

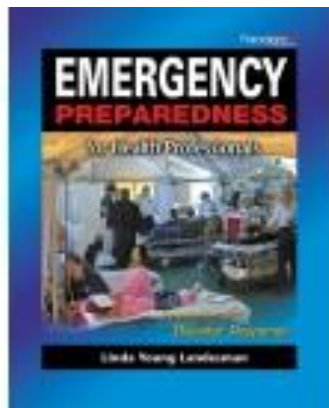


## Medical Assisting Skills II MAST 1090 COURSE SYLLABUS Spring Semester 2016

Semester: Spring 2016  
Course Title: Medical Assisting Skills II  
Course Number: MAST 1090  
Credit Hours/ Minutes: 4/3750  
Class Location: Building 8, Room 8166  
Class Meets: 9:10-11:05 M-R  
CRN: 40213

Instructor: Kimberly Brown, BSHS, CMA (AAMA), CCS-P  
Office Hours: M-Th 2-5pm  
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**REQUIRED TEXT:** Comprehensive Medical Assisting: Administrative & Clinical Competencies, book, study guide, & competency manual package Lindh, Pooler, Tamparo, Dahl, & Morris  
Emergency Preparedness for Health Professionals, Linda, Young, Landesman  
ActivSim for Medical Assisting – McGraw Hill



**REQUIRED SUPPLIES & SOFTWARE:** Calculator, watch with a second hand, stethoscope, blood pressure kit, 3 ring notebook and paper, black ink pen, highlighters, 5x7 index cards and any other supplies deemed necessary throughout the semester.

The following items should be purchased by midterm: 3 complete ceil blue uniforms, white shoes, white lab coat, STC/MA patch (bookstore), and proper drug screen and criminal background check fees, and N-95 mask fit testing, immunizations up-to-date including influenza.

### COURSE DESCRIPTION:

Further student knowledge of the more complex activities in a physician's office. Topics include: collection/examination of specimens and CLIA regulations/risk management; urinalysis; venipuncture; hematology and chemistry evaluations; advanced reagent testing (Strep Test, HcG etc); administration of medications; medical office emergency procedures and emergency preparedness; respiratory evaluations; principles of IV administration; rehabilitative therapy procedures; principles of radiology safety and maintenance of medication and immunization records.

**PREREQUISITE(S):** ENGL 1010, MATH 1012, PSYC 1010, ALHS 1011, ALHS 1090, COMP 1000, MAST 1080, MAST 1100, MAST 1120

**COREQUISITE(S):** MAST 1030, MAST 1110

### MAJOR COURSE COMPETENCIES:

1. Collection/Examination of Specimens and CLIA Regulations/Risk Management.
2. Urinalysis
3. Venipuncture
4. Hematology and Chemistry Evaluations
5. Applied Clinical Microbiology
6. Administration of Medications

7. Medical Office Emergency Procedures/Emergency Preparedness
8. Rehabilitative Therapy Procedures
9. Principles of Radiologic Safety

## **Learning Outcomes**

### **Collection/Examination of Specimens and CLIA Regulations/Risk Management**

1. Demonstrate collection of specimens for diagnostic testing.
2. Demonstrate correct labeling of specimens for diagnostic testing.
3. Perform processing of specimens for diagnostic testing.
4. Perform the tracking of and reporting of test results to practitioner.
5. Demonstrate the collection of specimens, examination processes, tracking and reporting of tests according to CLIA regulations.
6. Demonstrate screening test results.
7. Demonstrate maintenance of laboratory test results using flow sheets.
8. Perform quality control measures.

### **Urinalysis**

1. Perform routine biochemical tests using appropriate dipsticks, tapes, and/or tablets to test a urine specimen.
2. Perform CLIA waived tests including urine HcG, specific gravity, dipstick chemical analysis.
3. Perform urinalysis.
4. Instruct patients in clean catch specimen collection.
5. Identify parts of the microscope.
6. Demonstrate use of microscope.
7. Demonstrate preparation of urine specimens for microscopy.

### **Venipuncture**

1. Establish sites for venipuncture.
2. Perform a single and double draw venipuncture with a vacuum tube system.
3. Perform venipuncture with a syringe/butterfly.
4. Perform capillary puncture.

### **Hematology and Chemistry Evaluations**

1. Perform control testing on equipment.
2. Perform hematology testing.
3. Perform chemistry testing.
4. Perform immunology testing.
5. Perform various hematological studies to include elements of a CBC.
6. Perform various blood chemistry tests such as cholesterol screening.
7. Perform other CLIA waived tests such as rapid strep and Monospot.
8. Consider differences between normal and abnormal test results.

### **Applied Clinical Microbiology**

1. Demonstrate obtaining specimens for microbiological testing.
2. Perform CLIA waived microbiology testing.

### **Administration of Medications**

1. Use proper health and safety precautions of both the patient and self when administering medications.
2. Identify the most commonly used syringes and needles and explain their basic use.
3. Demonstrate preparation of the patient for administration of each type of medication including oral, topical, subcutaneous, intramuscular, and intradermal.
4. Demonstrate accurate documentation of the administration of medications.
5. Perform verification of ordered doses/dosages prior to administration.
6. Perform administration of parenteral (excluding IV) medications.
7. Perform administration of oral medications.
8. Demonstrate correct documentation and maintenance of medication and immunization records.
9. Demonstrate selection of proper sites for administering parenteral medication.

10. Demonstrate preparation of proper dosages of medication for administration.

### **Medical Office Emergency Procedures/Emergency Preparedness**

1. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.
2. Demonstrate evaluation of the work environment to identify safe vs. unsafe working conditions.
3. Describe the importance of Safety Data Sheets (SDS) in a health care setting.
4. Identify safety signs, symbols and labels.
5. Demonstrate fundamental principles for evacuation of a healthcare setting.
6. Describe fundamental principles for evacuation of a healthcare setting.
7. Discuss fire safety issues in a healthcare environment.
8. Discuss requirements for responding to hazardous material disposal.
9. Identify principles of body mechanics and ergonomics.
10. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency.
11. Identify emergency preparedness plans in your community.
12. Establish a personal (patient and employee) safety plan.
13. Establish an environmental safety plan.
14. Discuss potential role(s) of the medical assistant in emergency.
15. Display recognition of the effects of stress on all persons involved in emergency situations.
16. Display self-awareness in responding to emergency situations.
17. Identify signs, symptoms and treatment of anaphylaxis.
18. Demonstrate proper use of the following equipment: a. eyewash, b. fire extinguishers, c. sharps disposal containers.
19. Demonstrate participation in mock environmental exposure event with documentation of steps taken.
20. Explain an evacuation plan for a physician's office.
21. Demonstrate methods of fire prevention in the healthcare setting.
22. Use proper body mechanics.
23. Demonstrate maintenance of a current list of community resources for emergency preparedness.

### **Rehabilitative Therapy Procedures**

1. Demonstrate identification, explanation and application of appropriate rehabilitative therapy equipment and procedures (eg. crutches, heat & cold therapy.)
2. Describe avenues to restore independent living and improvement in activities of daily living.

### **Principles of Radiologic Safety**

1. Describe the role of the medical assistant as related to radiologic procedures.
2. Articulate the components of patient preparation for a radiologic procedure.
3. Explain the components of patient preparation for radiologic procedures.
4. Discuss common patient positions used in basic radiology procedures.
5. Explain precautions related to radiology procedures.

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:** Tests and assignments must be completed on the specified date (see lesson plan). No late assignments are accepted. Students are also responsible for policies and procedures in the *STC-E Catalog and Student Handbook*.

Students must satisfactorily complete each skill competency area successfully. Failure to complete a competency area successfully will result in dismissal from the course (regardless of overall grade average) and a final grade of "WF" or "F". Students will be given three (3) opportunities to demonstrate each skill competency.

Critical thinking is also a necessary part of the learning process in this course. The student is expected to complete all critical thinking assignments prior to class. Situations will be included on tests in order to test critical thinking ability.

Proper heading must be included on all materials handed in. This includes first and last name, date, course, assignment name. Failure to include this information will result in a five (5) point deduction.

Learning activities will include quizzes, worksheets, and any special projects that the instructor assigns throughout the

course. **A final unit test average of 75 or above is required to sit for the final exam.** Grades of 74.9 will not be rounded up. If you have below a 75 average, you will receive a "0" for your final test grade.

Students must pass a drug calculation exam with 100% accuracy to complete the course. Students will be given 3 opportunities to achieve 100% on the exam. Students that do not pass the drug calculation exam with 100% accuracy will receive a grade of "0" for the course.

Use of proper grammar, correct spelling, and writing principles is expected in all work. Full credit will not be granted for work that contains grammar or spelling errors.

**STC ATTENDANCE POLICY:** It is essential that educational programs maintain requirements and standards necessary for successful employment of its graduates in business and industry. In view of the intensive nature of the educational programs, it is necessary for every student to be present and on time every day for all classes.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time as noted on each syllabus will receive a "W" for the course if removed from the course on or before midterm. After the semester midterm, any student who has maintained a passing grade within a course will receive a 'WP' for the course when attending less than the required scheduled instructional time as stated on each course syllabus. If, however, the student has not maintained a passing grade, he or she will receive a 'WF' for the course. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course involved.

**TRADITIONAL ATTENDANCE ADDENDUM:** For this class, which meets 4 days a week for 15 weeks, the maximum number of days a student may miss is 6 days during the semester.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**SPECIAL NEEDS:** Students with documented special needs may be provided with an individualized Instructional Plan with specifications for scheduled instructional time. It is the student's responsibility to inform the Special Needs Specialist as students and instructors are required to have documented evidence prior to receiving or allowing special accommodations. See the STC Catalog and Student Handbook, Student Affairs section for further information regarding special needs.

**SPECIAL NEEDS ADDENDUM:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Building 1 Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**MAKEUP GUIDELINES:** If an exam is missed, the student will be allowed to take make-up exams during one day at the end of the semester (date to be scheduled by the instructor). There will be NO exceptions to this policy. If you are absent on the day a pop quiz is given, you will receive a "0" for that grade.

If a skills check-off is missed, the student is completely responsible for arranging make-up lab time at the instructor's convenience. Lowest exam grades are not dropped. Students are responsible for keeping up with their grades. Do not ask instructor for grades during the semester.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

#### Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Tests	60%
Quizzes	10%
Workbook	5%
<u>Final Exam</u>	<u>25%</u>
Total	100%
Skills Comp.	Pass/Fail
Alphabetization	Pass/Fail

**GRADING SCALE**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**Critical Thinking Core Curriculum for Medical Assistants (MAERB) 2008 Curriculum Plan**

**Foundations for Clinical Practice**

I.C Cognitive (Knowledge Base)	I. P Psychomotor (Skills)	I. A Affective (Behavior)
<p><b>I. Anatomy &amp; Physiology</b></p> <ol style="list-style-type: none"> <li>Compare body structure and function of the human body across the life span.</li> <li>Identify the classifications of medications, including desired effects, side effects and adverse reactions.</li> <li>Describe the relationship between anatomy and physiology of all body systems and medications used for treatment in each.</li> </ol>	<p><b>I. Anatomy &amp; Physiology</b></p> <ol style="list-style-type: none"> <li>Perform venipuncture.</li> <li>Perform capillary puncture.</li> <li>Perform patient screening using established protocols.</li> <li>Select proper sites for administering parenteral medication.</li> <li>Administer oral medications.</li> <li>Administer parenteral (excluding IV) medications.</li> <li>Assist physician with patient care.</li> <li>Perform quality control measures.</li> <li>Perform hematology testing.</li> <li>Perform chemistry testing.</li> <li>Perform urinalysis.</li> <li>Perform immunology testing.</li> <li>Screen test results.</li> </ol>	<p><b>I. Anatomy &amp; Physiology</b></p> <ol style="list-style-type: none"> <li>Apply critical thinking skills in performing patient assessment and care.</li> <li>Use language/verbal skills that enable patients' understanding.</li> <li>Demonstrate respect for diversity in approaching families.</li> </ol>
II.C Cognitive (Knowledge Base)	II.P Psychomotor (Skills)	II.A Affective (Behavior)
<p><b>II. Applied Mathematics</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of basic math computations.</li> <li>Apply mathematical computation to solve equations.</li> <li>Identify measurement systems.</li> <li>Define basic units of measurement in metric, apothecary, and household systems.</li> <li>Convert among measurement systems.</li> <li>Identify both abbreviations and symbols used in calculating medication dosages.</li> <li>Analyze charts, graphs and/or</li> </ol>	<p><b>II. Applied Mathematics</b></p> <ol style="list-style-type: none"> <li>Prepare proper dosages of medication for administration.</li> <li>Maintain laboratory test results using flow sheets.</li> </ol>	<p><b>II. Applied Mathematics</b></p> <ol style="list-style-type: none"> <li>Verify ordered doses/dosages prior to administration.</li> </ol>

tables in the interpretation of healthcare results.		
<b>III.C Cognitive (Knowledge Base)</b>	<b>III.P Psychomotor (Skills)</b>	<b>III.A Affective (Behavior)</b>
<b>III. Applied Microbiology/ Infection Control</b> 1. Discuss infection control procedures. 2. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA). 3. Compare different methods of controlling the growth of microorganisms. 4. Match types and uses of personal protective equipment (PPE). 5. Discuss quality control issues related to handling microbiological specimens. 6. Identify disease processes that are indications for CLIA waived tests. 7. Discuss the application of Standard Precautions with regard to: <ol style="list-style-type: none"> <li>All body fluids, secretions and excretions.</li> <li>Blood</li> <li>Non intact skin</li> <li>Mucous membranes</li> </ol> 8. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.	<b>III. Applied Microbiology/ Infection Control</b> 1. Participate in training on Standard Precautions. 2. Practice Standard Precautions. 3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations. 4. Perform handwashing. 5. Obtain specimens for microbiological testing. 6. Perform CLIA waived microbiology testing.	<b>III. Applied Microbiology/ Infection Control</b> 1. Display sensitivity to patient rights and feelings in collecting specimens. 2. Explain the rationale for performance of a procedure to the patient. 3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed.

**Applied communications**

<b>IV.C Cognitive (Knowledge Base)</b>	<b>IV. P Psychomotor (Skills)</b>	<b>IV. A Affective (Behavior)</b>
<b>IV. Concepts of Effective Recognize the role of patient advocacy in the practice of medical assisting.</b> 1. Discuss the role of assertiveness in effective professional communication. 2.	<b>IV. Concepts of Effective Communication</b> 1. Report relevant information to others succinctly and accurately. 2. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations. 3. Instruct patients according to their needs to promote health maintenance and disease prevention. 4. Prepare a patient for procedures and/or treatments. 5. Document patient care. 6. Document patient education. 7. Respond to nonverbal communication. 8. Advocate on behalf of patients.	<b>IV. Concepts of Effective Communication</b> 1. Demonstrate empathy in communicating with patients, family, and staff. 2. Apply active listening skills. 3. Use appropriate body language and other nonverbal skills in communicating with patients, family, and staff. 4. Demonstrate awareness of the territorial boundaries of the person with whom communicating. 5. Demonstrate sensitivity appropriate to the message being delivered. 6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses. 7. Demonstrate recognition of the patient's level of understanding in communications. 8. Analyze communications in providing appropriate responses/feedback. 9. Recognize and protect personal boundaries in communicating with others. 10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status.

**Medical Law & Ethics**

<b>IX.C Cognitive (Knowledge Base)</b>	<b>IX. P Psychomotor (Skills)</b>	<b>IX. A Affective (Behavior)</b>
<b>IX. Legal Implications</b> 1. Explore issue of confidentiality as it applies to the medical assistant. 2. Discuss licensure and certification as it applies to healthcare providers. 3. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations. 4. Describe the process to follow if an error is made in patient care.	<b>V. Legal Implications</b> 1. Respond to issues of confidentiality. 2. Perform within scope of practice. 3. Apply HIPAA rules in regard to privacy/release of information. 4. Practice within the standard of care for a medical assistant. 5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures. 6. Complete an incident report. 7. Document accurately in the patient record. 8. Apply local, state, and federal health care legislation and regulation appropriate to the medical assisting practice setting.	<b>IX. Legal Implications</b> 1. Demonstrate sensitivity to patient rights. 2. Demonstrate awareness of the consequences of not working within the legal scope of practice. 3. Recognize the importance of local, state, and federal legislation and regulations in the practice setting.

<b>X.C Cognitive (Knowledge Base)</b>	<b>X.P Psychomotor (Skills)</b>	<b>X.A Affective (Behavior)</b>
<b>X. Ethical Considerations</b> 1. Discuss the role of cultural, social, and ethnic diversity in ethical performance of medical assisting practice. 2. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others, 3. Identify the effect personal ethics	<b>X. Ethical Considerations</b> 1. Report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others to proper authorities. 2. Develop a plan for separation of personal and professional ethics.	<b>VI. Ethical Considerations</b> 1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice. 2. Examine the impact personal ethics and morals have on the individual's practice. 3. Demonstrate awareness of diversity in providing patient care.

may have on professional performance.		
Safety and Emergency Practices		
<b>XI.C Cognitive (Knowledge Base)</b>	<b>XI. P Psychomotor (Skills)</b>	<b>XI. A Affective (Behavior)</b>
<b>XI. Protective Practices</b> 1. Describe personal protective equipment. 2. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment. 3. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting. 4. Identify safety signs, symbols, and labels. 5. State principles and steps of professional/provider CPR. 6. Describe basic principles of first aid. 7. Describe fundamental principles for evacuation of a healthcare setting. 8. Discuss fire safety issues in a healthcare environment. 9. Discuss requirements for responding to hazardous material disposal. 10. Identify principles of body mechanics and ergonomics. 11. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency. 12. Identify emergency preparedness plans in your community. 13. Discuss potential role(s) of the medical assistant in emergency preparedness.	<b>VII. Protective Practices</b> 1. Comply with safety signs, symbols, and labels. 2. Evaluate the work environment to identify safe vs. unsafe working conditions. 3. Develop a personal (patient and employee) safety plan. 4. Develop an environmental safety plan. 5. Demonstrate proper use of the following equipment: a. Eyewash b. Fire extinguishers c. Sharps disposal containers 6. Participate in a mock environmental exposure event with documentation of steps taken. 7. Explain an evacuation plan for a physician's office. 8. Demonstrate methods of fire prevention in the healthcare setting. 9. Maintain provider/professional level CPR certification. 10. Perform first aid procedures. 11. Use proper body mechanics. 12. Maintain a current list of community resources for emergency preparedness.	<b>XI. Protective Practices</b> 1. Recognize the effects of stress on all persons involved in emergency situations. 2. Demonstrate self awareness in responding to emergency situations.

**MAST 1090 MEDICAL ASSISTING SKILLS II  
SPRING SEMESTER 2016 LESSON PLAN**

Date	Chapt / Less	Content	Assignments & Tests Due	Comp Area
<b>Week 1 (August 20 – August 27)</b>				
01/11	<b>Semester begins</b>	<b>First Day of Class: Introduction to Course and Syllabi</b>	Read Chapter 7 Study for Chapter 7 Quiz	
01/12	Ch. 7	Physical Agents to Promote Tissue Healing <b>Chapter 7 Quiz</b>	Do workbook assignments	8, 9 a,c
01/13	Ch. 7	VIDEO/LAB/WORKBOOK	Do workbook assignments	8, 9 a,c
01/14	Ch. 7	Lab	Do workbook assignments Read Chapter 14 Study for quiz	8, 9 a,c
01/18		<b>HOLIDAY</b>		
01/19	Ch. 14	Radiology and Diagnostic Imaging <b>Chapter 14 Quiz</b>	Do workbook assignments	10 a,c
01/20	Ch. 14	VIDEO/LAB/WORKBOOK	Do workbook assignments Study for Test 1 Chapters 7 & 14	10 a,c
01/21		<b>TEST 1 CHAPTERS 7 &amp; 14</b>	Workbooks due Job Skills Due Read Chapter 15 Study for Chapter 15 quiz	8, 9, 10 a,c
01/25	Ch. 15	Introduction to the Clinical Lab <b>Chapter 15 Quiz</b>	Do workbook assignments	1 a,c

01/26	Ch. 15	VIDEO/LAB/WORKBOOK	Do workbook assignments Read Chapter 20 Study for Chapter 20 quiz	1 a,c
01/27	Ch. 20	Medical Microbiology <b>Chapter 20 Quiz</b>	Do workbook assignments	5 a,c
01/28	Ch. 20	VIDEO/LAB/WORKBOOK	Do workbook assignments	5 a,c
02/01	Ch. 20	LAB	Do workbook assignments	5 a,c
02/02	Ch. 20	LAB	Do workbook assignments Study for Test 2 Ch. 15 & 20	5 a,c
02/03		<b>TEST 2 CHAPTERS 15 &amp; 20</b>	Workbooks due Job Skills due Read Chapter 16 Study for Chapter 16 Quiz	1,5 a,c
02/04	Ch. 16	Urinalysis <b>Chapter 16 Quiz</b>	Do workbook assignments	2 a,c
02/08	Ch. 16	VIDEO/LAB/WORKBOOK	Do workbook assignments	2 a,c
02/09	Ch. 16	LAB	Do workbook assignments	2 a,c
02/10	Ch. 16	LAB	Do workbook assignments Study for Test 3 Chapter 16	2 a,c
02/11		<b>TEST 3 CHAPTER 16</b>	Workbooks due Job Skills due Read Chapter 18 Study for Chapter 18 Quiz	2 a,c
02/15	Ch. 18	Hematology <b>Chapter 18 Quiz</b>	Do workbook assignments	4 a,c
02/16	Ch. 18	VIDEO/LAB/WORKBOOK	Do workbook assignments	4 a,c
02/12	Ch. 18	LAB	Do workbook assignments	4 a,c
02/17	Ch. 18	LAB	Do workbook assignments Read Chapter 19 Study for Chapter 19 Quiz	4 a,c
02/18	Ch. 19	Blood Chemistry and Serology <b>Chapter 19 Quiz</b>	Do workbook assignments	1, 4 a,c
02/22	Ch. 19	VIDEO/LAB/WORKBOOK	Do workbook assignments	1, 4 a,c
02/23	Ch. 19	LAB	Do workbook assignments	1, 4 a,c
02/24	Ch. 19	LAB	Do workbook assignments Study for Test 4 Chapters 18 & 19	1, 4 a,c
02/25		<b>TEST 4 CHAPTERS 18 &amp; 19</b>	Workbooks due Job Skills due Read Chapter 21 Study for Chapter 21 Quiz	1,2,4 a,c
02/29	Ch. 21	Emergency Medical Procedures <b>Chapter 21 Quiz</b> <b>Assign project for Emergency Preparedness</b>	Do workbook assignments Read chapters in Emergency Preparedness Book Go to <a href="http://www.nova.edu/allhazards/">www.nova.edu/allhazards/</a> and enroll in National Incident Command	7 a,c



			System completing 100A and 700A	
03/01	EP	Emergency Preparedness	Complete exercises at end of chapters and Exercise 2 (Chapter 1), Exercise 2 (Chapter 2), Exercise 1 (Chapter 5) under "Exploring Preparedness Issues" For Chapter 6, prepare and evacuation plan for your home.	7 a,c
03/02	EP	Emergency Preparedness	Work on exercises Study for Test 5 Ch. 21 & EP	7 a,c
03/03		<b>TEST 5 CHAPTER 21 &amp; EP</b> <b>MID-TERM</b>	Workbooks due Job Skills due	7 a,c
03/07	EP	Emergency Preparedness Projects		7 a,c
03/08	EP	Emergency Preparedness Projects		7 a,c
03/09	EP	Emergency Preparedness Projects		7 a,c
03/10	EP	<b>Emergency Preparedness Project Presentations</b> MULTICULTURAL DAY		7 a,c
03/14	EP	<b>Emergency Preparedness Project Presentations</b>		7 a,c
03/15	EP	<b>Emergency Preparedness Project Presentations</b>	Read Chapter 17 Study for Chapter 17 Quiz	7 a,c
03/16	Ch. 17	Phlebotomy <b>Chapter 17 Quiz</b>	Do workbook assignments	3 a,c
03/17	Ch. 17	VIDEO/LAB/WORKBOOK	Do workbook assignments	3 a,c
03/21	Ch. 17	LAB	Do workbook assignments	3 a,c
03/22	Ch. 17	LAB	Do workbook assignments	3 a,c
03/23	Ch. 17	LAB	Do workbook assignments	3 a,c
03/24	Ch. 17	LAB	Do workbook assignments	3 a,c
03/28-03/31		<b>SPRING HOLIDAYS</b>		
04/04	Ch. 17	LAB	Do workbook assignments Study for Test 6 Chapter 17	3 a,c
04/05		<b>TEST 6 CHAPTER 17</b>	Workbooks due Job Skills due Read Chapter 11 Study for Chapter 11 Quiz	3 a,c
04/06	Ch. 11	Administration of Medication and IV Therapy <b>Chapter 11 Quiz</b>	Do workbook assignments	6 a,b,c
04/07	Ch. 11	<b>DRUG CALCULATIONS TEST</b> VIDEO/LAB/WORKBOOK	Do workbook assignments	6 a,b,c
04/11	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/12	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/13	Ch. 11	LAB	Do workbook assignments	6 a,b,c

04/14	Ch. 11	<b>SPRING ACTIVITY DAY</b>	Do workbook assignments	
04/18	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/19	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/20	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/21	Ch. 11	<b>EARTH DAY</b>	Do workbook assignments	
04/25	Ch. 11	LAB	Do workbook assignments	6 a,b,c
04/26	Ch. 11	LAB	Do workbook assignments Study for Test 7 Chapter 11	6 a,b,c
04/27		<b>TEST 7 CHAPTER 11</b>	Workbooks due Job Skills due STUDY FOR FINAL	6 a,b,c
04/28		<b>Review</b>		
05/02		<b>MAKE UP TEST DAY</b>		
05/04-05/05		<b>FINAL EXAMS TO BE DETERMINED</b>		1,2,3,4,5,6 ,7,8,9,10 a,b,c

**\* Competency Areas:**

1. Collection/Examination of Specimens and CLIA Regulations/Risk Management
2. Urinalysis
3. Venipuncture
4. Hematology & Chemistry
5. Applied Chemical Microbiology
6. Administration of Medications
7. Medical Office Emergency Procedures/Emergency Preparedness
8. Respiratory Evaluations
9. Rehabilitation Procedures
10. Principals of Radiologic Safety

**\*\*General Core Educational Competencies**

- A. The ability to utilize standard written English.
- B. The ability to solve practical mathematical problems.
- C. The ability to read, analyze, and interpret information.