record</p> <p>Group Assignment: Posters for Varied Emergencies</p> <p>Chapter Test</p>
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Anatomy & Associated Terminology I
1MAT02

Instructor	Rhonda Basler	Phone	(508) 230 – 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Tuesday and Wednesday Period 1 – 2
Prerequisites	None	Co-requisites	None
Position	1 st Semester	Clock Hours	60

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This is a course designed to familiarize the student with the general plan and structure of the human body and its function under normal, healthy conditions as well as an introduction to the body's response to illness and disease. The anatomical divisions and body planes, cells, tissues, and membranes, the skeletal, integumentary, muscular and respiratory systems and cardiovascular systems are surveyed. The course explores the meaning of medical terms and abbreviations, the source of the terminology, spelling and accurate use and placement in medical office documents. The course focuses on the structure of medical terms, their word roots and components, prefixes, suffixes so that the student develops working command and understanding of medical vocabulary related to disease in a variety of healthcare specialties.

Text:

Mastering Healthcare Terminology, 6th Edition. Betsy J. Shiland. Elsevier
Online Resources

Course Outcomes and Objectives:

- The student will learn and differentiate among word components
- The student will develop a working vocabulary of healthcare terms and abbreviations
- The student will demonstrate proficiency in constructing written notes on patient care using appropriate medical terminology
- The student will know the basic anatomical parts and function of the body systems

- The student will demonstrate proficiency in communicating orally using medical terminology
- Student will name the levels of organization of the body
- Student will apply knowledge of body structures from simple to complex
- The student will be able to explain the mechanisms of metabolism, homeostasis, negative and positive feedback and ramifications when disease or illness present
- The student will be able to identify barriers to wellness and approaches to prevent illness
- Student will use appropriate language and terminology to describe or identify body parts

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

- I.C.1. Describe structural organization of the human body
- I.C.2. Identify body systems
- I.C.3. Describe
 - a. Body planes
 - b. Directional terms
 - c. Quadrants
 - d. Body cavities
- I.C.4. List major organs in each body system
- I.C.5. Identify the anatomical location of major organs in each body system
- I.C.6. Compare structure and function of the human body across the lifespan
- I.C.7. Describe the normal function of each of body system
- V.C.9. Identify medical terms labeling the word parts
- V.C.10. Define medical terms and abbreviations related to all body systems
- V.P.11. Report relevant information concisely and accurately

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional material from handouts and outside sources may be utilized. Discussion is encouraged. Various Instructional Modalities, such as PowerPoint, videos, software and online resources associated with the textbook etc. will be utilized as appropriate
2. Each topic involves instruction, discussion, exercises and/or assignments and homework to reinforce information provided during lectures. Students, at times, will work in pairs, groups to explore and study certain concepts. Independent study is required.

Teaching Aids:

Schoolbrains Student Information System
Schoology Learning Management System
EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	20%
Quizzes, Assignments and Homework	20%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements.

No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement
This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	Competencies & Activities and Assignments
1	Introduction to Healthcare Terminology <ul style="list-style-type: none"> ● Build, spell and pronounce healthcare terms 	Chapter 1	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: ● 3. Use medical terminology correctly and pronounced

			<p>accurately to communicate information to providers and patients</p> <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
2	<p>Body Structure and Directional Terminology</p> <ul style="list-style-type: none"> Recognize terms associated with the organization of the body 	Chapter 2	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: 3. Use medical terminology correctly and pronounced

			<p>accurately to communicate information to providers and patients</p> <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
3	<p>Integumentary System</p> <ul style="list-style-type: none"> Recognize terms related to the anatomy and diagnostics of the Integumentary system 	Chapter 3	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: <ul style="list-style-type: none"> 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> 3. Use medical terminology correctly and pronounced accurately to communicate

			<p>information to providers and patients</p> <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
4	<p>Musculoskeletal System</p> <ul style="list-style-type: none"> Recognize terms related to the anatomy and diagnostics of the musculoskeletal system 	Chapter 3	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients

			<p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
5	<p>Respiratory System</p> <ul style="list-style-type: none"> Recognize terms related to the anatomy and diagnostics of the Respiratory system 	Chapter 11	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p>

			<p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
6	<p>Cardiovascular System</p> <ul style="list-style-type: none"> Recognize terms related to the anatomy and diagnostics of the cardiovascular system 	Chapter 10	<ul style="list-style-type: none"> I.C Anatomy & Physiology: 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources Khan Academy</p>

			<p>Crash Course Videos Student Handouts Chapter Quiz Chapter Tests</p>
7	<p>Nervous System</p> <ul style="list-style-type: none"> Recognize terms related to the anatomy and diagnostics of the nervous system 	Chapter 12	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology V.C Concepts of Effective Communication: 10. Define medical terms and abbreviations related to all body systems V.P. Concepts of Effective Communication: 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources Khan Academy Crash Course Videos Student Handouts Chapter Quiz Chapter Tests</p>
8	<p>Mental and Behavioral Health</p> <ul style="list-style-type: none"> Understand the definitions of mental and behavioral health 	Chapter 15	<ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 1. Describe structural organization of the human body 2. Identify body systems

			<ul style="list-style-type: none"> ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources Khan Academy Crash Course Videos Student Handouts Chapter Quiz Chapter Tests</p>
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Pharmacology 1
1MAT03

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Monday and Friday, Period 5 & 6
Prerequisites	None	Co-requisites	None
Position	1 st Semester	Clock Hours	60

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This is a basic course designed to familiarize the student with pertinent information regarding pharmaceuticals such as legal and ethical concerns, terminology, definitions, abbreviations and classifications. In addition, the course will familiarize the student with approximately 50 of the more commonly prescribed medications with their trade and generic names, mode of action, side effects and usual doses. The medications discussed are correlated with the body systems discussed in other courses

Text:

Pharmacology Principles and Applications, 3rd Edition, Fulcher, Elsevier

Online Resources

Course Outcomes and Objectives:

- The student will list categories of medications
- The student will know common medications prescribed for body systems, diseases and/or disorders
- The student will know the expected outcome of medications for various diseases and/or disorders of body systems
- The student will differentiate between adverse reactions, side effects and expected outcomes of medications
- The student will know various regulatory agencies and laws that govern medication

- preparation and delivery
- The student will distinguish between over-the-counter and prescription medications, their use and safety

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

II.C.3. Define basic unit of measurement in

- a. The metric system
- b. The household system

II.C.4. Convert among measurement systems

II.C.5. Identify abbreviations and symbols used in calculating medication dosages

I.C.11. Identify the classifications of medication including

- a. Indications for use
- b. Desired effects
- c. Side effects
- d. Adverse reactions

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional material from handouts and outside sources may be utilized. Discussion is encouraged. Various Instructional Modalities, such as Power Point, videos, software etc. will be utilized as appropriate
2. Each topic involves instruction, discussion, exercises and/or assignments and homework to reinforce information provided during lectures. Students, at times, will work in pairs, groups to explore and study certain concepts. Some independent study is required.

Teaching Aids:

Populi Student Information System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests and competencies.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	25%
Quizzes, Assignments and Homework	15%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology. Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a "patient" as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement

This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	
1	<p>Introduction to Pharmacology and Its Legal and Ethical Aspects</p> <ul style="list-style-type: none"> ● Identify the major government agencies and the role of regulation of medication ● Describe the process of compliance with Drug Enforcement Administration with regard to administering, dispensing and prescribing controlled drugs 	Chapter 1	
2	<p>Basics of Pharmacology</p> <ul style="list-style-type: none"> ● Identify the responsibility with regard to adverse reactions, side effects and toxic reactions ● Explain drug interactions 	Chapter 2	
3	<p>Drug Information and Drug Forms</p> <ul style="list-style-type: none"> ● Explain the different classification of medications ● Identify drug forms 	Chapter 3	
4	<p>Reading and Interpreting Medication Labels and Orders and Documenting Appropriately</p> <ul style="list-style-type: none"> ● Use correct abbreviations when assisting with prescriptions ● Describe parts of a prescription ● Document prescriptions in a patients record 	Chapter 5	
5	<p>Safety and Quality Assurance</p> <ul style="list-style-type: none"> ● Explain the importance of safety when using over the counter medication 	Chapter 11	

	<ul style="list-style-type: none"> ● Describe quality assurance in medication administration ● List the seven rights of administering medications 		
6	<p>Enteral Route</p> <ul style="list-style-type: none"> ● Explain enteral route of medication administration ● Prepare liquid medication 	Chapter 12	
7	<p>Percutaneous Routes</p> <ul style="list-style-type: none"> ● Describe percutaneous routes of medication administration ● Explain transdermal drugs 	Chapter 13	
8	<p>Parenteral Routes</p> <ul style="list-style-type: none"> ● Explain parenteral routes of medication ● Describe how to select syringe and needle for administering medication ● Compare inflammatory and autoimmune integumentary disorders 	Chapter 14	
9	<p>Drugs for Skin Conditions</p> <ul style="list-style-type: none"> ● Describe how topical medications are absorbed into the skin ● Explain why some topical medication may have systemic effects 	Chapter 22	
10	<p>Antimicrobials, Antifungals and Antivirals</p> <ul style="list-style-type: none"> ● Explain the difference between pathogenic and nonpathogenic bacteria ● Describe how bacteria can acquire resistance to specific antibodies 	Chapter 17	
11	<p>Analgesics and Antipyretics</p> <ul style="list-style-type: none"> ● Describe therapeutic effects of narcotic and non-narcotic pain relievers, nonsteroidal anti-inflammatory drugs and antipyretics used in ambulatory care 	Chapter 15	

	<ul style="list-style-type: none"> ● Education patient about drug safety and compliance 		
12	<p>Musculoskeletal System Disorders</p> <ul style="list-style-type: none"> ● Explain the classes of medications used to treat musculoskeletal conditions ● Describe causes and symptoms of joint and muscle pain 	Chapter 23	
13	<p>Respiratory System Disorders</p> <ul style="list-style-type: none"> ● Discuss internal and external respirations ● Describe the effects of antihistamines and decongestants ● Explain the need for corticosteroids 	Chapter 25	
14	<p>Circulator System and Blood Disorders</p> <ul style="list-style-type: none"> ● Explain how medications are used to maintain a regular cardiac rhythm ● Discuss the role of anticoagulants 	Chapter 26	
15	<p>Drugs for Neurologic System Disorders</p> <ul style="list-style-type: none"> ● Describe how analgesics and general anesthetics work ● Identify central nervous system stimulants and their actions ● Explain the action of medications on the autonomic and peripheral nervous system 	Chapter 29	
16	<p>Immunizations and the Immune System</p> <ul style="list-style-type: none"> ● Describe the public health guidelines for immunizations 	Chapter 16	
17	<p>Endocrine System Disorders</p> <ul style="list-style-type: none"> ● Describe hormones and their functions ● Describe the role of glucose and glycogen in maintain homeostasis 	Chapter 20	
18	<p>Drugs for Mental Health and Behavioral Disorders</p>	Chapter 30	

	<ul style="list-style-type: none"> ● Recognizing agents used as antimonies and medications for bipolar disorders ● Describing behavioral disorders found in adults and children and drugs indicated in treatment 		
19	<p>Misused, Abused and Addictive Drugs</p> <ul style="list-style-type: none"> ● Describing actions leading to misuse of abuse of prescription and nonprescription medications and identifying possible misuse and abuse 	Chapter 31	

Math for Pharmacology
1MAT04

Instructor	Donna J. Becker	Phone	(508) 230 – 1374
Office	Room 2 – 128, Computer Lab	E-mail	dbecker@sersd.org
Office Hours	Daily 2:10-3:00 pm and by appointment	Schedule	Wednesdays, Periods 5/6
Prerequisites	None	Co-requisites	Pharmacology 1, 1MAT03
Position	1 st Semester	Clock Hours	30

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This course provides a review of basic math skills required to perform simple computations. The course includes a review of fractions and decimal fractions. Skills in the Metric and English system of measurement are developed as well as conversion from one system to another. Students will learn how to perform drug calculations and to convert prescribed dosages for the patient.

Required Text:

Pharmacology Principles and Applications, Third Edition
Fulcher, Fulcher, Soto; Elsevier

Online Resources:

Khan Academy
Playposit.com
Flipgrid.com
Kahoots.com

Course Outcomes and Objectives:

- Students will add, subtract, multiply, and divide fractions
- Students will become fluent in the use of the Metric measurement system
- Students will convert numbers within the Metric scale
- Students will convert English measurement to Metric and Metric to English
- Students will calculate percentages
- Students will calculate proportions and ratios
- Students will calculate and verify drug dosages
- Students will develop skills required for basic practice finance including developing an understanding of basic bookkeeping and patient accounts
- Students will develop skills required for basic practice finance including developing an understanding of basic bookkeeping and patient accounts

2015 Core Curriculum:

Taken from 2015 standards and guidelines for the Medical Assistant Educational Programs

- II.C.1 Demonstrate knowledge of basic math computations
- II.C.2 Apply mathematical computations to solve equations
- II.C.3 Identify measurement systems
- II.C.4 Define basic units of measurement in metric, apothecary, and household systems
- II.C.5 Convert among measurement systems
- II.C.6 Identify both abbreviations and symbols used in calculating medication dosages
- II.P.1 Calculate proper dosages of medication for administration
- II.P.2 Differentiate between normal and abnormal test results

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
2. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
3. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
4. Tests and quizzes are given following topics.

Teaching Aids:

Populi Student Information System
Schoology Learning Management System

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, and competencies.

Grading Criteria:

Quizzes, Assignments, Homework	20%
Tests	20%
Midterm	30%
Final	30%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70 or better. CAAHEP accreditation requires that the Medical Assistant students pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for

every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skills until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient time to the Instructor; student must also arrange to have a "patient" as needed.

Assignments, Quizzes, Homework: All assignments and homework are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement. This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students as well as weather – related events may necessitate modifications.

Units	Topic	Required Reading	Assignments
1	Instruments of Measurement For Medical Assistants	Slideshow	Measurement Activity Measurement Quiz
2	Math Review	Chapter 6	Pre-test Fractions Decimals Percent Ratio and Proportion Unit Test
3	Measurement Systems and Their Equivalentents	Chapter 7	Roman Numerals Metric System Temperature Conversions Weight/Length Conversions Unit Test
	MIDTERM EXAM		Review previous tests and quizzes
4	Converting Between Measurement Systems	Chapter 8	Time Conversion Temperature Conversion Volume Conversions Weight/Length Conversions Unit Test
5	Calculating Doses of Non-parenteral Medications	Chapter 9	Chapter 9 Workbook Unit Test



6	Calculating Doses of Parenteral Medications	Chapter 10	Chapter 10 Workbook Unit Test
	FINAL EXAM		Cumulative review

Medical Office Management

1MAT05

Instructor	Donna J. Becker	Phone	(508) 230 - 1374
Office	Room 2 – 128, Computer Lab	E-mail	dbecker@sersd.org
Office Hours	Daily 2:10-3:00 pm and by appointment	Schedule	Fridays, Period 1 & 2
Prerequisites	None	Co-requisites	All semester 1 courses
Position	1 st Semester	Clock Hours	30

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

The management of the office can greatly influence the success of the practice. This course provides students with a basis of professional behavior, telephone techniques, scheduling appointments, patient reception, and processing, and medical records management. This first semester course focuses on the administrative, office, and business skills that a medical assistant needs to be successful in an ambulatory care setting.

Required Text:

Kinn's The Medical Assistant: An Applied Learning Approach, 13th Edition, Elsevier St. Louis, MO 63043

Kinn's The Medical Assistant-Study Guide and Procedure Checklist, 13^h Edition, Elsevier St. Louis, MO 63043

Online Resources:

Playposit.com

Flipgrid.com

Kahoots.com

Course Outcomes and Objectives:

To gain office skills applicable in a medical environment including:

- Organization of the Patient Record Management
- Managing Patient Scheduling
- Consistent Filing Practices
- Effectively manage patient flow throughout the medical office
- Manage the insurance process for the patient and practice
- Demonstrate professional telephone techniques and document phone messages

2015 Core Curriculum:

Taken from 2015 standards and guidelines for the Medical Assistant Educational Programs

- V.P.4 Coach patients regarding office policies
- V.P.6 Demonstrate professional telephone techniques
- V.P.7 Document telephone messages accurately
- V1.C.1 Identify different types of appointment scheduling methods
- V1.C.2 Identify advantages and disadvantages of the following appointment systems a. Manual, b. electronic
- V1.C.3 Identify critical information required for scheduling patient admissions and/or procedures
- V1.C.4 Define types of information maintained in a patient's medical record
- V1.C.5 Identify methods of organizing the patient's medical record based on:
(a.) problem oriented medical records (POMR)(b.) source-oriented medical record (SOMR)
- V1.C.6 Identify equipment and supplies needed for medical records in order to:
a.create, b.maintain, c. store
- V1.C.7 Describe indexing rules
- V1.C.8 Differentiate between electronic medical records (EMR) and a practice management system
- V1.C.10 List steps involved in completing an inventory
- V1.C.11 Explain meaningful use as it applies to EMR
- V1.P.1 Manage the appointment schedule using established priorities
- V1.P.2 Schedule a patient procedures
- V1.P.3 Create a patient's medical record
- V1.P.4 Organize a patient's medical record
- V1.P.5 File patient medical records
- V1.P.6 Utilize an EMR
- VI.P.7 Input patient data utilizing a practice management system
- V1.P.9 Perform an inventory with documentation
- V1.A.1 Display sensitivity when managing appointments
- VIII.C.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
- VIII.C.2 Outline managed care requirements for patient referral
- VIII.C.3 Describe processes for: a. verification of eligibility for services, b. precertification, c. preauthorization
- VIII.C.4 Define a patient-centered medical home (PCMH)
- VIII.C.5 Differentiate between fraud and abuse

- VIII.P.1 Interpret information on an insurance card
- VIII.P.2 Verify eligibility for services including documentation
- VIII.P.3 Obtain precertification or pre-authorization including documentation
- VIII.P.4 Complete an insurance claim form
- VIII.A.1 Interact professionally with third party representatives
- VIII.A.2 Display tactful behavior when communicating with medical providers regarding third party requirements
- VIII.A.3 Show sensitivity when communicating with patients regarding third party requirements

Teaching Methods:

5. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
6. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
7. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
8. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
9. Tests and quizzes are given following topics.

Teaching Aids:

Populi Management System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	20%
Competencies, Quizzes, Assignments, Lab Grade	20%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70 or better. CAAHEP accreditation requires that the Medical Assistant students pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skills until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a "patient" as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement. This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs to students as well as weather – related events may necessitate modifications.

Units	Topic	Required Reading	Assignments
1	Technology	Chapter 6	Professional Letters Ch.6 Workbook Ch.6 Test
2	Written Communication	Chapter 7	Chapter 7 Workbook Create Professional Business Letter Research Assignment Chapter 7 Test
3	Telephone Techniques	Chapter 8	Ch.8 Workbook Taking Written Messages Phone Call Assignment Ch.8 Test
4	Scheduling Appointments and Patient Processing	Chapter 9	Ch. 9 Workbook EHR Go Scheduling Ch.9 Test
5	The Health Record	Chapter 10	Ch.10 Workbook Assigned handouts EHR Go health records Sample Medical Records Handouts Ch. 10 Test
	MIDTERM EXAM		TBA
6	Daily Operations in the Ambulatory Care Setting	Chapter 11	Ch. 11 Workbook Performing inventory Performing routine maintenance Ch.11 Test
7	The Basics of Health Insurance	Chapter 12	Ch.12 Workbook EHR Go Insurance Claim Forms Ch.12 Test
	FINAL EXAM		TBA



Computer Applications for a Medical Office I

1MAT06

Instructor	Donna J. Becker	Phone	(508) 230 - 1374
Office	Room 2 – 128, Computer Lab	E-mail	dbecker@sersd.org
Office Hours	Daily 2:10-3:00 pm and by appointment	Schedule	Thursdays, Periods ½ or ¾
Prerequisites	None	Co-requisites	All semester 1 courses
Position	1 st Semester	Clock Hours	60

Program Description:

Medical Assistants are multi-skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This is a hands-on laboratory course designed to teach the use of 21st Century computer skills and their application in a medical office. It includes an introduction to hardware, software, and operating systems. This course is designed to expand the students' computer skills through the use of the most common business application software packages. Students will strengthen their Microsoft Word 2013 and Microsoft Excel 2013 skills and explore their use in a medical office environment.

Required Textbook:

Microsoft Office 2013 for Medical Professionals

Authors: Beskeen, Duffy, Friedrichsen, and Reding

Publishers: Thompson, Course Technologies

Various Course Handouts

- Introduction to Computers
- A Basic Guide to the Internet
- What you Need to Know about Copyright

Online Resources:

Typing.com

Course Objectives:

- Students will understand how computer hardware and software operate in a medical office environment
- Students will be able to use the Internet as an effective business tool
- Students will effectively manage the Microsoft Windows 10 Operating System
- Students will be able to manage digital files efficiently
- Students will effectively manage digital information using the basics of copyright law, fair use, and the copyright/licensing issues involved in using a wide variety of materials protected by copyright in the classroom and the workplace
- Students will use several PC and web based software packages to manage their progress in the Medical Assistant program
- Using Microsoft Word 2013 students will be able to efficiently generate business documents, memos, letters, reports, and brochures that are accurate and professional
- Students will use Microsoft Excel 2013 to create accurate spreadsheets and charts
- Students will be able to utilize the Excel program to analyze data and aid in the decision-making process

2015 Core Competencies:

Taken from 2015 standards and guidelines for the Medical Assistant Educational Programs

- V.C.8 Discuss the applications of electronic technology in professional communication
- VI.C.9 Explain the purpose of routine maintenance of administrative and clinical equipment
- VI.C.11 Explain the importance of data back-up.
- VI.P.8 Perform routine maintenance of administrative and clinical equipment
- XII.C.7 Identify principals of: (a) body mechanics and (b) ergonomics
- XII.P.3 Use proper body mechanics

Method of Instruction:

10. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
11. Each topic involves instruction, discussion, projects and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
12. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
13. Quizzes are given following topics.

Teaching Aids:

Populi Management Software
 Schoology Learning Management System

Method of Evaluation:

Final grade is based on the successful completion of all projects, homework, lab assignments and quizzes.

Grading Criteria:

Projects, Homework, Lab Assignments	70%
Quizzes	30%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70 or better. CAAHEP accreditation requires that the Medical Assistant students pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will allowed to participate in any laboratory exercise and/or skills until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will

need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments, Projects and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement. This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs to students as well as weather – related events may necessitate modifications.

Units	Topic	Required Reading	Assignments
1	Into To Computers, Body Mechanics, & Ergonomics	Handouts	Pre-test Assessment Intro To Computers Handout Ergonomics Handout Ergonomics Slideshow Quiz
2	Internet Safety	CNN: Facebook Article Safety Videos	Review of social media policy Creating strong passwords Internet dangers Social Media Reflection
3	MS Windows 7 & File Management	Windows Unit B	Slideshow Presentation Unit B Step By Steps Independent Challenge Unit B Quiz
4	Word 2013 Unit A, Creating Documents	Word Unit A	Slideshow Presentation Unit A Step By Steps Independent Challenge Review Questions Unit A Quiz
5	Word 2013 Unit B, Editing Documents	Word Unit B	Slideshow Presentation Unit B Step By Steps Independent Challenge Review Questions Unit B Quiz
6	Block Style Letters & Composing Professional Emails	7 Parts of Letter Article PlayPosit Video	Slideshow Presentation Creating block style business letters Compose a professional email assignment

			Quiz on parts of a letter
7	Formatting Text and Paragraphs	Word Unit C	Unit A Step By Steps Independent Challenge Unit A Quiz
8	Copyright Law	Copyright Video	Copyright slideshow creation Copyright Quiz
9	Formatting Documents	Word Unit E	Slideshow Presentation Unit E Step By Steps Independent Challenge Unit E Quiz
10	Merging Documents	Word Unit F	Slideshow Presentation Unit F Step By Steps Independent Challenge Unit F Quiz
11	Introduction To Excel	Excel Unit A	Excel Unit A Step By Steps Independent Challenge Excel Unit A Quiz
12	Working With Formulas and Functions	Excel Unit B	Excel Unit B Step By Steps Independent Challenge Excel Unit B Quiz
13	Formatting A Worksheet	Excel Unit C	Excel Unit C Step By Steps Independent Challenge Excel Unit C Quiz
	Post Test		

Communications for Medical Assistants I
1MAT07

Instructor	Donna Becker	Phone	(508) 230 – 1337
Office	Room 2 – 109	E-mail	dbecker@sersd.org
Office Hours	Monday and Friday by appointment	Schedule	Friday, Period 1-2
Prerequisites	None	Co-requisites	None
Position	1 st Semester	Clock Hours	30

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This course addresses the critical need in health care for therapeutic communication between health care givers and the patients they serve. Effective communication with patients can decrease stress, increase patient compliance and result in positive outcomes. The focus of the course will be to demonstrate to student's tools and skills required to respond appropriately and professionally, in oral and written forms. A review of grammar and punctuation is included. The student will also study a variety of business documents and scenarios that require a specific form of communication such as e-mail, phone and other documents and learn appropriate methods for optimal communication. Many of the topics covered in this semester will be reinforced or elaborated upon in similar topics in MA Theory and Lab Techniques.

Text:

Therapeutic Communications for Healthcare Professionals, 4th edition. Tamparo & Lindh
Online Resources

Course Outcomes and Objectives:

- Define Technical Communications and its role in their careers.
- Explain why communicators and professionals need to understand basic ethical and legal principles.
- Apply the techniques and tools used by people who write technical documents.
- Choose strategies for communicating more effectively with multicultural readers.
- Choose the best pattern of organizing information given a specific audience and purpose.
- Deliver a presentation designed for a specific audience and purpose.

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

V.C.1. Identify styles and types of verbal communication

V.C.2. Identify types of nonverbal communication

V.C.3. Recognize barriers to communication

V.C.4. Identify techniques for overcoming communication barriers

V.C.5. Recognize the elements of oral communication using a sender-receiver process

V.C.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's needs

V.C.14. Relate the following behaviors to professional communication

- a. Assertive
- b. Aggressive
- c. Passive

V.C.16. Differentiate between subjective and objective information

V.C.17. Discuss the theories of

- a. Maslow
- b. Erikson
- c. Kubler-Ross

V.C.18. Discuss examples of diversity

- a. Cultural
- b. Social
- c. Ethnic

V.P.1. Use feedback techniques to obtain patient information including

- a. Reflection
- b. Restatement
- c. Clarification

V.P.2. Respond to nonverbal communication

V.P.4. Coach patients regarding

- a. Office policies
- b. Health maintenance
- c. Disease prevention
- d. Treatment plan

V.P.5. Coach patients appropriately considering cultural diversity

- a. Developmental life stage
- b. Communication barriers

V.P.8. Compose professional correspondence utilizing electronic technology

V.P.9. Develop a current list of community resources related to patients' healthcare needs

V.P.10. Facilitate referrals to community resources in the role of a patient navigator

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
2. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
3. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
4. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
5. Tests are given following topics.

Teaching Aids:

Schoolbrains Student Information System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Test	20%
Final	30%
In class assignments and Homework	50%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student’s responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	
1	Therapeutic Communication <ul style="list-style-type: none"> ● Compare professional, therapeutic and social communications ● Discuss the meaning of a helping profession 	Chapter 1	
2	Multicultural Therapeutic Communication <ul style="list-style-type: none"> ● Recall three important actions to promote multicultural communication ● Summarize the caregiving structure of various cultures 	Chapter 2	

3	<p>Therapeutic Communication in Complementary Medicine</p> <ul style="list-style-type: none"> ● Recall current statistics for the use of complementary and alternative medicine (CAM) in the United States ● List alternative medical therapies identified in the text with a brief description of their practices 	Chapter 3	
4	<p>The Helping Interview</p> <ul style="list-style-type: none"> ● Identify the purpose of the helping interview ● Illustrate by example the three primary components of the helping interview 	Chapter 4	
5	<p>The Therapeutic Response across the Life Span</p> <ul style="list-style-type: none"> ● List four guidelines for therapeutic communication for each age group, give examples of how each might be instituted 	Chapter 5	
6	<p>The Therapeutic Response to Stressed, Anxious and Fearful clients</p> <ul style="list-style-type: none"> ● Develop therapeutic approaches to a fearful client ● Describe ways to decrease stress from each age group 	Chapter 6	
7	<p>The Therapeutic Response to Angry, Aggressive, Abused or Abusive Clients</p> <ul style="list-style-type: none"> ● Identify five therapeutic approaches to the angry or aggressive client 	Chapter 7	
8	<p>The Therapeutic Response to Depressed and/or Suicidal Clients</p> <ul style="list-style-type: none"> ● Illustrate therapeutic responses to depressed clients in each age group ● Identify high-risk groups for suicide 	Chapter 8	
9	<p>The Therapeutic Response to Clients with Substance-Related and Addictive Disorders</p>	Chapter 9	

	<ul style="list-style-type: none"> Describe physiological and psychological dependence on a drug Discuss therapeutic approach to patients with substance abuse and addictive disorders 		
10	<p>The Therapeutic Response to Clients with Life-Altering Illness</p> <ul style="list-style-type: none"> Identify acute, chronic and life-altering illness Describe the psychological effects of illness 	Chapter 10	
11	<p>The Therapeutic Response the Clients Experiencing Loss, Grief, Dying and Death</p> <ul style="list-style-type: none"> Identify five kinds of losses List seven therapeutic responses to grief and death 	Chapter 11	

Medical Assisting Theory and Lab II
2MAT01

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Monday – Friday
Prerequisites	Medical Assisting Theory and Lab I	Co-requisites	None
Position	2nd Semester	Clock Hours	214

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This course is a continuation of Medical Assisting Theory and Lab I. Clinical skills introduced will include assisting with minor office procedures and assisting groups with special needs. In addition, topics in Laboratory specimen collection and Phlebotomy, Patient Education and

Patient Assessment are discussed. The student will continue to study and assimilate information from previous chapters and integrate new skills and tasks related to body systems in Urology, Gastroenterology, Ophthalmology and Otolaryngology and the Reproductive system. Finally, students will study the mechanics and theory of medication administration and correlate this skill with Laboratory practice.

Text:

Kinn's The Medical Assistant: An Applied Learning Approach, 14th Edition, Elsevier St. Louis, MO 63043

Kinn's The Medical Assistant-Study Guide and Procedure Checklist, 14^h Edition, Elsevier St. Louis, MO 63043

Online Resources:

EHR GO

Simtics

Course Outcomes and Objectives:

- The student will understand the specific requirements of Medical Assisting
- The student will develop critical thinking skills to assist in caring for patients
- The student will demonstrate proficiency in a variety of screening tests and entry level skills practiced in the medical office.
- The student will practice all aspects of patient care maintaining appropriate precautions and abiding by safety practices as mandated by agencies related to healthcare
- Students will demonstrate understanding of practicing within legal and ethical boundaries and within the scope of practice
- The student will demonstrate competency in preparing parenteral (excluding IV) medications for patient administration

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

I.C.7. Describe the normal function of each body system

I.C.8. Identify common pathology relate to each body system including:

- a. signs
- b. symptoms
- c. etiology

I.C.9. Analyze pathology for each body system including:

- a. diagnostic measures
- b. treatment modalities

- I.C.10. Identify CLIA waived tests associated with common diseases
- I.C.12. Identify quality assurance practices in healthcare
- I.A.1. Incorporate critical thinking skills when performing patient assessment
- I.A.2. Incorporate critical thinking skills when performing patient care
- I.A.3. Show awareness of a patient's concerns related to the procedure being performed
- I.P.8. Instruct and prepare a patient for a procedure or a treatment
- III.P.4. Prepare items for autoclaving
- III.P.5. Perform sterilization procedures
- III.P.6. Prepare a sterile field
- III.P.7. Perform within a sterile field
- III.P.8. Perform wound care
- III.P.9. Perform dressing change
- IV.P.1. Instruct a patient according to patient's special dietary needs
- V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients
- V.P.4. Coach patient regarding
 - a. office policies
 - b. health maintenance
 - c. disease prevention
 - d. treatment plan

Teaching Methods:

- 6. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
- 7. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
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- 9. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
- 10. Tests are given following topics.

Teaching Aids:

Schoolbrains Student Information System
Schoology Learning Management System
EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	20%
Quizzes, Assignments, Homework & Competencies	20%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
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Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

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No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a "patient" as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement
This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	Assignments & Competencies
1	<p>Principles of Pharmacology</p> <ul style="list-style-type: none"> ● Describe the sources and uses of drugs. ● Describe pharmacokinetics, including absorption, distribution, metabolism, and excretion. ● Discuss drug action, including the factors that influence drug action, the therapeutic effects of drugs, and adverse reactions to drugs. ● Explain drug legislation that is important in the ambulatory care setting. Also, discuss dietary supplements. ● Describe the four types of drug names. ● Describe various methods to access drug reference information. ● Identify the classifications of 	Chapter 28	<p>Complete Study Guide Exercises</p> <p>Group Research OTC Meds</p> <p>EHR Go-Document Medications</p> <p>Vocabulary Bingo</p> <p>Chapter Quiz</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 11. Identify the classifications of medications including: <ul style="list-style-type: none"> ● a. indications for use ● b. desired effects ● c. side effects ● d. adverse reactions ● IV.C Nutrition: <ul style="list-style-type: none"> ● 2. Define the function of dietary supplements ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients

	<p>medications, including the indications for use, desired effects, side effects, and adverse reactions.</p> <ul style="list-style-type: none"> ● Discuss the terminology used in drug reference information, including describing the differences among biologic half-life, onset, peak, and duration. ● Discuss types of medication orders. ● List the four parts of a prescription and the information required for all prescriptions; prepare prescriptions using prescription refill procedures; and define commonly approved abbreviations. ● Describe common requirements for scheduled substances. ● Discuss over-the-counter (OTC) medications and herbal supplements. 		
2	<p>Administering Medication</p> <ul style="list-style-type: none"> ● Follow safety precautions in the management of medication administration ● Document the administration of medical accurately 	Chapter 28	<p>Complete Study Guide Chapter Quiz</p> <p>CMA article & Quiz: <i>Safe Injection Practices</i> Chapter Test</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 12. Identify quality assurance practices in healthcare ● I.P. Anatomy & Physiology:

	<ul style="list-style-type: none"> ● Assess legal and ethical issues in drug administration Verify and discuss the rights of medication administration. ● Discuss the various forms of medication. ● Administer oral medications. ● Describe other routes of medications, including sublingual, buccal, transdermal, inhalation, topical, irrigation, and parenteral. ● Discuss types and parts of needles and syringes. ● Prepare parenteral medications. ● Prepare and administer intradermal injections. ● Prepare and administer subcutaneous injections. ● Prepare and administer intramuscular injections. ● Describe the medical assistant's role in monitoring intravenous therapy. 		<ul style="list-style-type: none"> ● 4. Verify the rules of medication administration: <ul style="list-style-type: none"> ● a. right patient ● b. right medication ● c. right dose ● d. right route ● e. right time ● f. right documentation ● 6. Administer oral medications ● II.P Applied Mathematics: <ul style="list-style-type: none"> ● 1. Calculate proper dosages of medication for administration ● X.P Legal Implications: <ul style="list-style-type: none"> ● 4. Apply the Patient's Bill of Rights as it relates to: <ul style="list-style-type: none"> ● c. refusal of treatment ● X.A Legal Implications: <ul style="list-style-type: none"> ● 1. Demonstrate sensitivity to patient rights
3	Gastroenterology	Chapter 34	Complete Study Guide

	<ul style="list-style-type: none"> ● Discuss the anatomy of the gastrointestinal system and the accessory organs. Also describe sections of the small and large intestines, the functions of the liver, and life span changes associated with the gastrointestinal system. ● Describe the four processes that occur in the gastrointestinal system and discuss the chemical digestion of carbohydrates, proteins, and fats. ● Identify common signs, symptoms, and etiologies of gastrointestinal disorders and discuss disorders of the mouth, esophagus, and stomach. ● Discuss disorders of the intestines. ● Discuss disorders of the accessory organs and explain how hepatitis A, B, C, D, and E are transmitted. 	<p>CMA articles:</p> <p><i>GI Woes</i> <i>Hepatitis</i></p>	<p>CMA article & Quiz: <i>GI Woes</i></p> <p>CMA Quiz: the <i>A,B,C's of Hepatitis</i></p> <p>Video: Colonoscopy</p> <p>Lab: FOB</p> <p>Chapter Quiz</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 4. List major organs in each body system ● 5. Identify the anatomical location of major organs in each body system ● 6. Compare structure and function of the human body across the life span <p>7. Describe the normal function of each body</p>
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	<ul style="list-style-type: none"> ● Discuss cancers of the gastrointestinal system. ● Describe the medical assistant's role in gastrointestinal procedures, list examples of screening questions, and describe the diagnostic tests and procedures for common gastrointestinal disorders. ● Identify CLIA-waived tests associated with common gastrointestinal disorders. 		
4	<p>Urology & Male Reproduction</p> <ul style="list-style-type: none"> ● Describe the anatomical location of the major organs of the urinary system. ● Describe the anatomical location of the major organs of the male reproductive system, and explain the process of spermatogenesis. ● Explain the physiology of the urinary system, and describe life span changes related to the urinary system. 	<p>Chapter 41</p> <p>CMA article: <i>Urinalysis</i></p>	<p>Complete Study Guide</p> <p>Chapter Quiz</p> <p>Performing TSE and Education:</p> <p>Quiz: CMA article <i>Urinalysis</i></p> <p>EHR Go assignment: BPH patient</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 4. List major organs in each body system ● 5. Identify the anatomical location of major organs in each body system ● 6. Compare structure and function of the human body across the life span <p>7. Describe the normal function of each body system</p>

	<ul style="list-style-type: none"> ● Explain the physiology of the male reproductive system. ● List common signs and symptoms of urinary and male reproductive systems diseases, and identify common disorders of the urinary and male reproductive systems. ● Discuss the medical assistant's role in urology procedures, and demonstrate how to coach patients regarding health maintenance (e.g., testicular self-exam). ● Describe diagnostic procedures used for urinary and male reproductive diseases. ● Identify CLIA-waived tests associated with urinary disease, and describe treatments used for urinary and male reproductive diseases. 		
5	<p>Urinalysis</p> <ul style="list-style-type: none"> ● Describe the anatomy and physiology of the urinary tract and discuss the formation and elimination of urine. ● Show sensitivity to patients' rights and 	Chapter 46	<p>Complete Study Guide Chapter Quiz</p> <p>CMA article & Quiz: <i>Kidney Stones</i></p> <p>Lab: Urinalysis, Random, Sterile, Microscopic</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● .C Anatomy & Physiology:

	<p>feelings when collecting specimens. Also, discuss collection containers, and instruct a patient on the collection of a 24-hour urine specimen.</p> <ul style="list-style-type: none"> ● Explain the various means and methods used to collect urine specimens. Also, instruct a patient on the collection of a clean-catch midstream urine specimen. ● Discuss handling and transporting specimens. <p>Complete the following related to the physical examination of urine:</p> <ul style="list-style-type: none"> ● Examine and report the physical aspects of urine. ● Assess urine for color and turbidity. ● Perform quality control measures and differentiate between normal and abnormal results while determining the reliability of 		<ul style="list-style-type: none"> ● 12. Identify quality assurance practices in healthcare ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 10. Perform a quality control measure ● 11. Obtain specimens and perform: <ul style="list-style-type: none"> ● a. CLIA waived hematology test ● b. CLIA waived chemistry test ● c. CLIA waived urinalysis ● d. CLIA waived immunology test ● e. CLIA waived microbiology test ● II. C Applied Mathematics: <ul style="list-style-type: none"> ● 3. Define basic units of measurement in: <ul style="list-style-type: none"> ● a. the metric system ● b. the household system ● 4. Convert among measurement systems ● 6. Analyze healthcare results as reported in: <ul style="list-style-type: none"> ● a. graphs ● b. tables ● II.P Applied Mathematics: <ul style="list-style-type: none"> ● 3. Maintain lab test results using flow sheets ● III.C Infection Control: <ul style="list-style-type: none"> ● 5. Define the principles of standard precautions ● VI.C Administrative Functions: <ul style="list-style-type: none"> ● 9. Explain the purpose of routine maintenance of administrative and clinical equipment ● VI.P Administrative Functions: <ul style="list-style-type: none"> ● 8. Perform routine maintenance of administrative or clinical equipment ● XII.C Protective Practices: <ul style="list-style-type: none"> ● 1. Identify: <ul style="list-style-type: none"> ● a. safety signs ● b. symbols ● c. labels
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	<p style="text-align: center;">chemical reagent strips.</p> <ul style="list-style-type: none"> ● Examine and report on the chemical spectes of urine, and test urine with chemical reagent strips. ● Discuss the limitations of reagent strip testing and explain quality control and quality assurance related to urinalysis. ● Prepare a urine specimen for microscopic evaluation, and understand the significance of casts, cells, crystals, and miscellaneous findings in the microscopy report. ● Explain or perform the following CLIA-waived urine tests: <ul style="list-style-type: none"> ○ Glucose testing using the Clinitest method ○ Urine pregnancy test ○ Ovulation and menopause tests ○ Urine toxicology and drug tests ○ ● List the means by which urine could be adulterated before drug testing and discuss chain of custody rules for drug testing. 		<ul style="list-style-type: none"> ● 2. Identify safety techniques that can be used in responding to accidental exposure to: <ul style="list-style-type: none"> ● a. blood ● b. other body fluids ● c. needle sticks ● d. chemicals <ul style="list-style-type: none"> ● 5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting ● 6. Discuss protocols for disposal of biological chemical materials ● XII.P Protective Practices: <ul style="list-style-type: none"> ● 1. Comply with: <ul style="list-style-type: none"> ● a. safety signs ● b. symbols ● c. labels <ul style="list-style-type: none"> ● 2. Demonstrate proper use of: <ul style="list-style-type: none"> ● a. eyewash equipment ● c. sharps disposal containers
6.	Allergy and Infectious Disease	Chapter 33	Complete Study Guide

	<ul style="list-style-type: none"> ● List the major organs and structures for the immune and lymphatic systems. ● Describe the physiology of the immune and lymphatic systems. Also, discuss allergies and differentiate between active and passive immunity. ● Identify the etiology, signs and symptoms, diagnostic procedures, and treatment of autoimmune diseases and disorders. ● Identify the etiology, signs and symptoms, diagnostic procedures, and treatment of HIV/AIDS. ● Identify the etiology, signs and symptoms, diagnostic procedures, and treatment of lymphoma. ● Identify the etiology, signs and symptoms, 		<p>Chapter Quiz</p> <p>Lab: ABO Blood Testing</p> <p>Review Medical Asepsis</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● .C Anatomy & Physiology: <ul style="list-style-type: none"> ● 4. List major organs in each body system ● 5. Identify the anatomical location of major organs in each body system ● 6. Compare structure and function of the human body across the life span ● 7. Describe the normal function of each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology <ul style="list-style-type: none"> ● 9. Analyze pathology for each body system including: <ul style="list-style-type: none"> ● a. diagnostic measures ● b. treatment modalities <ul style="list-style-type: none"> ● 10. Identify CLIA waived tests associated with common diseases
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	<p>diagnostic procedures, and treatment of multiple myeloma. Also, identify these factors for infectious diseases of the immune and lymphatic systems, such as viral hepatitis, sexually transmitted infections, and respiratory infections.</p> <ul style="list-style-type: none"> ● Describe the medical assistant's role in assisting with the examination and with diagnostic procedures associated with allergies and infectious diseases. 		
7.	<p>Obstetrics and Gynecology</p> <ul style="list-style-type: none"> ● Describe the anatomic location of the major organs of the female reproductive system. ● Explain the phases of the menstrual cycle, and discuss pregnancy and delivery. ● Discuss sexually transmitted infections, and describe the common cancers of the female reproductive system. 	Chapter 42	<p>Complete Study Guide</p> <p>Lab: Urine and serum HCG</p> <p>GYN: Health History Forms</p> <p>Pelvic Exam and Pap Smear demonstrations</p> <p>Diaphragm Demo/Video</p> <p>EDC rule</p> <p>Listen for Doppler for FHR if possible or Video</p> <p>Chapter Quiz</p>

	<ul style="list-style-type: none"> ● Discuss endometriosis, and list the common infections of the female reproductive system. ● Specify the signs, symptoms, and treatments for conditions related to menopause. ● Outline the medical assistant’s role in a gynecologic examination (including breast, abdominal, and pelvic examinations), and demonstrate how to assist with a gynecologic examination. ● Prepare for and assist with the collection of specimens, including those for a Pap test, a maturation index, and tests for various types of vaginal infections. ● Compare and contrast current contraceptive methods. ● Discuss postexamination duties. Also, describe three of the most common gynecologic procedures performed in the medical office: <ul style="list-style-type: none"> ○ Cryotherapy 		<p>Chapter Test</p> <ul style="list-style-type: none"> ● .C Anatomy & Physiology: <ul style="list-style-type: none"> ● 4. List major organs in each body system ● 5. Identify the anatomical location of major organs in each body system ● 6. Compare structure and function of the human body across the life span ● 7. Describe the normal function of each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 8. Instruct and prepare a patient for a procedure or a treatment ● 9. Assist provider with a patient exam ● I.A Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Incorporate critical thinking skills when performing patient assessment ● 3. Show awareness of a patient’s concerns related to the procedure being performed ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 6. Define coaching a patient as it relates to: <ul style="list-style-type: none"> ● a. health maintenance ● 10. Define medical terms and abbreviations related to all body systems
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	<ul style="list-style-type: none"> ○ Colposcopy with or without a biopsy ○ Loop electrosurgical excision procedure (LEEP) ● Summarize the process of pregnancy and postpartum care, including the prenatal record, the first prenatal examination, return prenatal visits, and the postpartum visit. ● Describe the common specialized tests and procedures for obstetric patients. ● Describe the possible signs of domestic abuse, and know how to report it 		
8.	<p>Ophthalmology and Otolaryngology</p> <ul style="list-style-type: none"> ● Explain the differences among an ophthalmologist, an optometrist, and an optician. ● Identify the anatomic structures of the eye, and discuss the process of vision. ● Identify the anatomic 	Chapter 31	<p>Complete Study Guide</p> <p>Chapter Quiz</p> <p>Lab:</p> <p>Snellen Visual Acuity</p> <p>Ishihara's Color Blindness</p> <p>Jaeger</p> <p>Flushing Eye</p> <p>Audiometry</p> <p style="text-align: right;">Ear Irrigation</p>

	<p>structures of the ear, and explain the functions of the external ear, middle ear, and inner ear.</p> <ul style="list-style-type: none"> ● Differentiate among the major types of refractive errors. ● Summarize typical disorders of the eye and eyeball other than refractive errors. ● Describe the conditions that can lead to hearing loss, including conductive and sensorineural impairments. ● Define other major disorders of the ear, including otitis, impacted cerumen, and Ménière's disease. ● Assist with the ophthalmology examination, and discuss what the acronym PERRLA stands for. ● Assist with the otolaryngology examination, and discuss useful questions for gathering a history of ear problems. 		<p style="text-align: center;">Weber & Rinne Testing/Instruments</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 4. List major organs in each body system ● 5. Identify the anatomical location of major organs in each body system ● 6. Compare structure and function of the human body across the life span ● 7. Describe the normal function of each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology <ul style="list-style-type: none"> ● 9. Analyze pathology for each body system including: <ul style="list-style-type: none"> ● a. diagnostic measures ● b. treatment modalities ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 3. Perform patient screening using established protocols ● 4. Verify the rules of medication administration: <ul style="list-style-type: none"> ● a. right patient ● b. right medication ● c. right dose ● d. right route ● e. right time ● f. right documentation <ul style="list-style-type: none"> ● 8. Instruct and prepare a patient for a procedure or a treatment ● 9. Assist provider with a patient exam ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems
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	<ul style="list-style-type: none"> ● Discuss distance visual acuity, and perform a visual acuity test using the Snellen chart. ● Discuss visual acuity, and assess color acuity using the Ishihara test. ● Assist with otolaryngology diagnostic procedures, and use an audiometer to accurately measure a patient’s hearing acuity. ● Assist with ophthalmology treatments, and explain the purposes of and the proper procedures for eye irrigation and the instillation of eye medication. ● Assist with otolaryngology treatments, identify the purposes of ear irrigations and the instillation of ear medications, and demonstrate the proper procedures for both ear irrigation and instilling medicated eardrops. 		<ul style="list-style-type: none"> ● X.P Legal Implications:
<ul style="list-style-type: none"> ● 	Introduction to the Clinical Laboratory	Chapter 45 CMA article: <i>Clinical Labs</i>	Complete Study Guide Chapter Quiz

	<ul style="list-style-type: none"> ● Discuss the role of the clinical laboratory personnel in patient care and the medical assistant’s role in coordinating laboratory tests and results. ● Describe the divisions/departments of the clinical laboratory. ● Explain the three regulatory categories established by the Clinical Laboratory Improvement Amendments (CLIA), and identify CLIA-waived tests associated with common diseases. ● Identify quality assurance practices in healthcare, document the results on a laboratory flow sheet, and discuss quality control guidelines. ● Discuss laboratory safety and the governing agencies involved in safety standards. ● Discuss the purpose of a Safety Data Sheet (SDS), and summarize safety techniques to minimize physical, chemical, and biologic 		<p>CMA Quiz: <i>Clinical Labs</i></p> <p>Review Microscope Slides</p> <p>Centrifuge Demonstratiion</p> <p>Chapter Test CAAHEP Competencies (Appendix B)</p> <ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 12. Identify quality assurance practices in healthcare ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 10. Perform a quality control measure ● 11. Obtain specimens and perform: <ul style="list-style-type: none"> ● a. CLIA waived hematology test ● b. CLIA waived chemistry test ● c. CLIA waived urinalysis ● d. CLIA waived immunology test ● e. CLIA waived microbiology test ● II. C Applied Mathematics: <ul style="list-style-type: none"> ● 3. Define basic units of measurement in: <ul style="list-style-type: none"> ● a. the metric system ● b. the household system ● 4. Convert among measurement systems ● 6. Analyze healthcare results as reported in: <ul style="list-style-type: none"> ● a. graphs ● b. tables ● II.P Applied Mathematics: <ul style="list-style-type: none"> ● 3. Maintain lab test results using flow sheets ● III.C Infection Control: <ul style="list-style-type: none"> ● 5. Define the principles of standard precautions ● VI.C Administrative Functions: <ul style="list-style-type: none"> ● 9. Explain the purpose of routine maintenance of administrative and clinical equipment ● VI.P Administrative Functions:
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	<p>hazards in the clinical laboratory.</p> <ul style="list-style-type: none"> ● Describe the essential elements of a laboratory requisition. ● Discuss specimen collection, including the importance of sensitivity to patients' rights and feelings when collecting specimen. Also, discuss the eight steps to follow when collecting specimens and informing patients of their results. ● Explain the chain of custody and why it is important. ● Discuss the measurement of time and temperature, and name the metric units used for measuring liquid volume, distance, and mass. ● Name the parts of a microscope, and describe their functions. Also, summarize selected microscopy tests that may be performed in the ambulatory care setting. ● Describe the safe use of a centrifuge. 		<ul style="list-style-type: none"> ● 8. Perform routine maintenance of administrative or clinical equipment ● XII.C Protective Practices: <ul style="list-style-type: none"> ● 1. Identify: <ul style="list-style-type: none"> ● a. safety signs ● b. symbols ● c. labels ● 2. Identify safety techniques that can be used in responding to accidental exposure to: <ul style="list-style-type: none"> ● a. blood ● b. other body fluids ● c. needle sticks ● d. chemicals ● 5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting ● 6. Discuss protocols for disposal of biological chemical materials ● XII.P Protective Practices: <ul style="list-style-type: none"> ● 1. Comply with: <ul style="list-style-type: none"> ● a. safety signs ● b. symbols ● c. labels ● 2. Demonstrate proper use of: <ul style="list-style-type: none"> ● a. eyewash equipment ● c. sharps disposal containers
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	<ul style="list-style-type: none"> ● Discuss the use of an incubator. 		
10.	<p>Blood Collection</p> <ul style="list-style-type: none"> ● Discuss venipuncture equipment and personal protective equipment. Also, explain the purpose of a tourniquet, how to apply it, and the consequences of improper tourniquet application. ● Discuss antiseptics, explain why the stopper colors on vacuum tubes differ, and state the correct order of the draw. ● Discuss the needles and supplies used in phlebotomy. ● Discuss needle safety and postexposure needlestick follow-up. ● Complete the following related to routine venipuncture: <ul style="list-style-type: none"> ○ Discuss patient preparation for routine venipuncture. ○ List in order the steps of a routine venipuncture. 	Chapter 47	<p>Complete Study Guide</p> <p>Lancets</p> <p>Phlebotomy Training</p> <p>Lab:</p> <p>Chapter Quiz</p> <p>Vocabulary Bingo</p> <p>Incident Reporting: Needlestick</p> <p>Lab: Phlebotomy Arm</p> <p>Demonstration and Practice Venipuncture</p> <p>Chapter Test</p> <p>CAAHEP Competencies (Appendix B)</p> <ul style="list-style-type: none"> ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 2. Perform: <ul style="list-style-type: none"> ● b. venipuncture ● c. capillary puncture ● 8. Instruct and prepare a patient for a procedure or a treatment ● 13. Perform first aid procedures for: <ul style="list-style-type: none"> ● a. bleeding ● f. syncope ● I.A Anatomy & Physiology: <ul style="list-style-type: none"> ● 2. Incorporate critical thinking skills when performing patient care ● 3. Show awareness of a patient's concerns related to the procedure being performed ● III.C Infection Control: <ul style="list-style-type: none"> ● 6. Define personal protective equipment (PPE) for: <ul style="list-style-type: none"> ● b. blood ● III.P Infection Control:

	<ul style="list-style-type: none"> ○ Detail patient preparation for venipuncture that shows sensitivity to the patient's rights and feelings. ○ Perform a venipuncture using the vacuum tube method, syringe, and winged-infusion (butterfly) assembly. ● Discuss possible solutions to venipuncture complications. ● List situations in which capillary puncture would be preferred over venipuncture, and discuss the equipment used. ● Perform a capillary puncture. ● Discuss pediatric phlebotomy, including typical childhood behavior and parental involvement during phlebotomy, and general guidelines for pediatric venipuncture. 		<ul style="list-style-type: none"> ● 2. Select appropriate barrier/personal protective equipment (PPE) ● 10. Demonstrate proper disposal of biohazardous material <ul style="list-style-type: none"> ● a. sharps ● b. regulated wastes ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients ● XII.C Protective Practices: <ul style="list-style-type: none"> ● 2. Identify safety techniques that can be used in responding to accidental exposure to: <ul style="list-style-type: none"> ● a. blood ● c. needle sticks ● XII.P Protective Practices: <ul style="list-style-type: none"> ● 2. Demonstrate proper use of: <ul style="list-style-type: none"> ● c. sharps disposal containers
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	<ul style="list-style-type: none"> Describe handling and transport methods for blood after collection. 		
1.	<p>Behavioral Health</p> <ul style="list-style-type: none"> Explore the differences between types of common behavioral health professionals. Differentiate among common behavioral health disorders, including the etiology, signs, symptoms, diagnostic procedures, and treatments. <ul style="list-style-type: none"> Discuss substance use disorders and other addictions. Also, list commonly abused substances and describe a “standard” drink of alcohol. Describe how a medical assistant should assist with a mental or behavioral health examination. Explain the common diagnostic procedures for behavioral health disorders. Also, describe the common medication classifications used for 	Chapter 37	<p>Guest Speakers-Counselling</p> <p>Screening Tools for Depression</p> <p>Chapter Test</p> <ul style="list-style-type: none"> I.C Anatomy & Physiology: <ul style="list-style-type: none"> 6. Compare structure and function of the human body across the life span 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. signs b. symptoms c. etiology

	<p>behavioral health disorders.</p> <ul style="list-style-type: none"> ● Explain the legal issues and Health Insurance Portability and Accountability Act (HIPAA) applications associated mental health disorders and substance use disorders. 		
12.	<p>Geriatrics</p> <ul style="list-style-type: none"> ● Do the following related to the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal body systems: <ul style="list-style-type: none"> ○ Explain the changes in the anatomy and physiology caused by aging. ○ Summarize the major related diseases and disorders faced by older patients. ● Do the following related to the nervous system, pulmonary system, sensory organs, urinary system, and reproductive systems: <ul style="list-style-type: none"> ○ Explain the changes in the anatomy and 	Chapter 44	<p>Complete Study Guide</p> <p>Chapter Quiz</p> <p>Sensory Activities</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● .C Anatomy & Physiology: <ul style="list-style-type: none"> ● 6. Compare structure and function of the human body across the life span ● I.P. Anatomy & Physiology: <ul style="list-style-type: none"> ● 3. Perform patient screening using established protocols ● 9. Assist provider with a patient exam ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Recognize barriers to communication ● 4. Identify techniques for overcoming communication barriers ● V.A. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 1. Demonstrate: <ul style="list-style-type: none"> ● a. empathy ● b. active listening ● c. nonverbal communication <ul style="list-style-type: none"> ● 3. Demonstrate respect for individual diversity including: ● d. age

	<p>physiology caused by aging.</p> <ul style="list-style-type: none"> ○ Summarize the major related diseases and disorders faced by older patients. ○ Describe various screening tools for dementia, depression, and malnutrition in aging adults. <ul style="list-style-type: none"> ● Summarize the role of the medical assistant in caring for aging patients. ● Describe the principles of effective communication with older adults. ● Differentiate among independent, assisted, and skilled nursing facilities 		
13	<p>Surgical Supplies and Instruments & Assisting in Surgical Procedures</p> <ul style="list-style-type: none"> ● Describe typical solutions and medications used in minor surgical procedures. 	Chapter 24, 25	<p>Complete Study Guide</p> <p>Review Surgical Instruments</p> <p>Review Sanitize, Disinfection and Sterilization</p> <p>Wrap instruments for sterilization</p> <p>Autoclaving</p> <p>Sterile Gloves</p>

	<ul style="list-style-type: none"> ● Summarize methods for identifying surgical instruments used in minor office surgery, and then identify some surgical instruments. ● Outline the general classifications of surgical instruments. ● Identify drapes and different types of sutures and surgical needles. ● Describe the care and handling of surgical instruments ● Summarize common minor surgical procedures. ● Detail the medical assistant’s role in minor office surgery when it comes to preparation of the patient and the room. Also, explain how to perform skin prep for surgery. ● Outline the rules for setting up and maintaining a sterile field; explain how to perform the following procedures related to sterile techniques: 		<p>Sterile Dressings</p> <p>Chapter Quiz</p> <p>Chapter Test</p> <ul style="list-style-type: none"> ● III.C Infection Control: <ul style="list-style-type: none"> ● 3. Define the following as practiced within an ambulatory care setting: <ul style="list-style-type: none"> ● b. surgical asepsis ● III.P Infection Control: <ul style="list-style-type: none"> ● 4. Prepare items for autoclaving ● 5. Perform sterilization procedures I.P. <p>Anatomy & Physiology:</p> <ul style="list-style-type: none"> ● 8. Instruct and prepare a patient for a procedure or a treatment ● III.C Infection Control: <ul style="list-style-type: none"> ● 3. Define the following as practiced within an ambulatory care setting: <ul style="list-style-type: none"> ● a. medical asepsis ● b. surgical asepsis ● III.P Infection Control: <ul style="list-style-type: none"> ● 6. Prepare a sterile field ● 7. Perform within a sterile field ● 8. Perform wound care ● 9. Perform dressing change ● III.A Infection Control: <ul style="list-style-type: none"> ● 1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings ● V.A. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 4. Explain to a patient the rationale for performance of a procedure ● X.P Legal Implications: <ul style="list-style-type: none"> ● 3. Document patient care accurately in the medical record
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	<ul style="list-style-type: none">○ Open a sterile pack and create a sterile field○ Transfer sterile instruments and pour solutions into a sterile field○ Perform a two-person sterile tray setup○ Apply sterile gloves without contaminating them● Discuss how to assist the provider during surgery and demonstrate how to assist with a minor surgical procedure and suturing.● Summarize postoperative instructions and explain how to remove sutures and surgical staples.● Explain the process of wound healing.● Explain how to properly apply dressings and bandages to surgical sites		
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Anatomy & Associated Terminology I
1MAT02

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Tuesday Periods 1 & 2 Wednesday Periods 1 & 2
Prerequisites	None	Co-requisites	None
Position	1 st Semester	Clock Hours	60

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This is a course designed to familiarize the student with the general plan and structure of the human body and its function under normal, healthy conditions as well as an introduction to the body's response to illness and disease. The anatomical divisions and body planes, cells, tissues, and membranes, the skeletal, integumentary, muscular and respiratory systems and cardiovascular systems are surveyed. The course explores the meaning of medical terms and abbreviations, the source of the terminology, spelling and accurate use and placement in medical office documents. The course focuses on the structure of medical terms, their word roots and components, prefixes, suffixes so that the student develops working command and understanding of medical vocabulary related to disease in a variety of healthcare specialties.

Text:

Mastering Healthcare Terminology, 6th Edition. Betsy J. Shiland. Elsevier

Online Resources

Course Outcomes and Objectives:

- The student will learn and differentiate among word components
- The student will develop a working vocabulary of healthcare terms and abbreviations
- The student will demonstrate proficiency in constructing written notes on patient care using appropriate medical terminology
- The student will know the basic anatomical parts and function of the body systems
- The student will demonstrate proficiency in communicating orally using medical terminology
- Student will name the levels of organization of the body

- Student will apply knowledge of body structures from simple to complex
- The student will be able to explain the mechanisms of metabolism, homeostasis, negative and positive feedback and ramifications when disease or illness present
- The student will be able to identify barriers to wellness and approaches to prevent illness
- Student will use appropriate language and terminology to describe or identify body parts

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

- I.C.1. Describe structural organization of the human body
- I.C.2. Identify body systems
- I.C.3. Describe
 - e. Body planes
 - f. Directional terms
 - g. Quadrants
 - h. Body cavities
- I.C.4. List major organs in each body system
- I.C.5. Identify the anatomical location of major organs in each body system
- I.C.6. Compare structure and function of the human body across the lifespan
- I.C.7. Describe the normal function of each of body system
- V.C.9. Identify medical terms labeling the word parts
- V.C.10. Define medical terms and abbreviations related to all body systems
- V.P.11. Report relevant information concisely and accurately

Teaching Methods:

3. Lectures: Most of the material in the course will come from the textbook however some additional material from handouts and outside sources may be utilized. Discussion is encouraged. Various Instructional Modalities, such as PowerPoint, videos, software and online resources associated with the textbook etc. will be utilized as appropriate
4. Each topic involves instruction, discussion, exercises and/or assignments and homework to reinforce information provided during lectures. Students, at times, will work in pairs, groups to explore and study certain concepts. Independent study is required.

Teaching Aids:

Populi Student Information System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	20%
Quizzes, Assignments and Homework	20%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will

need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement
This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topic	Required Reading	Competencies & Assignments and Activities
1	Introduction to Healthcare Terminology <ul style="list-style-type: none"> ● Build, spell and pronounce healthcare terms 	Chapter 1	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication:

			<ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
2	<p>Body Structure and Directional Terminology</p> <ul style="list-style-type: none"> ● Recognize terms associated with the organization of the body 	Chapter 2	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication:

			<ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
3	<p>Integumentary System</p> <ul style="list-style-type: none"> ● Recognize terms related to the anatomy and diagnostics of the Integumentary system 	Chapter 3	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including:

			<ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
4	<p>Musculoskeletal System</p> <ul style="list-style-type: none"> ● Recognize terms related to the anatomy and diagnostics of the musculoskeletal system 	Chapter 3	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system

			<ul style="list-style-type: none"> ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
5	<p>Respiratory System</p> <ul style="list-style-type: none"> ● Recognize terms related to the anatomy and diagnostics of the Respiratory system 	Chapter 11	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants

			<ul style="list-style-type: none"> ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
6	<p>Cardiovascular System</p> <ul style="list-style-type: none"> ● Recognize terms related to the anatomy and diagnostics of the cardiovascular system 	Chapter 10	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe:

			<ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy</p> <p>Crash Course Videos</p> <p>Student Handouts</p> <p style="text-align: right;">Chapter Quiz</p> <p>Chapter Tests</p>
7	<p>Nervous System</p> <ul style="list-style-type: none"> ● Recognize terms related to the anatomy and diagnostics of the nervous system 	Chapter 12	<ul style="list-style-type: none"> ● I.C Anatomy & Physiology: <ul style="list-style-type: none"> ● 1. Describe structural organization of the human body

			<ul style="list-style-type: none"> ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources</p> <p>Khan Academy Crash Course Videos</p> <p>Student Handouts</p> <p>Chapter Quiz</p> <p>Chapter Tests</p>
8	Mental and Behavioral Health	Chapter 15	● I.C Anatomy & Physiology:

	<ul style="list-style-type: none"> ● Understand the definitions of mental and behavioral health 		<ul style="list-style-type: none"> ● 1. Describe structural organization of the human body ● 2. Identify body systems ● 3. Describe: <ul style="list-style-type: none"> ● a. body planes ● b. directional terms ● c. quadrants ● d. body cavities ● 4. List major organs in each body system ● 8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> ● a. signs ● b. symptoms ● c. etiology ● V.C Concepts of Effective Communication: <ul style="list-style-type: none"> ● 10. Define medical terms and abbreviations related to all body systems ● V.P. Concepts of Effective Communication: <ul style="list-style-type: none"> ● 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients <p>Student online Resources Khan Academy Crash Course Videos Student Handouts Chapter Quiz Chapter Tests</p>
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Pharmacology II
2MAT03

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org
Office Hours	Monday & Tuesday at 2:30 pm and by appointment	Schedule	Monday and Friday Periods 5 & 6
Prerequisites	Pharmacology I	Co-requisites	None
Position	2 nd Semester	Clock Hours	45

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This is a continuation of Pharmacology I. The remaining body systems and the medications that affect those systems will be explored. The student will be introduced to medication administration and the supplies and materials needed to perform injections.

Text:

Pharmacology Principles and Applications, 3rd Edition, Fulcher, Elsevier
Online Resources

Course Outcomes and Objectives:

- The student will list categories of medications
- The student will know common medications prescribed for body systems, diseases and/or disorders
- The student will know the expected outcome of medications for various diseases and/or disorders of body systems
- The student will differentiate between adverse reactions, side effects and expected outcomes of medications
- The student will know various regulatory agencies and laws that govern medication preparation and delivery

- The student will distinguish between over-the-counter and prescription medications, their use and safety

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

I.C.11. Identify the classifications of medication including

- Indications for use
- Desired effects
- Side effects
- Adverse reactions

II.P.1. Calculate proper dosages of medication for administration

III.P. Demonstrate proper disposal of biohazardous material

- Sharps
- Regulated wastes

Teaching Methods:

1. Lectures: Most of the material in the course will come from the textbook however some additional material from handouts and outside sources may be utilized. Discussion is encouraged. Various Instructional Modalities, such as Power Point, videos, software etc. will be utilized as appropriate
2. Each topic involves instruction, discussion, exercises and/or assignments and homework to reinforce information provided during lectures. Students, at times, will work in pairs, groups to explore and study certain concepts. Some independent study is required.

Teaching Aids:

Populi Student Information System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests and competencies.

Grading Criteria:

Mid Term	30%
Final	30%
Tests	25%
Quizzes, Assignments and Homework	15%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting students pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology. Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a "patient" as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement. This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Units	Topics	Required Reading	
1	Calculating Doses of Parenteral Medication <ul style="list-style-type: none"> ● Determining the correct syringe for administration ● Calculating doses for parenteral medication 	Chapter 10	
2	Urinary System Disorders <ul style="list-style-type: none"> ● Discuss electrolytes needed to achieve homeostasis and to balance extracellular and intracellular fluids ● Describe what anti-infective and antiseptics are used for urinary tract infections 	Chapter 27	
3	Gastrointestinal System Disorders <ul style="list-style-type: none"> ● Describe how medications move through the gastrointestinal tract to be absorbed for the body's use ● Explain actions of medications used for gastrointestinal conditions 	Chapter 24	
4	Reproductive System Disorders <ul style="list-style-type: none"> ● Describe medications used in treating disease specific to the male and female reproductive systems ● Discuss pro and cons of different forms of contraceptive medications 	Chapter 28	
5	Eye and Ear Disorders <ul style="list-style-type: none"> ● Recognized ophthalmic and otic medications and their use ● Describe how to store medications 	Chapter 21	

6	Antineoplastic Agents <ul style="list-style-type: none"> Define the use of antineoplastic medications Identify and classify various chemotherapeutic medications 	Chapter 18	
7	Nutritional Supplements and Alternative Medicines <ul style="list-style-type: none"> Discuss medical indications for nutritional supplements Describe cultural differences and the use of herbals and alternative medicines 	Chapter 19	
8	Immunizations and the Immune System <ul style="list-style-type: none"> Describe the public health guidelines for immunizations 	Chapter 16	

**Billing and Coding
2MAT05**

Instructor	Donna J. Becker	Phone	(508) 230 - 1374
Office	Room 2 – 128, Computer Lab	E-mail	dbecker@sersd.org
Office Hours	Daily 2:10-3:00 PM and by appointment	Schedule	Monday: Periods 1/2 or 3/4 Thursday: Periods 1/2 or 3/4
Prerequisites	None	Co-requisites	All semester 1 courses
Position	2 nd Semester	Clock Hours	45

Program Description:

Medical Assistants are multi-skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI's nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

Billing and coding prepares students in all aspects of the financial management of an ambulatory care facility. The coding phase of the course explores diagnostic coding using both the ICD-9 and ICD10 standards. The process of procedural coding using CPT codes is covered. Students will combine skills related to patient records with both diagnostic and procedural codes to ensure the correct preparation and management of insurance claims and ultimately

patient billing. Students will explore the financial policies and procedures of a medical practice. Accounts Payable and Accounts Receivable concepts and processes will be covered.

Required Text:

Kinn's The Medical Assistant: An Applied Learning Approach, 14th Edition, Elsevier St. Louis, MO 63043

Kinn's The Medical Assistant-Study Guide and Procedure Checklist, 14^h Edition, Elsevier St. Louis, MO 63043

Online Resources:

The HIPAA Group Certification Software

Playposit.com

Flipgrid.com

Kahoots.com

Course Outcomes and Objectives:

- Students will understand the basic process of diagnostic and procedural coding
- Students will understand the purpose and types of health insurance, and how they relate to the medical billing and reimbursement process
- Students will understand the flow of patient information and financial information through an ambulatory care facility
- Students will understand patient accounts, collections and practice management
- Using practice management software students will be able to enter new patients and edit existing patient information
- Using practice management software, students will be able to schedule appointments and register patients
- Students will be able to identify the common types of banking services and procedures in a medical office
- Students will be able to generate an insurance claim form, enter deposits, generate patient bills and balance accounts
- Students will understand the levels of supervision and human resource management in a medical office
- Students will understand medical practice marketing and customer service
- Students will receive HIPAA Certifications upon completion of The HIPAA Group Certification Program

2015 Core Curriculum:

Taken from 2015 standards and guidelines for the Medical Assistant Educational Programs

- VII.C.1 Define the following bookkeeping terms: a. charges, b. Payments, c. accounts receivable, d. accounts payable, e. adjustments
- VII.C.2 Describe banking procedures as related to the ambulatory care setting
- VII.C.3 Identify precautions for accepting the following types of payments: a. cash b. check c. credit card d. debit card

- VII.C.4 Describe types of adjustments made to patient accounts including: a. non-sufficient funds (NSF) check, b. collection agency, c. credit balance, d. third party
- VII.C.5 Identify types of information contained in the patient's billing record
- VII.C.6 Explain patient financial obligations for services rendered
- VI.P.2 Perform accounts receivable procedures to patients' accounts including posting:
 - a. charges, b. payments, c. adjustments
- VII.P.2 Prepare a bank deposit
- VII.P.3 Obtain accurate patient billing information
- VII.P.4 Inform a patient of financial obligations for services rendered
- VII.A.1 Demonstrate professionalism when discussing patient's billing record
- VII.A.2 Display sensitivity when requesting payment for services rendered
- VIII.C.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
- VIII.C.2 Outline managed care requirements for patient referral
- VIII.C.3 Describe processes for: a. verification of eligibility for services, b. precertification, c. preauthorization
- VIII.C.4 Define a patient-centered medical home (PCMH)
- VIII.C.5 Differentiate between fraud and abuse
- VIII.P.1 Interpret information on an insurance card
- VIII.P.2 Verify eligibility for services including documentation
- VII.P.3 Obtain precertification, including documentation
- VIII.P.4 Complete an insurance claim form
- VIII.A.1 Interact professionally with third party representatives
- VIII.A.2 Display tactful behavior when communicating with medical providers regarding third party requirements
- IX.C.1 Describe how to use the most current procedural coding system
- IX.C.2 Describe how to use the most current diagnostic coding classification system
- IX.C.3 Describe how to use the most current HCPCS Level II coding system
- IX.C.4 Discuss the effects of: a. up-coding b. down-coding
- IX.C.5 Define medical necessity as it applies to procedural and diagnostic coding
- IX.P.1 Perform procedural coding
- IX.P.2 Perform diagnostic coding
- IX.P.3 Utilize medical necessity guidelines
- IX.A.1 Utilize tactful communication skills with medical providers to ensure accurate code Selection

Teaching Methods:

14. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
15. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
16. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
17. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
18. Tests and quizzes are given following topics.

Teaching Aids:

Populi Management System

Schoology Learning Management System

EHR Go Educational Electronic Health Records

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests, competencies and lab grades.

Grading Criteria:

Quizzes, Assignments, Homework	15%
Tests	20%
Disease Project	15%
Midterm	25%
Final	25%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70 or better. CAAHEP accreditation requires that the Medical Assistant students pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student’s responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skills until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments, Homework, & Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs to students as well as weather – related events may necessitate modifications.

Units	Topic	Required Reading	Assignments
	Health Insurance Essentials	Chapter 12	Review of Chapter 12
1	Diagnostic Coding Essentials	Chapter 13	Pre-test Ch.13 Workbook AHIMA Assignment Coding Assignment Encounter Forms Unit Test
2	Procedural Coding Essentials	Chapter 14	Pre-test Ch.14 Workbook HCPCS Unit Test

3	Medical Billing & Reimbursement Essentials	Chapter 15	Billing & Reimbursement Video Claim Forms Clearinghouse Article Ch. 15 Workbook Adjustment Assignment Unit Test
	MIDTERM EXAM		
	Disease Project		This is a cumulative assignment that will thread clinical, administrative, pharmacology, medical terminology, and theoretical knowledge and skill set.
	HIPAA Certifications		HIPAA Video Certification Test
4	Patient Accounts & Practice Management	Chapter 16	Pre-test Ch. 16 Workbook STARK Law Displaying Sensitivity Assignment EHR Go Adjustments Unit Test
5	Advanced Roles In Administration	Chapter 17	Pre-test Ch. 17 Workbook Parts Of A Check Bank Deposit Slips Unit Test
6	CMA Review		Assorted review assignments for CMA Exam
	FINAL EXAM		



Communications for Medical Assistants II
2MAT07

Instructor	Rhonda Basler, Donna Becker	Phone	(508) 230 - 1337
Office	Room 2 – 109 – Mrs. Williams 2-128 – Ms. Becker	E-mail	Rbasler@sersd.org or Dbecker@sersd.org
Office Hours	Ms. Basler - Monday & Tuesday at 2:30 pm and by appointment Ms. Becker – Daily 2:30 – 3:00pm	Schedule	Medical Transcription – Friday, Periods 1 – 2 Communications – Friday, Periods 3 – 4
Prerequisites	All semester I courses	Co-requisites	None
Position	2nd Semester	Clock Hours	15

Program Description:

Medical Assistants are multi - skilled health professionals specifically educated to work in a variety of ambulatory settings, performing administrative and clinical duties. STI’s nine-month Medical Assisting Program teaches the skills and theory of both the administrative and clinical components.

Course Description:

This course is a combination of career readiness skills, study skills, and medical transcription skills to better prepare students to enter their new career. Students will develop resumes, cover letters, thank you letters, references, and create a professional portfolio. Topics will include the job search and interview preparation. Students will also develop the skills required to successfully interpret and transcribe dictation by physicians and other healthcare professionals into comprehensive healthcare records. Students will also study, practice and prepare for the national certification exam concentrating on many of the administrative and communication skills learned throughout the course

Text:

Kinn’s The Medical Assistant: An Applied Learning Approach, 14th Edition, Elsevier Publishing St. Louis, MI 63043

Kinn’s The Medical Assistant-Study Guide and Procedure Checklist Manual, 14th Edition, Elsevier Publishing St. Louis, MI 63043

Introduction to Medical Office Transcription, 3rd Edition, Karonne J. Becklin and Edith M. Sunnarborg, McGraw-Hill Irwin

Online Resources:

Express Scribe Transcription Software

Schoology.com

Typing.com

Course Outcomes and Objectives:

- Apply the techniques and tools used by people who write technical documents
- Choose strategies for communicating more effectively with multicultural readers
- Choose the best pattern of organizing information given a specific audience and purpose
- Deliver a presentation designed for a specific audience and purpose
- Design an effective résumé
- Transcribe physician notes accurately and in the correct format
- Develop knowledge and understanding of medical terminology through the practice of medical transcription

2015 Core Curriculum:

CAAHEP requires that Medical Assistant student pass all psychomotor and affective competencies.

V.C.7. Recognize elements of fundamental writing skills

V.C.8. Discuss applications of electronic technology in professional communication

V.C.11. Define the principles of self-boundaries

V.C.12. Define patient navigator

V.C.13. Describe the role of the medical assistant as the patient navigator

V.C.14. Relate the following behaviors to professional communication

- a. Assertive
- b. Aggressive
- c. Passive

V.P.8. Compose professional correspondence utilizing electronic technology

V.A.1. Demonstrate

- a. Empathy
- b. Active listening
- c. Nonverbal communication

V.A.2. Demonstrate the principles of self-boundaries

V.A.3. Demonstrate respect for individual diversity including

- a. Gender

- b. Race
- c. Religion
- d. Age
- e. Economic status
- f. Appearance

V.P.3 Use medical terminology correctly and pronunciation accurately to communicate information to providers and patients

Teaching Methods:

11. Lectures: Most of the material in the course will come from the textbook however some additional materials from handouts and outside sources may be utilized. Discussion is encouraged. Various instructional modalities, such as PowerPoint, videos, software and online resources that accompany the textbook will be utilized as appropriate.
12. Each topic involves instruction, discussion, exercises and/or assignments homework to reinforce information provided during lectures. Students, at times, will work in pairs or groups to explore and study certain concepts. Independence study will also be required.
13. Laboratory demonstration and practice of various skills will correlate with the topics presented in the classroom. Students will be required to perform all skills and attain a passing grade.
14. Guest speakers and field trips will be planned to supplement classroom and lab studies and skills.
15. Tests are given following topics.

Teaching Aids:

Populi Student Information System
 Schoology Learning Management System
 EHR Go Educational Electronic Health Record

Method of Evaluation:

Final grade is based on the successful completion of all assignments, quizzes, tests and competencies.

Grading Criteria:

Transcription Initial Assignments	8%
Transcription Skilled Assignments	20%
Transcription Quizzes, Assignments & Homework	5%
Communication Quizzes, Assignments & Homework	37%
Midterm	15%

Final Exam	15%
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Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

Medical Assistant students must complete the course with an average grade of 70% or better. CAAHEP accreditation requires that the Medical Assisting student pass all psychomotor and affective competencies

Course Policies:

Missed Classes: The student is responsible for obtaining material distributed on class days when he/she is absent. This can be done through another classmate or by contacting the Instructor during office hours and in some instances by reviewing Google classroom or Schoology.

Any student who is absent at the time of a scheduled quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have automatic *10-point deduction* for every day up to five days the assignment is not completed. No work will be accepted after 5 days. It is the student’s responsibility to follow up and make the appropriate arrangements. No student will be allowed to participate in any laboratory exercise and/or skill until all required health documentation is complete. Student will receive a zero (0) for the lab grade and will need to make up time, after school, at a convenient to the Instructor; student must also arrange to have a “patient” as needed.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due; late or missed assignments are not accepted.

Attendance: See the STI Course Catalog and the Medical Assisting Program Supplement This syllabus is a guide and every attempt has been made to provide an accurate overview of the course. Circumstances such as the progress and needs of students or weather – related events, for example, may necessitate modifications.

Communications outline with Mrs. Williams:

Unit	Topic	Required Reading	Assignments & Activities and Competencies
1	<p>Skills and Strategies</p> <ul style="list-style-type: none"> ● Describe personality traits important to employers. ● Discuss personality traits, technical skills, and transferable job skills. ● Describe how to develop a career objective and identify your personal needs. ● Explain job search methods. ● Create a resume and cover letter. ● Complete an online profile and job application. ● Describe how to create a career portfolio. ● Practice interview skills during a mock interview. ● List legal and illegal interview questions. ● Create a thank-you note for an interview. ● Explain common human resource hiring requirements when starting a new job. 	Chapter 50	<p>Role Play Interviewer/Interviewee</p> <p>Research and discuss potential job sites</p> <p>Video: Good and Bad Interviews</p> <p>Videotape Interviews with Faculty & Staff</p> <p>Dress for Success Field Trip</p> <p>Written Assignments:</p> <p>Describe the four personality traits that are most important to employers.</p> <p>Discuss the two types of resume formats, describe how to prepare chronological resume and cover letters and discuss the importance</p> <p>Format: resume ,coverletter, thank you note/email</p> <p>Chapter Test</p>

			<ul style="list-style-type: none"> • X.C Legal Implications: <p>9. List and discuss legal and illegal applicant interview questions</p>
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Medical Transcription Outline for Ms. Becker:

Units	Topic	Required Reading	Assignments
1	Introduction to Medical Transcription	Chapter 1 & 2	Workbook Assignment, Dictation, Quiz
2	The Integumentary System	Chapter 3	Workbook Assignment, Dictation, Quiz
3	The Respiratory System	Chapter 4	Workbook Assignment, Dictation, Quiz
4	The Cardiovascular System	Chapter 5	Workbook Assignment, Dictation, Quiz
5	The Digestive System	Chapter 6	Workbook Assignment, Dictation, Quiz
6	The Endocrine System	Chapter 7	Workbook Assignment, Dictation, Quiz
7	The Urinary System	Chapter 8	Workbook Assignment, Dictation, Quiz
8	The Reproductive System and Obstetrics	Chapter 9	Workbook Assignment, Dictation, Quiz
9	The Musculoskeletal System	Chapter 10	Workbook Assignment, Dictation, Quiz



Clinical Externship

2 MAC 01

Instructor	Rhonda Basler	Phone	(508) 230 - 1337
Office	Room 2 – 109	E-mail	Rbasler@sersd.org or Dbecker@sersd.org
Office Hours	As Needed	Schedule	4 days/ week x 10
Prerequisites	All Program Courses	Co-requisites	MA Lab & Theory II
Position	2nd Semester	Clock Hours	240

Course Description:

Upon completion of all academic requirements and having attained a 70 % or better in all coursework in the medical assisting program the student is placed in an ambulatory care setting for approximately 10 weeks to complete an unpaid Externship. The student must maintain 70% in all courses in order to remain at Externship. While at the externship facility, the student will be exposed to the various phases of the office, clinical and administrative, and will be afforded hands on training and supervision in the many skills and tasks in the office. The length of time for each phase will vary depending on availability and the student's comprehension and ability. The externship is designed to provide the student with an opportunity to become more competent at skills they have learned in the classroom and to learn new skills available at the facility.

The approximate hours are 8:00 AM - 4:30 PM four days a week. The student may be assigned to one and possibly two sites. The specific daily hours are determined in conjunction with the needs and availability of the medical office as well as the program and accreditation requirements of 30 hours/week.

Text:

- *Kinn's The Medical Assistant*, fourteenth edition, Elsevier Publishing St. Louis, MI 63043
- *Kinn's The Medical Assistant Study Guide & Procedure Checklist*,fourteenth edition, Elsevier Publishing, St. Louis, MI 63043
- *Pharmacology Principles and Applications*, Third Edition Fulcher, Fulcher, Soto; Elsevier
- *Introduction to Medical Office Transcription*, 3rd Edition, McGraw-Hill Irwin
- *Therapeutic Communications for Healthcare Professionals*, 4th edition. Tampo & Lindh
- *Shadow Health*
- MA Review Notes Plus
- Edmentum Review Software
- Various Instructor Handouts in healthcare and Medical Assisting

Course Objectives:

1. The student will practice and improve upon entry-level medical assisting skills.
2. The student will learn specialty/higher level skills as available.
3. The student will assimilate learned information into a real world ambulatory care setting.
4. The student will communicate using appropriate terminology and phrasing in speech and in writing.
5. The student will demonstrate professional behaviors in terms of attendance, attentiveness, flexibility, time management, attire, working within a team and accepting constructive criticism.
6. The student will participate in a research project related to a specific disease, disorder or illness incorporating cognitive, affective and psychomotor competencies.

Entry Level Competencies:

See 2015 Core Curriculum addendum

Teaching Methods:

1. Students will be assigned a Preceptor who will be responsible for assisting the student in learning the procedures and protocols at the assigned facility.
2. Student will have the opportunity to assimilate and perform varied entry-level medical assisting skills available at facility.
3. Student will complete various written assignments related to the workplace.

Method of Evaluation and Grading Criteria:

All assignments must be completed in order for the externship grade to be calculated. Externship hours must be completed according to Student Contract. Students who fail to complete any assignment or assigned hours may receive a grade of Incomplete or Failure that could affect program completion.

Student must *attain and maintain* a grade of 70% in all courses in order to remain on extern and satisfy graduation requirements.

Student must attain a passing grade of 70%. Grades will be determined by evaluations completed by the student’s preceptors and evaluations from the Program Director and Instructors. In addition, the student will complete several written assignments, quizzes and tests on topics related to medical assisting. The student will complete practice exams in preparation for the national certification exam.

Daily Journal	10%
Disease Project	20%
Assignments, Quizzes, Tests	20%
Instructor Evaluations	20%
Final Site Evaluation	30%

Grading Scale for the Medical Assisting Program:

Numeric Grade	Alphabetic Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Less than 70	F

CAAHEP accreditation requires that 100% of Medical Assistant graduates pass 100% of all competencies.

Course Policies:

Missed Classes: The student is responsible and accountable for any missed work when he/she is absent.

Any student who is tardy or absent at the time of a **scheduled** quiz or test, regardless if time is excused, is expected to complete the test/quiz on the first day they return from the absence and at a time that is convenient to the Instructor. Student will have an automatic 10-point deduction for every day up to five days. No work will be accepted after 5 days. It is the student's responsibility to follow up and make the appropriate arrangements.

Assignments and Quizzes: All assignments are due at the beginning of class on the date due unless otherwise noted; late or missed assignments may be corrected but the student will receive a zero for the assignment.

Attendance:

The student will be required to notify the program director using the Remind App, directions on the application and the use will be provided prior to Externship. The App is free and can be downloaded on your cell phone. The student must also notify the externship site following the facilities protocol. Failure to follow the attendance procedure will result in a 5-point deduction for each instance on the Clinical Externship final grade.

Master Competency Checklist

2015 MAERB Core Curriculum

Psychomotor & Affective Competencies

I *Anatomy & Physiology*

I.P. 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

I.P.2 Perform:

- a. Electrocardiography
- b. Venipuncture
- c. Capillary puncture
- d. Pulmonary function testing

I.P.3. Perform patient screening using established protocols

I.P.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

I.P.5 Select proper sites for administering parenteral medication

I.P.6. Administer oral medications

I.P.7. Administer parenteral (excluding IV) medications

I.P.8. Instruct and prepare a patient for a procedure or a treatment

I.P.9. Assist provider with a patient exam

I.P.10 Perform a quality control measure

I.P.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
- I.P.12. Produce up-to-date documentation of provider/professional level CPR
- I.P.13. Perform first aid procedures for:
- a. Bleeding
 - b. Diabetic coma or insulin shock
 - c. Fractures
 - d. Seizures
 - e. Shock
 - f. Syncope

I.A.1. Incorporate critical thinking skills when performing patient assessment

I.A.2. Incorporate critical thinking skills when performing patient care

I.A.3. Show awareness of a patient's concerns related to the procedure being performed

II Applied Mathematics

II.P.1. Calculate proper dosages of medication for administration

II.P.2. Differentiate between normal and abnormal tests results

II.P.3. Maintain lab test results using flow sheets

II.P.4. Document on a growth chart

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

III Infection Control

III.P.1. Participate in blood borne pathogen training

III.P.2. Select appropriate barrier/personal protective equipment (PPE)

III.P.3. Perform handwashing

III.P.4. Prepare items for autoclaving

III.P.5. Perform sterilization procedures

III.P.6. Prepare a sterile field

III.P.7. Perform within a sterile field

III.P.8. Perform wound care

III.P.9. Perform dressing change

III.P.10. Demonstrate proper disposal of biohazardous material

- a. Sharps
- b. Regulated wastes

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

IV Nutrition

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

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

V Concepts of Effective Communication

V.P.1. Use feedback techniques to obtain patient information including:

- a. Reflection
- b. Restatement
- c. Clarification

V.P.2. Respond to nonverbal communication

V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients

V.P.4. Coach patients regarding:

- a. Office policies
- b. Health maintenance
- c. Disease prevention
- d. Treatment plan

V.P.5. Coach patients appropriately considering:

- a. Cultural diversity
- b. Developmental life stage
- c. Communication barriers

V.P.6. Demonstrate professional telephone techniques

V.P.7. Document telephone messages accurately

V.P.8. Compose professional correspondence utilizing electronic technology

V.P.9. Develop a current list of community resources related to patients' healthcare needs

V.P.10. Facilitate referrals to community resources in the role of a patient navigator

V.P.11. Report relevant information concisely and accurately

V.A.1. Demonstrate:

- a. Empathy
- b. Active listening
- c. Nonverbal communication

V.A.2. Demonstrate the principles of self-boundaries

V.A.3. Demonstrate respect for individual diversity including:

- a. Gender
- b. Race
- c. Religion
- d. Age
- e. Economic status
- f. Appearance

V.A.4. Explain to a patient the rationale for performance of a procedure

VI *Administrative Functions*

VI.P.1. Manage appointment schedule using established priorities

VI.P.2. Schedule a patient procedure

VI.P.3. Create a patient's medical record

VI.P.4. Organize a patient's medical record

VI.P.5. File patient medical records

VI.P.6. Utilize an EMR

VI.P.7. Input patient data utilizing a practice management system

VI.P.8. Perform routine maintenance of administrative or clinical equipment

VI.P.9. Perform an inventory with documentation

VI.A.1. Display sensitivity when managing appointments

VII *Basic Practice Finances*

VII.P.1. Perform accounts receivable procedures to patient accounts including posting:

- a. Charges
- b. Payments

c. Adjustments

VII.P.2. Prepare a bank deposit

VII.P.3. Obtain accurate patient billing information

VII.P.4. Inform a patient of financial obligations for services rendered

VII.A.1. Demonstrate professionalism when discussing patient's billing record

VII.A.2. Display sensitivity when requesting payment for services rendered

VIII *Third Party Reimbursement*

VIII.P.1. Interpret information on an insurance card

VIII.P.2. Verify eligibility for services including documentation

VIII.P.3. Obtain precertification or pre-authorization including documentation

VIII.P.4. Complete an insurance claim form

VIII.A.1. Interact professionally with third party representatives

VIII.A.2. Display tactful behavior when communicating with medical providers regarding third party requirements

VIII.A.3. Show sensitivity when communicating with patients regarding third party requirements

IX *Procedural and Diagnostic Coding*

IX.P.1. Perform procedural coding

IX.P.2. Perform diagnostic coding

IX.P.3. Utilize medical necessity guidelines

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

X *Legal Implications*

X.P.1. Locate a state's legal scope of practice for medical assistants

X.P.2. Apply HIPAA rules in regard to:

a. Privacy

b. Release of information

X.P.3. Document patient care accurately in the medical record

X.P.4. Apply the Patient's Bill of Rights as it relates to:

- a. Choice of treatment
- b. Consent for treatment
- c. Refusal of treatment

X.P.5. Perform compliance reporting based on public health statutes

X.P.6. Report an illegal activity in the healthcare setting following proper protocol

X.P.7. Complete an incident report related to an error in patient care

X.A.1. Demonstrate sensitivity to patient rights

X.A.2. Protect the integrity of the medical record

XI Ethical Considerations

XI.P.1. Develop a plan for separation of personal and professional ethics

XI.P.2. Demonstrate appropriate response(s) to ethical issues

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

XII Protective Practices

XII.1. Comply with:

- a. Safety signs
- b. Symbols
- c. Labels

XII.2. Demonstrate proper use of:

- a. Eyewash equipment
- b. Fire extinguishers
- c. Sharps disposal containers

XII.3. Use proper body mechanics

XII.4. Participate in a mock exposure event with documentation of specific steps

XII.5. Evaluate the work environment to identify unsafe working conditions

XII.A.1. Recognize the physical and emotional effects on persons involved in an emergency situation

XII.A.2. Demonstrate self-awareness in responding to an emergency situation

STI Exposure Control Policy:

Accidental Medical Blood borne Pathogen Exposure to Technical Institute Students

I. Policy: That all Southeastern Regional School District students who sustain a needle stick injury, a cut from a sharp instrument, or a mucous membrane exposure to blood or other body fluids must document the incident by filling out an incident report and by notifying the Internship Supervisor and the Program Director of the incident.

II. Immediate First Aid Recommendations:

- a. If exposure is blood borne:
 - i. To skin: wash immediately and thoroughly with soap and water.
 - ii. To mucous membranes: flush immediately and thoroughly with water.
 - iii. To eyes: flush copiously with running water for at least 15 minutes.

III. Rationale: To document accidental Medical parenteral or muco-cutaneous exposure to blood and body fluids. To provide appropriate post-exposure prophylaxis and counseling to all injured students.

IV. Procedure for Reporting:

- a. All needle sticks, cuts from instruments, or glass contaminated with blood or body fluids or human bites must be reported immediately by the injured student to his/her Internship Supervisor and the Program Director.
- b. Blood contamination of open cuts, mucous membranes (e.g. eyes, mouth), or skin areas with severe dermatitis must also be reported by the exposed student.
- c. A Southeast Regional School District Incident Report Form must be filled out by the student within 24 hours of the incident. The incident report is routed to the school nurse, the Technical Institute Director, and the Program Director.
- d. The following information must be included on the incident report:
 1. Name of source client, if known, with source client permission.
 2. Risk status of source client for all forms of hepatitis and HIV, if known. The risk assessment must be performed by qualified personnel.
- e. The injured student, after reporting the incident to the appropriate internship supervisor, will contact his/her private physician. If the injured student does not have a private physician or if the physician is unavailable, the student shall report to the nearest emergency room. Upon returning to school or internship the student should provide the Program Director with documentation of medical follow-up.

- f. Injured student must seek immediate medical attention as prophylaxis is most effective (against hepatitis, tetanus, etc.) if given promptly after exposure.
- g. Routine testing of the source client for hepatitis and HIV is highly recommended but not mandatory.

Student Waiver Clause

As a student, I have read the Exposure Control Policy: Accidental Medical Blood borne Pathogen Exposure to Technical Institute Students. I agree to indemnify and hold harmless the Southeastern Regional School District for any liability, legal or otherwise, incurred as the result of any violations of the policy committed by me. I understand the penalties and disciplinary action that may occur if the Exposure Control Policy is violated.

Student Signature

Date



Copy of Student Signature Sheet

SOUTHEASTERN TECHNICAL INSTITUTE

Holly McClanan J.D.
Superintendent

Patricia Illsley, M. Ed
Director of Technical Institute

Rhonda Basler, BS, RMA (AMT)
Medical Assisting Program Director

September 2022

I have read the Medical Assisting Program Supplement and the STI Course Catalogue and understand the contents. I have been given the opportunity to ask questions and have any questions answered. Specifically, I understand and agree to abide by:

	Please check
Health Forms	[]
Uniform & Classroom Dress Policy	[]
STI Attendance & Tardy Policy	[]
MA Classroom Attendance, Tardy & Assignment Policies	[]
Extern Policy (hours, transportation & assignment)	[]
Exposure Control Policy	[]

Rhonda Basler, Program Director

Students Name

Students Signature