



## TENTATIVE SYLLABUS

### MAST 1080 Medical Assisting Skills I COURSE SYLLABUS Fall Semester 2018

#### COURSE INFORMATION

Credit Hours/Minutes: 4/6750  
Campus/Class Location: Swainsboro Campus/Building 8 Room 8166  
Class Meets: M-R 8:00-10:05 am  
Course Reference Number (CRN): 20240

#### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kimberly Brown, BSHS, CMA(AAMA)  
Email Address: [Kimberly Brown \(kbrown@southeasterntech.edu\)](mailto:kbrown@southeasterntech.edu)  
Campus/Office Location: Swainsboro Campus Room 8168  
Office Hours: M-R 2:30-5:30  
Phone: (478) 289-2243  
Fax Number: (478) 289-2336  
Tutoring Hours (if applicable): By appointment only.

---

#### SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

#### REQUIRED TEXT

Clinical Medical Assisting: A Professional, Field Smart Approach to the Workplace, 2<sup>nd</sup> edition – Heller-Cengage Publishing – Purchase Cengage Unlimited in bookstore  
Mindtap Access  
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

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

## 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 experiences 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 Procedures
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	Cognitive	Comprehension

Order	Description	Learning Domain	Level of Learning
	<ul style="list-style-type: none"> <li>c. Susceptible host</li> <li>d. Means of transmission</li> <li>e. Portals of entry</li> <li>f. Portals of exit</li> </ul>		
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) <ul style="list-style-type: none"> <li>a. All body fluids, secretions, excretions</li> <li>b. Blood</li> <li>c. Non-intact skin</li> <li>d. Mucous membranes</li> </ul>	Cognitive	Knowledge
19	Participate in Blood borne 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) <ul style="list-style-type: none"> <li>a. Reflection</li> <li>b. Restatement</li> <li>c. Clarification</li> </ul>	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) <ul style="list-style-type: none"> <li>a. Health maintenance</li> <li>b. Disease prevention</li> <li>c. Compliance with treatment plan</li> <li>d. Community resources</li> <li>e. Adaptations relevant to individual patient needs.</li> </ul>	Cognitive	Knowledge
7	Coach patients regarding: (V.P.4) <ul style="list-style-type: none"> <li>a. Office policies</li> <li>b. Health maintenance</li> <li>c. Disease prevention</li> <li>d. Treatment plan</li> </ul>	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

Order	Description	Learning Domain	Level of Learning
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
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 procedure.	Psychomotor	Mechanism
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

Southeastern Technical College 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.

## **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" (Failing 0-59) 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.

## **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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, 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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

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. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

### **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 Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and 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" (Withdrawn Failing) 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:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

### ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

### TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.*

### GRADING POLICY

Assessment/Assignment	Percentage
Unit Tests	60%
Quizzes	10%
MindTap	5%
Final Exam	25%

### GRADING SCALE

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



## CORE CURRICULUM

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

<b>Cognitive (Knowledge Base)</b> <b>I.C Anatomy &amp; Physiology</b>	<b>Psychomotor (Skills)</b> <b>I.P Anatomy &amp; Physiology</b>	<b>Affective (Behavior)</b> <b>I.A Anatomy &amp; Physiology</b>
	<ol style="list-style-type: none"> <li>1. Measure and record:               <ol style="list-style-type: none"> <li>a. Blood pressure</li> <li>b. Temperature</li> <li>c. Pulse</li> <li>d. Respirations</li> <li>e. Height</li> <li>f. Weight</li> <li>g. Length (infant)</li> <li>h. Head circumference (infant)</li> <li>i. Pulse oximetry</li> </ol> </li> <li>2. Perform               <ol style="list-style-type: none"> <li>a. Electrocardiography</li> <li>b.</li> <li>c.</li> <li>d. Pulmonary function testing</li> </ol> </li> <li>3. Perform patient screening using established protocols.</li> <li>8. Instruct and prepare a patient for a procedure or a treatment</li> <li>9. Assist provider with a patient exam</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate critical thinking skills when performing patient assessment</li> <li>2. Incorporate critical thinking skills when performing patient care</li> <li>3. Show awareness of a patient's concerns related to the procedure being performed</li> </ol>
<b>Cognitive (Knowledge Base)</b> <b>II.C Applied Mathematics</b>	<b>Psychomotor (Skills)</b> <b>II.P Applied Mathematics</b>	<b>Affective (Behavior)</b> <b>II.A Applied Mathematics</b>
<ol style="list-style-type: none"> <li>1. Analyze healthcare results as reported in:               <ol style="list-style-type: none"> <li>a. Graphs</li> <li>b. tables</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. Document on a growth chart</li> </ol>	
<b>Cognitive (Knowledge Base)</b> <b>III.C Infection Control</b>	<b>Psychomotor (Skills)</b> <b>III.P Infection Control</b>	<b>Affective (Behavior)</b> <b>III.A Infection Control</b>
<ol style="list-style-type: none"> <li>1. List major types of infectious agents</li> <li>2. Describe the infection cycle including:               <ol style="list-style-type: none"> <li>a. The infectious agent</li> <li>b. Reservoir</li> <li>c. Susceptible host</li> <li>d. Means of transmission</li> <li>e. Portals of entry</li> <li>f. Portals of exit</li> </ol> </li> <li>3. Define the following as practiced within an ambulatory care setting:               <ol style="list-style-type: none"> <li>a. Medical asepsis</li> <li>b. Surgical asepsis</li> </ol> </li> <li>4. Identify methods of controlling the growth of microorganisms</li> <li>5. Define the principles of standard precautions</li> <li>6. Define personal protective equipment (PPE) for:               <ol style="list-style-type: none"> <li>a. All body fluids, secretions and excretions</li> <li>b. Blood</li> <li>c. Non-intact skin</li> <li>d. Mucous membranes</li> </ol> </li> <li>7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in bloodborne pathogen training</li> <li>2. Select appropriate barrier/personal protective equipment (PPE)</li> <li>3. Perform handwashing</li> <li>4. Prepare items for autoclaving</li> <li>5. Perform sterilization procedures</li> <li>6. Prepare a sterile field</li> <li>7. Perform within a sterile field</li> <li>8. Perform wound care</li> <li>9. Perform dressing change</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings</li> </ol>
<b>Cognitive (Knowledge Base)</b> <b>V.C Concepts of Effective Communication</b>	<b>Psychomotor (Skills)</b> <b>V.C Concepts of Effective Communication</b>	<b>Affective (Behavior)</b> <b>V.C Concepts of Effective Communication</b>
<ol style="list-style-type: none"> <li>6. Define coaching a patient as it relates</li> </ol>	<ol style="list-style-type: none"> <li>1. Use feedback techniques to obtain</li> </ol>	<ol style="list-style-type: none"> <li>4. Explain to a patient the rationale for</li> </ol>

<p>to:</p> <ul style="list-style-type: none"> <li>a. Health maintenance</li> <li>b. Disease prevention</li> <li>c. Compliance with treatment plan</li> <li>d. Community resources</li> <li>e. Adaptations relevant to individual patient needs</li> </ul>	<p>patient information including:</p> <ul style="list-style-type: none"> <li>a. Reflection</li> <li>b. Restatement</li> <li>c. clarification</li> </ul> <p>3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients</p> <p>4. Coach patients regarding:</p> <ul style="list-style-type: none"> <li>a. Office policies</li> <li>b. Health maintenance</li> <li>c. Disease prevention</li> <li>d. Treatment plan</li> </ul>	<p>performance of a procedure.</p>
<p>Cognitive (Knowledge) X.C Legal Implications</p>	<p>Psychomotor (Skills) X.P Legal Implications</p>	<p>Affective (Behaviors) X.A Legal Implications</p>
	<p>3. Document patient care accurately in the medical record</p>	

## MAST 1080 Medical Assisting Skills I Fall Semester 2018 Lesson Plan

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
8/13		First Day of Class Introduction to Course Syllabi, Outline, Rules & Regulations, Completion of Forms	<ul style="list-style-type: none"> <li>• Read Chapter 1</li> <li>• Prepare for Ch. 1 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> <li>• Complete MindTap exercises</li> </ul>	a,c
8/14	Chapter 1	Journey to Professionalism	<b>Quiz 1 – Chapter 1</b> Competency 1-1, 1-2	2 a,c
8/15		LAB <ul style="list-style-type: none"> <li>• Locate State Scope of Practice (1-1)</li> <li>• Apply Patient Bill of Rights (1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Prepare for Ch. 2 Quiz</li> <li>• Complete Chapter objectives and terms/definitions.</li> </ul> Complete MindTap exercises	2 a,c
8/16	Chapter 2	Clinical Trends in Healthcare	<b>Quiz 2 – Chapter 2</b> Competency – None	2 a,c
8/20		MindTap exercises	<ul style="list-style-type: none"> <li>• Study for Test 1</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
8/21		<b>TEST 1 – Chapters 1 &amp; 2</b>	<b>Workbooks due</b> <ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Prepare for Ch. 3 Quiz</li> <li>• Complete Chapter objectives and terms/definitions.</li> </ul> Complete MindTap exercises	2 a,c
8/22	Chapter 3	The Complete Medical Record and Electronic Charting	<b>Quiz 3 – Chapter 3</b> Competency 3-1	2 a,c
8/23		LAB <ul style="list-style-type: none"> <li>• Create and organize medical record (3-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Prepare for Ch. 4 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
8/27	Chapter 4	Fundamentals of Documentation Videos – 5, 6, 7, 19	<b>Quiz 4 – Chapter 4</b> Competency 4-1, 4-2 Workbook Chapter 4 Read Chapter 5 Prepare for Chapter 5 Quiz	2 a,c
8/28	Chapter 5	Conducting a Patient Screening Videos – 1, 20, 21	<b>Quiz 5 – Chapter 5</b> Competency 5-1	2 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
8/29		LAB <ul style="list-style-type: none"> <li>• Documenting med (4-1)</li> <li>• Documenting phone call (4-2)</li> <li>• Patient Screening (5-1)</li> </ul> MindTap	<ul style="list-style-type: none"> <li>• Study for Test 2</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
8/30		<b>TEST 2 – Chapters 3-5</b>	<b>Workbooks due</b> <ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Prepare for Ch. 6 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
9/3		<b>HOLIDAY</b>		
9/4	Chapter 6	Assisting Patients with Special Needs Videos – 2, 3, 4	<b>Quiz 6 – Chapter 6</b> Competency 6-1, 6-2, 6-3	2 a,c
9/5		LAB <ul style="list-style-type: none"> <li>• Communicate with Pt from different Cultures (6-1)</li> <li>• Communicate with Visually impaired patients (6-2)</li> <li>• Communicate with Hearing impaired patient with interpreter (6-3)</li> <li>• Communicate with hearing impaired who speech reads (6-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Prepare for Ch. 7 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
9/6	Chapter 7	Health Coaching and Patient Navigation	<b>Quiz 7 – Chapter 7</b> Competency 7-1, 7-2,7-3	2 a,c
9/10		LAB <ul style="list-style-type: none"> <li>• Coach Patients (7-1)</li> <li>• Community Resources (7-2)</li> <li>• Referral to Community Resources (7-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Study for Test 3</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
9/11		<b>TEST 3 – Chapters 6 &amp; 7</b>	<b>Workbooks due</b> <ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Prepare for Ch. 7 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises Review Instruments	2 a,c
9/12		Review Instruments	<b>Study for Instrument Test</b> <ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Prepare for Ch. 8 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	4 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
9/13	Chapter 8	Principles of Infection Control	<b>Quiz 8 – Chapter 8</b> Competency 8-1, 8-2, 8-3, 8-4 <b>Study for Instrument Test</b>	1 a,c
9/17		Videos – 1, 2, 3 Activsim: <ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Applying Alcohol-Based Hand rub</li> <li>• Application and Removal of Clean, Disposable Gloves</li> <li>• Waste Disposal</li> </ul>	<b>Study for Instrument Test</b> Complete MindTap exercises	1 a,c
9/18		LAB <ul style="list-style-type: none"> <li>• Medically Aseptic Handwashing (8-1)</li> <li>• Alcohol Based Hand Rub (8-2)</li> <li>• Remove Contaminated Gloves (8-3)</li> <li>• PPE (8-4)</li> </ul>	<b>Study for Instrument Test</b> Complete MindTap exercises	1 a,c
9/19		<b>Bloodborne Pathogens Video and Test</b>	<b>Study for Instrument Test</b> Workbook Chapter 8 <ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Prepare for Ch. 9 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	1 a,c
9/20	Chapter 9	Sterilization Procedures, Instrument Identification, and Surgical Supplies	<b>Quiz 9 – Chapter 9</b> Competency 9-1, 9-2, 9-3, 9-4, 9-5, 9-6 Workbook Chapter 9 <b>Study for Instrument Test</b> Complete MindTap exercises	1,4 a,c
9/24		Videos – 4, 5, 9, 10, 11, 35, 36 Activsim: <ul style="list-style-type: none"> <li>• Wrapping Instruments</li> <li>• Sterilizing Articles in the Autoclave</li> </ul> LAB <ul style="list-style-type: none"> <li>• Cleaning &amp; Disinfection of Instruments (9-1, 9-2)</li> </ul>	<b>Study for Instrument Test</b> Workbook Chapter 9 Complete MindTap exercises	1,4 a,c
9/25		LAB <ul style="list-style-type: none"> <li>• Wrapping Instruments (9-3)</li> <li>• Autoclave (9-4)</li> <li>• Apply skin closures (9-5)</li> <li>• Suture removal (9-6)</li> <li>• Staple removal (9-6)</li> </ul>	<b>Study for Instrument Test</b> Workbook Chapter 9 <ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Prepare for Ch. 10 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	1,4 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
9/26	Chapter 10	Assisting with Minor Surgeries	<b>Quiz 10 – Chapter 10</b> Competency 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7 Workbook Chapter 10 <b>Study for Instrument Test</b>	1,4 a,c
9/27		Videos – 6, 7, 8, 33, 34, 37 LAB <ul style="list-style-type: none"> <li>• Sterile Skin preparation (10-2)</li> <li>• Sterile Dressing Change (10-7)</li> </ul>	<b>Study for Instrument Test</b> Workbook Chapter 10 Complete MindTap exercises	1,4 a,c
10/1		LAB <ul style="list-style-type: none"> <li>• Sterile Scrub (10-1)</li> <li>• Sterile Gloves (10-6)</li> <li>• Sterile Field (10-3, 10-4, 10-5)</li> </ul>	<b>Study for Instrument Test</b> Workbook Chapter 10 <ul style="list-style-type: none"> <li>• Study for Test 4</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	1,4 a,c
10/2		<b>TEST 4 – Chapters 8-10</b>	<b>Workbooks due</b> <b>Study for Instrument Test</b>	1,4 a,c
10/3		<b>Instrument Test</b>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Prepare for Ch. 11 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	1,4 a,c
10/4	Chapter 11	Vital Signs & Measurements	<b>Quiz 11- Chapter 11</b> Competency 11-1, 11-2, 11-3, 11-4, 11-5	3 a,c
10/8		<b>MIDTERM</b> Videos – 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 64 Vital Signs Worksheet	Complete MindTap exercises	3 a,c
10/9		Activsim: <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Pulse</li> <li>• Respiration</li> <li>• Blood Pressure</li> <li>• Hypertension Patient</li> <li>• Chest Pain Patient</li> </ul>	Complete MindTap exercises	3 a,c
10/10		LAB <ul style="list-style-type: none"> <li>• Height &amp; Weight (11-1)</li> <li>• Temperature – axillary, temporal, oral, aural (11-2)</li> <li>• Pulse – radial &amp; Respirations (11-3)</li> <li>• Pulse – apical (11-4)</li> <li>• Blood Pressure (11-5)</li> <li>• Pulse oximetry (15-3)</li> </ul>	Complete MindTap exercises	3 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
10/11		LAB continued (vital signs check-offs)	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Prepare for Ch. 12 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	3 a,c
10/15		LAB continued (vital signs check-offs)	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Prepare for Ch. 12 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	3 a,c
10/16	Chapter 12	The Physical Exam	<b>Quiz 12 – Chapter 12</b> Competency 12-1, 12-2, 12-3 Complete MindTap exercises	2 a,c
10/17		Videos – 31, 32 Activsim: <ul style="list-style-type: none"> <li>• Depression Patient</li> <li>• Skin Condition</li> <li>• Diarrhea Patient</li> </ul>	Complete MindTap exercises	2 a,c
10/18		LAB <ul style="list-style-type: none"> <li>• Prepare exam room (12-1)</li> <li>• Patient positions (12-2)</li> <li>• Assist with General Physical Exam (12-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Study for Test 5</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
10/22		<b>TEST 5 – Chapters 11 &amp; 12</b>	<b>Workbooks due</b> <ul style="list-style-type: none"> <li>• Read Chapter 14</li> <li>• Prepare for Ch. 14 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
10/23	Chapter 14	Cardiovascular Exams and Procedures	<b>Quiz 14 – Chapter 14</b> Competency 14-1, 14-2 Complete MindTap exercises	2,5 a,c
10/24		<b>65% POINT IN SEMESTER – LAST DAY TO RECEIVE A WITHDRAWAL</b> Videos – 61, 62 Activsim <ul style="list-style-type: none"> <li>• ECG</li> <li>• Asthma Exacerbation</li> </ul>	<b>NOTE:</b> You will need a loose button down shirt for the EKG and Holter Monitor. Bring to school and leave or have in book bag. Complete MindTap exercises	2,5 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
10/25		LAB <ul style="list-style-type: none"> <li>• EKG (14-1)</li> <li>• Holter Monitor (14-2)</li> </ul>	<b>NOTE:</b> You will need a loose button down shirt for the EKG and Holter Monitor. Bring to school and leave or have in book bag. Workbook Chapter 14 <ul style="list-style-type: none"> <li>• Read Chapter 15</li> <li>• Prepare for Ch. 15 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2,5 a,c
10/29	Chapter 15	Pulmonary Exams and Procedures	<b>Quiz 15 – Chapter 15</b> Competency 15-1, 15-2, 15-3, 15-4, 15-5 Complete MindTap exercises	2,5 a,c
10/30		Videos – 63, 65 LAB <ul style="list-style-type: none"> <li>• Spirometry (15-1)</li> <li>• Peak Flow (15-2)</li> <li>• Sputum Specimen (15-4)</li> <li>• Nebulizer (15-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Study for Test 6</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises Complete Workbook exercises	2,5 a,c
10/31		<b>TEST 6 – Chapters 14 &amp; 15</b>	<ul style="list-style-type: none"> <li>• Read Chapter 17</li> <li>• Prepare for Ch. 17 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2,5 a,c
11/1	Chapter 17	Women’s Health Issues: Obstetrics & Gynecology	<b>Quiz 17 – Chapter 17</b> Competency 17-1, 17-2, 17-3 Complete MindTap exercises	2 a,c
11/5		Videos – 59, 56, 57, 93, 94, 95, 97 Activsim: <ul style="list-style-type: none"> <li>• GYN Exam Patient</li> <li>• Routine Checkup for Lumpectomy</li> </ul>	Complete MindTap exercises	2 a,c
11/6		LAB <ul style="list-style-type: none"> <li>• Instruct Breast Self-Exam (17-1)</li> <li>• Assist w/ GYN and Pap (17-2)</li> <li>• Assist w/ Prenatal Exam (17-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 18</li> <li>• Prepare for Ch. 18 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
11/7	Chapter 18	Urology & Male Reproductive Exams and Procedures	<b>Quiz 18 – Chapter 18</b> Complete MindTap exercises	2 a,c
11/8		Miracle of Life Video Guts & Gore Video	<ul style="list-style-type: none"> <li>• Study for Test 7</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c



Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Compete ncy Area
11/12		<b>TEST 7 – Chapters 17 &amp; 18</b>	<ul style="list-style-type: none"> <li>• Read Chapter 13</li> <li>• Prepare for Ch. 13 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
11/13	Chapter 13	Eye & Ear Examinations & Procedures Videos – 66, 67, 68. 69, 70, 71, 72	<b>Quiz 13 – Chapter 13</b> Competency 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7, 13-8 Complete MindTap exercises	2 a,c
11/14		LAB <ul style="list-style-type: none"> <li>• Snellen Chart (13-1)</li> <li>• Near Vision (13-2)</li> <li>• Ishihara Color Vision (13-3)</li> <li>• Eye Instillation (13-4)</li> <li>• Eye Irrigation (13-5)</li> </ul>	Complete MindTap exercises	2 a,c
11/15		LAB <ul style="list-style-type: none"> <li>• Hearing Acuity Test (13-6)</li> <li>• Ear Instillation (13-7)</li> <li>• Ear Irrigation (13-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 16</li> <li>• Prepare for Ch. 16 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
11/19	Chapter 16	Gastrointestinal Examinations & Procedures	<b>Quiz 16 – Chapter 16</b> Competency 16-1, 16-2, 16-3 Complete MindTap exercises	2 a,c
11/20		Videos – 40, 82, 83 LAB <ul style="list-style-type: none"> <li>• Instruct how to collect fecal specimen (16-1)</li> <li>• Fecal Occult Test (16-2)</li> <li>• Sigmoidoscopy (16-3)</li> </ul>	Workbook Chapter 16 <ul style="list-style-type: none"> <li>• Study for Test 8</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
11/21- 11/22		<b>THANKSGIVING HOLIDAYS</b>		
11/26		<b>TEST 8 – Chapters 13 &amp; 16</b>	<b>Workbooks due</b> <ul style="list-style-type: none"> <li>• Read Chapter 19</li> <li>• Prepare for Ch. 19 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c
11/27	Chapter 19	Other Specialty Procedures Videos – YouTube allergy testing LAB Allergy Testing (19-1)	<b>Quiz 19 – Chapter 19</b> Competency 19-1 <ul style="list-style-type: none"> <li>• Read Chapter 21</li> <li>• Prepare for Ch. 21 Quiz</li> <li>• Complete Chapter objectives and terms/definitions</li> </ul> Complete MindTap exercises	2 a,c

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