



MAST 1080 Medical Assisting Skills I

COURSE SYLLABUS

Fall Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 4/6750
Class Location: Building 8 Room 8166
Class Meets: Monday through Thursday 8:00 am - 10:05 am
CRN: 20230

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kimberly Brown, BSHS, CMA (AAMA), CCS-P
Office Location: Building 8 Room 8168
Office Hours: Monday thru Thursday 2:00 – 5:00 pm
Email Address: kbrown@southeasterntech.edu
Phone: 478-289-2243
Fax Number: 478-289-2336
Tutoring Hours (if applicable): By appointment

REQUIRED TEXT

Clinical Medical Assisting: A Professional, Field Smart Approach to the Workplace, 2nd edition – Heller – Cengage Publishing
ISBN: 978-1-305-11086-1

REQUIRED SUPPLIES & SOFTWARE

Activsim for Medical Assisting by McGraw Hill
Watch with a second hand
Stethoscope
3 ring binder, paper, pens, highlighters, index cards
Jump drive/Flash drive

COURSE DESCRIPTION

Introduces the skills necessary for assisting the physician with a complete history and physical in all types of medical practices. The course includes skills necessary for sterilizing instruments and equipment and setting up sterile trays. The student also explores the theory and practice of electrocardiography. Topics include: infection control and related OSHA guidelines, prepare patients/assist physician with age and gender-specific examinations and diagnostic procedures, vital signs/mensuration; medical office surgical procedures, respiratory evaluations, and electrocardiography.

MAJOR COURSE COMPETENCIES

1. Infection Control and Related OSHA Guidelines

2. Prepare Patients/Assist Physician with Age and Gender Specific Examinations and Diagnostic Procedure
3. Vital Signs/Mensuration
4. Medical Office Surgical Procedures
5. Cardiopulmonary

PREREQUISITE(S)

ALHS 1011, ALHS 1090

COURSE OUTLINE

Infection Control and Related OSHA Guidelines

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Define asepsis. | Cognitive | Knowledge |
| 2 | Use and maintain aseptic techniques. | Psychomotor | Mechanism |
| 3 | Discuss infection control procedures. | Cognitive | Comprehension |
| 4 | Prepare items for autoclaving. (III.P.4) | Psychomotor | Guided Response |
| 5 | Perform sanitizing procedures. | Psychomotor | Guided Response |
| 6 | Perform sterilization procedures. (III.P.5) | Psychomotor | Guided Response |
| 7 | Identify chemical sterilizing agents. | Cognitive | Knowledge |
| 8 | Establish set up for any procedure requiring knowledge of aseptic techniques and sterilization of instruments and equipment. | Psychomotor | Set |
| 9 | Define the following as practiced within an ambulatory care setting. (III.C.3) a. Medical asepsis b. Surgical asepsis | Cognitive | Knowledge |
| 10 | Identify personal safety precautions as established by the Occupational Safety and Health Administration. (OSHA) | Cognitive | Knowledge |
| 11 | Select appropriate barrier/personal protective equipment (PPE). (III.P.2) | Psychomotor | Guided Response |
| 12 | Perform handwashing. (III.P.3) | Psychomotor | Guided Response |
| 13 | Perform gloving techniques. | Psychomotor | Guided Response |
| 14 | List major types of infectious agents. (III.C.1) | Cognitive | Knowledge |
| 15 | Describe the infection cycle including: (III.C.2) a. The infectious agent b. Reservoir c. Susceptible host d. Means of transmission e. Portals of entry f. Portals of exit | Cognitive | Comprehension |
| 16 | Identify methods of controlling the growth of microorganisms. (III.C.4) | Cognitive | Knowledge |
| 17 | Define the principles of standard precautions. (III.C.5) | Cognitive | Knowledge |
| 18 | Define personal protective equipment (PPE) for: (III.C.6) a. All body fluids, secretions, excretions b. Blood c. Non-intact skin d. Mucous membranes | Cognitive | Knowledge |

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 19 | Participate in Bloodborne pathogen training. (III.P.1) | Psychomotor | Guided Response |
| 20 | Identify the Center for Disease Control (CDC) regulations that impact healthcare practices. (III.C.7) | Cognitive | Knowledge |
| 21 | Recognize the implications of failure to comply with the CDC regulations in healthcare settings. (II.A.1) | Affective | Responding |

Prepare Patients/Assist Patients with Age and Gender Specific Examinations and Diagnostic Procedures

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Demonstrate assisting the physician in all aspects of age and gender specific history and physical examination. | Psychomotor | Guided Response |
| 2 | Use feedback techniques to obtain patient information including: (V.P.1) a. Reflection b. Restatement c. Clarification | Psychomotor | Mechanism |
| 3 | Use medical terminology correctly and pronounced accurately to communicate information to providers and patients. (V.P.3) | Psychomotor | Mechanism |
| 4 | Assist the provider with patient exam. (I.P.9) | Psychomotor | Guided Response |
| 5 | Obtain and record patient data. | Psychomotor | Guided Response |
| 6 | Define coaching a patient as it is related to: (V.C.6) a. Health maintenance b. Disease prevention c. Compliance with treatment plan d. Community resources e. Adaptations relevant to individual patient needs. | Cognitive | Knowledge |
| 7 | Coach patients regarding: (V.P.4) a. Office policies b. Health maintenance c. Disease prevention d. Treatment plan | Psychomotor | Guided Response |
| 8 | Demonstrate patient positioning. | Psychomotor | Guided Response |
| 9 | Instruct and prepare a patient for a procedure and/or treatment. (I.P.8) | Psychomotor | Guided Response |
| 10 | Prepare the examination room for a procedure. | Psychomotor | Guided Response |
| 11 | Prepare an exam table. | Psychomotor | Guided Response |
| 12 | Perform patient screening using established protocols. (I.P.3) | Psychomotor | Guided Response |
| 13 | Incorporate critical thinking skills when performing patient assessment (I.A.1) and patient care. (I.A.3) | Affective | Responding |
| 14 | Explain to a patient the rationale for performing a procedure. (V.A.4) | Affective | Receiving |
| 15 | Show awareness of a patient's concern related to the procedure being performed. (I.A.3) | Affective | Characterization |
| 16 | Demonstrate documentation of patient care accurately in the medical record. (X.P.3) | Psychomotor | Guided Response |

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 17 | Demonstrate documentation of patient education. | Psychomotor | Guided Response |
| 18 | Document patient care accurately in the medical record. (X.P.3) | Psychomotor | Guided Response |

Vital Signs/Mensuration

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Explain the importance of vital signs and know normal limits. | Cognitive | Comprehension |
| 2 | Measure and record: (I.P.1) a. Blood pressure b. Temperature c. Pulse d. Respirations e. Height f. Weight g. Length (infant) h. Head circumference (infant) i. Pulse oximetry | Psychomotor | Guided Response |
| 3 | Document on a growth chart. (II.P.4) | Psychomotor | Guided Response |
| 4 | Analyze healthcare results as reported in: (II.C.6) a. Graphs b. Tables | Cognitive | Analysis |

Medical Office Surgical Procedures

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Identify surgical instruments. | Cognitive | Knowledge |
| 2 | Prepare a sterile field. (III.P.6) | Psychomotor | Guided Response |
| 3 | Demonstrate assisting the physician with minor surgical procedures. | Psychomotor | Guided Response |
| 4 | Perform within a sterile field. (III.P.7) | Psychomotor | Guided Response |
| 5 | Perform wound care. (III.P.8) | Psychomotor | Guided Response |
| 6 | Perform a dressing change. (III.P.9) | Psychomotor | Guided Response |

Cardiopulmonary

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Explain the conduction system of the heart. | Cognitive | Comprehension |
| 2 | Describe the electrocardiograph cycle as related to heart function. | Cognitive | Comprehension |
| 3 | Demonstrate preparation of a patient for the EKG procedure. | Psychomotor | Guided Response |
| 4 | Perform electrocardiography. (I.P.2A) | Psychomotor | Guided Response |
| 5 | Apply problem solving techniques associated with the EKG | Psychomotor | Mechanism |

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| | procedure. | | |
| 6 | Perform pulmonary procedures (eg. MDI use, sputum collection, oxygen therapy, nebulizer). | Psychomotor | Guided Response |
| 7 | Perform pulmonary function testing. (I.P.2D) | Psychomotor | Guided Response |

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

Students are required to abide by all of the policies, rules, and regulations of Southeastern Technical College, as published in the *STC Online Catalog and Handbook*. STC Catalog and Student Handbook Related Policies and Procedures are found online at: <http://www.southeasterntech.edu>

Students are expected to complete all reading, tests, and daily assignments by the specified date. This includes tests, quizzes, workbooks, and any special projects assigned by the instructor throughout the course. *A final unit test average of 75 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 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.

The 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.

ASSIGNMENTS

The lesson plan is subject to change at instructor's discretion. Late assignments are assessed ten-points each day. Three (3) days past the due date, the assignments are not accepted; a grade of zero (0) is assigned. It is the student's responsibility to make sure all assignments are completed and submitted by the due dates. Points will be deducted for failure to follow directions. Proper heading must be included on all materials handed in. This includes first and last name, date, course, and assignment name. Failure to include this information will result in a five (5) point reduction.

Activsim activities (passing scores) and check off sheets for skills competencies are due on the day designated by the instructor; if these are not turned in on the specified day you will be deducted ten (10) points from your next scheduled test.

CLASSROOM RULES

All cell phones will be turned off at the beginning of class time. Any cell phone that rings during class will

become property of the instructor until further notice. This is not only a distraction to the instructor, but to other students as well. If you have an emergency, please discuss options with me prior to class. There will be no eating or drinking in the classroom

SAFETY

You must be in compliance with STC's Infection Control Policy. Each student must consistently and correctly practice universal precautions when applicable. If not, the student may be failed for violation of this important principle!

Fingernails must be short and well-manicured, clear nail polish only. No artificial nails or tips. No gel nails or tips. Long hair must be pulled up and away from the face.

FINAL EXAM

Students will take a comprehensive final exam covering the material in the textbook and workbook. This test will be administered during the last week of class. Failure to take the comprehensive final exam will result in a grade of zero. No exceptions. Remember, students must have a unit test average of 75 to be able to sit for the final.

EVALUATION PROCEDURES

Workbook assignments for each chapter must be completed by the date of the exam for that specific chapter or chapters. These assignments allow students to become familiar with the course material. Workbooks will be checked on test day. This will be calculated as a percentage of your final grade. If you do not have your workbook on the day of the test or it is not completed, you will receive a "0".

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of "0". Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

For this class, which meets 4 days a week for 15 weeks, the maximum number of days a student may miss is 7 days during the semester.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

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.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

No make-up exams are allowed without a physician's excuse that must be provided to the instructor within three (3) days of the absence. If an exam is missed, the student will be allowed to take the exam during one hour 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 or late on the day a chapter quiz is given, you will receive a "0" for that grade. **LOWEST EXAM GRADES ARE NOT DROPPED.**

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:

1. 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.

2. 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.

3. 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 third 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

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member 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).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer | Title VI - Title IX (Employees) - EEOC Officer |
|---|--|
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu | Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu |

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

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](#).

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.

CORE CURRICULUM

Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB) 2015 Curriculum Requirements

| Cognitive (Knowledge Base) I.C Anatomy & Physiology | Psychomotor (Skills) I.P Anatomy & Physiology | Affective (Behavior) I.A Anatomy & Physiology |
|--|---|--|
| | <ol style="list-style-type: none"> 1. Measure and record: <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 2. Perform <ol style="list-style-type: none"> a. Electrocardiography b. c. d. Pulmonary function testing 3. Perform patient screening using established protocols. 8. Instruct and prepare a patient for a procedure or a treatment 9. Assist provider with a patient exam | <ol style="list-style-type: none"> 1. Incorporate critical thinking skills when performing patient assessment 2. Incorporate critical thinking skills when performing patient care 3. Show awareness of a patient's concerns related to the procedure being performed |
| Cognitive (Knowledge Base) II.C Applied Mathematics | Psychomotor (Skills) II.P Applied Mathematics | Affective (Behavior) II.A Applied Mathematics |
| <ol style="list-style-type: none"> 6. Analyze healthcare results as reported in: <ol style="list-style-type: none"> a. Graphs b. tables | <ol style="list-style-type: none"> 4. Document on a growth chart | |
| Cognitive (Knowledge Base) III.C Infection Control | Psychomotor (Skills) III.P Infection Control | Affective (Behavior) III.A Infection Control |
| <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. Define the following as practiced within an ambulatory care setting: <ol style="list-style-type: none"> a. Medical asepsis b. Surgical asepsis 4. Identify methods of controlling the growth of microorganisms 5. Define the principles of standard precautions 6. Define personal protective equipment (PPE) for: <ol style="list-style-type: none"> a. All body fluids, secretions and excretions b. Blood c. Non-intact skin d. Mucous membranes 7. Identify Center for Disease Control (CDC) regulations that impact | <ol style="list-style-type: none"> 1. Participate in bloodborne pathogen training 2. Select appropriate barrier/personal protective equipment (PPE) 3. Perform handwashing 4. Prepare items for autoclaving 5. Perform sterilization procedures 6. Prepare a sterile field 7. Perform within a sterile field 8. Perform wound care 9. Perform dressing change | <ol style="list-style-type: none"> 1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings |

| healthcare practices | | |
|---|--|--|
| Cognitive (Knowledge Base) V.C Concepts of Effective Communication | Psychomotor (Skills) V.C Concepts of Effective Communication | Affective (Behavior) V.C Concepts of Effective Communication |
| 6. Define coaching a patient as it relates to: <ul style="list-style-type: none"> a. Health maintenance b. Disease prevention c. Compliance with treatment plan d. Community resources e. Adaptations relevant to individual patient needs | 1. Use feedback techniques to obtain patient information including: <ul style="list-style-type: none"> a. Reflection b. Restatement c. clarification 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients 4. Coach patients regarding: <ul style="list-style-type: none"> a. Office policies b. Health maintenance c. Disease prevention d. Treatment plan | 4. Explain to a patient the rationale for performance of a procedure. |
| Cognitive (Knowledge) X.C Legal Implications | Psychomotor (Skills) X.P Legal Implications | Affective (Behaviors) X.A Legal Implications |
| | 3. Document patient care accurately in the medical record | |

GRADING POLICY

| Assessment/Assignment | Percentage |
|-----------------------|------------|
| Unit Tests | 60% |
| Quizzes | 10% |
| Workbook | 5% |
| Final Exam | 25% |

GRADING SCALE

| Letter Grade | Range |
|--------------|--------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

MAST 1080 Medical Assisting Skills I

Fall Semester 2018 Lesson Plan

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------|--------------------|--|--|--------------------|
| 8/14 | | First Day of Class Introduction to Course Syllabi, Outline, Rules & Regulations, Completion of Forms | <ul style="list-style-type: none"> • Read Chapter 1 • Prepare for Ch. 1 Quiz • Complete Chapter objectives and terms/definitions • Complete MindTap exercises | a,c |
| 8/15 | Chapter 1 | Journey to Professionalism | Quiz 1 – Chapter 1 Competency 1-1, 1-2 Workbook Chapter 1 | 2 a,c |
| 8/16 | | LAB <ul style="list-style-type: none"> • Locate State Scope of Practice (1-1) • Apply Patient Bill of Rights (1-2) | <ul style="list-style-type: none"> • Read Chapter 2 • Prepare for Ch. 2 Quiz • Complete Chapter objectives and terms/definitions. Complete MindTap exercises | 2 a,c |
| 8/17 | Chapter 2 | Clinical Trends in Healthcare | Quiz 2 – Chapter 2 Competency – None Workbook Chapter 2 | 2 a,c |
| 8/21 | | Workbooks | <ul style="list-style-type: none"> • Study for Test 1 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |
| 8/22 | | TEST 1 – Chapters 1 & 2 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 3 • Prepare for Ch. 3 Quiz • Complete Chapter objectives and terms/definitions. Complete MindTap exercises | 2 a,c |
| 8/23 | Chapter 3 | The Complete Medical Record and Electronic Charting | Quiz 3 – Chapter 3 Competency 3-1 Workbook Chapter 3 | 2 a,c |
| 8/24 | | LAB <ul style="list-style-type: none"> • Create and organize medical record (3-1) Workbook | <ul style="list-style-type: none"> • Read Chapter 4 • Prepare for Ch. 4 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|----------------------------|--|---|----------------------------|
| 8/28 | Chapter 4 | Fundamentals of Documentation Videos – 5, 6, 7, 19 | Quiz 4 – Chapter 4 Competency 4-1, 4-2 Workbook Chapter 4 Read Chapter 5 Prepare for Chapter 5 Quiz | 2 a,c |
| 8/29 | Chapter 5 | Conducting a Patient Screening Videos – 1, 20, 21 | Quiz 5 – Chapter 5 Competency 5-1 Workbook Chapter 5 | 2 a,c |
| 8/30 | | LAB <ul style="list-style-type: none"> • Documenting med (4-1) • Documenting phone call (4-2) • Patient Screening (5-1) Workbooks | <ul style="list-style-type: none"> • Study for Test 2 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |
| 8/31 | | TEST 2 – Chapters 3-5 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 6 • Prepare for Ch. 6 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 9/4 | | HOLIDAY | | |
| 9/5 | Chapter 6 | Assisting Patients with Special Needs Videos – 2, 3, 4 | Quiz 6 – Chapter 6 Competency 6-1, 6-2, 6-3 Workbook Chapter 6 | 2 a,c |
| 9/6 | | LAB <ul style="list-style-type: none"> • Communicate with Pt from different Cultures (6-1) • Communicate with Visually impaired patients (6-2) • Communicate with Hearing impaired patient with interpreter (6-3) • Communicate with hearing impaired who speech reads (6-4) Workbooks | <ul style="list-style-type: none"> • Read Chapter 7 • Prepare for Ch. 7 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 9/7 | Chapter 7 | Health Coaching and Patient Navigation | Quiz 7 – Chapter 7 Competency 7-1, 7-2,7-3 Workbook Chapter 7 | 2 a,c |
| 9/11 | | LAB <ul style="list-style-type: none"> • Coach Patients (7-1) • Community Resources (7-2) • Referral to Community Resources (7-3) Workbooks | <ul style="list-style-type: none"> • Study for Test 3 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------|--------------------|--|---|--------------------|
| 9/12 | | TEST 3 – Chapters 6 & 7 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 7 • Prepare for Ch. 7 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises Review Instruments | 2 a,c |
| 9/13 | | Review Instruments | Study for Instrument Test <ul style="list-style-type: none"> • Read Chapter 8 • Prepare for Ch. 8 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 4 a,c |
| 9/14 | Chapter 8 | Principles of Infection Control | Quiz 8 – Chapter 8 Competency 8-1, 8-2, 8-3, 8-4 Workbook Chapter 8 Study for Instrument Test | 1 a,c |
| 9/18 | | Videos – 1, 2, 3 Activsim: <ul style="list-style-type: none"> • Handwashing • Applying Alcohol-Based Handrub • Application and Removal of Clean, Disposable Gloves • Waste Disposal | Study for Instrument Test Workbook Chapter 8 Complete MindTap exercises | 1 a,c |
| 9/19 | | LAB <ul style="list-style-type: none"> • Medically Aseptic Handwashing (8-1) • Alcohol Based Hand Rub (8-2) • Remove Contaminated Gloves (8-3) • PPE (8-4) | Study for Instrument Test Workbook Chapter 8 Complete MindTap exercises | 1 a,c |
| 9/20 | | Bloodborne Pathogens Video and Test | Study for Instrument Test Workbook Chapter 8 <ul style="list-style-type: none"> • Read Chapter 9 • Prepare for Ch. 9 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 1 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|----------------------------|---|---|----------------------------|
| 9/21 | Chapter 9 | Sterilization Procedures, Instrument Identification, and Surgical Supplies | Quiz 9 – Chapter 9 Competency 9-1, 9-2, 9-3, 9-4, 9-5, 9-6 Workbook Chapter 9 Study for Instrument Test Complete MindTap exercises | 1,4 a,c |
| 9/25 | | Videos – 4, 5, 9, 10, 11, 35, 36 Activsim: <ul style="list-style-type: none"> • Wrapping Instruments • Sterilizing Articles in the Autoclave LAB <ul style="list-style-type: none"> • Cleaning & Disinfection of Instruments (9-1, 9-2) | Study for Instrument Test Workbook Chapter 9 Complete MindTap exercises | 1,4 a,c |
| 9/26 | | LAB <ul style="list-style-type: none"> • Wrapping Instruments (9-3) • Autoclave (9-4) • Apply skin closures (9-5) • Suture removal (9-6) • Staple removal (9-6) | Study for Instrument Test Workbook Chapter 9 <ul style="list-style-type: none"> • Read Chapter 10 • Prepare for Ch. 10 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 1,4 a,c |
| 9/27 | Chapter 10 | Assisting with Minor Surgeries | Quiz 10 – Chapter 10 Competency 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7 Workbook Chapter 10 Study for Instrument Test | 1,4 a,c |
| 9/28 | | Videos – 6, 7, 8, 33, 34, 37 LAB <ul style="list-style-type: none"> • Sterile Skin preparation (10-2) • Sterile Dressing Change (10-7) | Study for Instrument Test Workbook Chapter 10 Complete MindTap exercises | 1,4 a,c |
| 10/2 | | LAB <ul style="list-style-type: none"> • Sterile Scrub (10-1) • Sterile Gloves (10-6) • Sterile Field (10-3, 10-4, 10-5) | Study for Instrument Test Workbook Chapter 10 <ul style="list-style-type: none"> • Study for Test 4 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 1,4 a,c |
| 10/3 | | TEST 4 – Chapters 8-10 | Workbooks due Study for Instrument Test | 1,4 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------|--------------------|---|--|--------------------|
| 10/4 | | Instrument Test | <ul style="list-style-type: none"> • Read Chapter 11 • Prepare for Ch. 11 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 1,4 a,c |
| 10/5 | Chapter 11 | Vital Signs & Measurements | Quiz 11- Chapter 11 Competency 11-1, 11-2, 11-3, 11-4, 11-5 | 3 a,c |
| 10/9 | | MIDTERM Videos – 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 64 Vital Signs Worksheet | Workbook Chapter 11 Complete MindTap exercises | 3 a,c |
| 10/10 | | Activsim: <ul style="list-style-type: none"> • Temperature • Pulse • Respiration • Blood Pressure • Hypertension Patient • Chest Pain Patient | Workbook Chapter 11 Complete MindTap exercises | 3 a,c |
| 10/11 | | LAB <ul style="list-style-type: none"> • Height & Weight (11-1) • Temperature – axillary, temporal, oral, aural (11-2) • Pulse – radial & Respirations (11-3) • Pulse – apical (11-4) • Blood Pressure (11-5) • Pulse oximetry (15-3) | Workbook Chapter 11 Complete MindTap exercises | 3 a,c |
| 10/12 | | LAB continued (vital signs check-offs) | Workbook Chapter 11 <ul style="list-style-type: none"> • Read Chapter 12 • Prepare for Ch. 12 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 3 a,c |
| 10/16 | Chapter 12 | The Physical Exam | Quiz 12 – Chapter 12 Competency 12-1, 12-2, 12-3 Workbook Chapter 12 Complete MindTap exercises | 2 a,c |
| 10/17 | | Videos – 31, 32 Activsim: <ul style="list-style-type: none"> • Depression Patient • Skin Condition • Diarrhea Patient | Workbook Chapter 12 Complete MindTap exercises | 2 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------|--------------------|---|--|--------------------|
| 10/18 | | LAB <ul style="list-style-type: none"> • Prepare exam room (12-1) • Patient positions (12-2) • Assist with General Physical Exam (12-3) | Workbook Chapter 12 <ul style="list-style-type: none"> • Study for Test 5 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |
| 10/19 | | TEST 5 – Chapters 11 & 12 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 14 • Prepare for Ch. 14 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 10/23 | Chapter 14 | Cardiovascular Exams and Procedures | Quiz 14 – Chapter 14 Competency 14-1, 14-2 Workbook Chapter 14 Complete MindTap exercises | 2,5 a,c |
| 10/24 | | 65% POINT IN SEMESTER – LAST DAY TO RECEIVE A WITHDRAWAL Videos – 61, 62 Activsim <ul style="list-style-type: none"> • ECG • Asthma Exacerbation | NOTE: You will need a loose button down shirt for the EKG and Holter Monitor. Bring to school and leave or have in bookbag. Workbook Chapter 14 Complete MindTap exercises | 2,5 a,c |
| 10/25 | | LAB <ul style="list-style-type: none"> • EKG (14-1) • Holter Monitor (14-2) | NOTE: You will need a loose button down shirt for the EKG and Holter Monitor. Bring to school and leave or have in bookbag. Workbook Chapter 14 <ul style="list-style-type: none"> • Read Chapter 15 • Prepare for Ch. 15 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2,5 a,c |
| 10/26 | Chapter 15 | Pulmonary Exams and Procedures | Quiz 15 – Chapter 15 Competency 15-1, 15-2, 15-3, 15-4, 15-5 Workbook Chapter 15 Complete MindTap exercises | 2,5 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|----------------------------|--|---|----------------------------|
| 10/30 | | Videos – 63, 65 LAB <ul style="list-style-type: none"> • Spirometry (15-1) • Peak Flow (15-2) • Sputum Specimen (15-4) • Nebulizer (15-5) | Workbook Chapter 15 <ul style="list-style-type: none"> • Study for Test 6 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2,5 a,c |
| 10/31 | | TEST 6 – Chapters 14 & 15 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 17 • Prepare for Ch. 17 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2,5 a,c |
| 11/1 | Chapter 17 | Women’s Health Issues: Obstetrics & Gynecology | Quiz 17 – Chapter 17 Competency 17-1, 17-2, 17-3 Workbook Chapter 17 Complete MindTap exercises | 2 a,c |
| 11/2 | | Videos – 59, 56, 57, 93, 94, 95, 97 Activsim: <ul style="list-style-type: none"> • Gyn Exam Patient • Routine Checkup for Lumpectomy | Workbook Chapter 17 Complete MindTap exercises | 2 a,c |
| 11/6 | | LAB <ul style="list-style-type: none"> • Instruct Breast Self-Exam (17-1) • Assist w/ GYN and Pap (17-2) • Assist w/ Prenatal Exam (17-3) | Workbook Chapter 17 <ul style="list-style-type: none"> • Read Chapter 18 • Prepare for Ch. 18 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 11/7 | Chapter 18 | Urology & Male Reproductive Exams and Procedures | Quiz 18 – Chapter 18 Workbook Chapter 18 Complete MindTap exercises | 2 a,c |
| 11/8 | | Miracle of Life Video Guts & Gore Video | Workbook Chapter 17 <ul style="list-style-type: none"> • Study for Test 7 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |
| 11/9 | | TEST 7 – Chapters 17 & 18 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 13 • Prepare for Ch. 13 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|----------------------------|--|---|----------------------------|
| 11/13 | Chapter 13 | Eye & Ear Examinations & Procedures Videos – 66, 67, 68. 69, 70, 71, 72 | Quiz 13 – Chapter 13 Competency 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7, 13-8 Workbook Chapter 13 Complete MindTap exercises | 2 a,c |
| 11/14 | | LAB <ul style="list-style-type: none"> • Snellen Chart (13-1) • Near Vision (13-2) • Ishihara Color Vision (13-3) • Eye Instillation (13-4) • Eye Irrigation (13-5) | Workbook Chapter 13 Complete MindTap exercises | 2 a,c |
| 11/15 | | LAB <ul style="list-style-type: none"> • Hearing Acuity Test (13-6) • Ear Instillation (13-7) • Ear Irrigation (13-8) | Workbook Chapter 13 <ul style="list-style-type: none"> • Read Chapter 16 • Prepare for Ch. 16 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 11/16 | Chapter 16 | Gastrointestinal Examinations & Procedures | Quiz 16 – Chapter 16 Competency 16-1, 16-2, 16-3 Workbook Chapter 16 Complete MindTap exercises | 2 a,c |
| 11/20 | | Videos – 40, 82, 83 LAB <ul style="list-style-type: none"> • Instruct how to collect fecal specimen (16-1) • Fecal Occult Test (16-2) • Sigmoidoscopy (16-3) | Workbook Chapter 16 <ul style="list-style-type: none"> • Study for Test 8 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2 a,c |
| 11/21 | | TEST 8 – Chapters 13 & 16 | Workbooks due <ul style="list-style-type: none"> • Read Chapter 19 • Prepare for Ch. 19 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |
| 11/22 11/23 | | Thanksgiving Holidays | | |
| 11/27 | Chapter 19 | Other Specialty Procedures Videos – YouTube allergy testing LAB Allergy Testing (19-1) | Quiz 19 – Chapter 19 Competency 19-1 <ul style="list-style-type: none"> • Read Chapter 21 • Prepare for Ch. 21 Quiz • Complete Chapter objectives and terms/definitions Complete MindTap exercises | 2 a,c |

| Date/ Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|-----------------------|----------------------------|--|--|----------------------------|
| 11/28 | Chapter 21 | Evaluation and Care of the Pediatric Patient | Quiz 21 – Chapter 21 Competency 21-1, 21-2, 21-3, 21-4 Workbook Chapter 19 & 21 Complete MindTap exercises | 2,3 a,c |
| 11/29 | | Videos – 98, 99, 100, 101, 103 | Workbook Chapter 19 & 21 <ul style="list-style-type: none"> • Study for Test 9 • Complete Chapter objectives and terms/definitions Complete MindTap exercises Complete Workbook exercises | 2,3 a,c |
| 11/30 | | TEST 9 – Chapters 19 & 21 | Workbooks due Complete MindTap exercises Study for Final Exam | 2,3 a,c |
| 12/5 | | FINAL EXAM | Comprehensive | 1,2,3,4,5 a,c |

Competency Areas:

1. Infection Control and Related OSHA Guidelines
2. Prepare Patients/Assist Physician with Age and Gender Specific Examinations and Diagnostic Procedure
3. Vital Signs/Mensuration
4. Medical Office Surgical Procedures
5. Cardiopulmonary

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.