



MAST 1080 – Medical Assisting Skills I COURSE SYLLABUS Fall Semester 2015

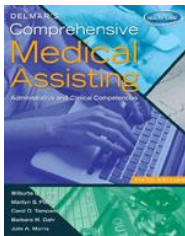
Semester: Fall 2015
Course Title: Medical Assisting Skills I
Course Number: MAST 1080
Credit Hours/ Minutes: 4/6750
Class Location: Room 735, Gillis Building
Class Meets: 9:00-10:55 M-R
CRN: 20291

Instructor: Stephannie Waters, AAS, CMA (AAMA)
Office Hours: M-TH 2:00 – 5:00
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Fax Number: (912) 538-3106
Tutoring Hours: By Appointment

REQUIRED TEXT: Delmar's Comprehensive Medical Assisting: Administrative & Clinical Competencies 5th Edition – ISBN 9781133602866

Study Guide to accompany Comprehensive Medical Assisting – ISBN 9781133603016

Competency Manual to accompany Comprehensive Medical Assisting – ISBN 9781133603221



REQUIRED SUPPLIES & SOFTWARE:

- Activsim for Medical Assisting by McGraw Hill
- Watch with a second hand
- Stethoscope
- 3 ring binder, paper, pens, highlighters, 5x7 index cards
- Other supplies deemed necessary throughout the semester

RECOMMENDED TEXT: Taber's Cyclopedic Medical Dictionary

COURSE DESCRIPTION: MAST 1080 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, 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. Electrocardiography

PREREQUISITE(S): ALHS 1011, ALHS 1090

COURSE OUTLINE:

Infection Control and Related OSHA Guidelines

1. Define asepsis.
2. Use and maintain aseptic techniques.
3. Discuss infection control procedures.
4. Demonstrate preparation of items for autoclaving.
5. Perform sanitizing procedures.
6. Perform sterilization procedures.
7. Identify chemical sterilizing agents.
8. Establish set up for any procedure requiring knowledge of aseptic techniques and sterilization of instruments and equipment.
9. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate.
10. Identify personal safety precautions as established by the Occupational Safety and Health Administration. (OSHA.)
11. Demonstrate selection of appropriate barrier/personal protective equipment (PPE) for potentially infectious situations.
12. Perform handwashing.
13. Perform gloving techniques.
14. List major types of infectious agents.
15. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry and portals of exit.
16. Compare different methods of controlling microorganisms.
17. Select the appropriate match of types and uses of personal protective equipment (PPE.)
18. Discuss quality control issues related to handling microbiological specimens.
19. Display sensitivity to patient rights and feelings in collecting specimens.
20. Perform explanation of rationale for performance of a procedure to a patient.
21. Display awareness of patients' concerns regarding their perceptions related to the procedure being performed.
22. Describe Standard Precautions.
23. Discuss the application of Standard Precautions, including: all body fluids, secretions, and excretions; blood; non-intact skin; and mucous membranes.
24. Demonstrate participation in training on Standard Precautions.
25. Use Standard Precautions.
26. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.

Prepare Patients/Assist Physician with Age and Gender Specific Examinations and Diagnostic Procedure Order

1. Demonstrate assisting the physician in all aspects of an age and gender specific complete history.
2. Use reflection, statement and clarification techniques to obtain a patient history.
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data, and observations.
4. Demonstrate assisting physician with patient care.
5. Demonstrate obtaining and recording patient data.
6. Demonstrate assisting the physician in all aspects of a complete age and gender specific examination including these methods of examination: percussion, auscultation, palpation, and inspection.
7. Demonstrate explanation of general office policies.
8. Maintain language and verbal skills that enable patient understanding.
9. Demonstrate positioning a patient.
10. Demonstrate preparation a patient for procedures and/or treatments.
11. Demonstrate preparing the examining room.
12. Demonstrate preparing exam table.
13. Demonstrate preparing patients for special exams (e.g., proctoscopy, gynecology.)

14. Identify examples of flexible sigmoidoscope and gynecological equipment.
15. Perform patient screening using established protocols.
16. Display critical thinking skills in performing patient assessment and care.
17. Display respect for diversity in approaching patients and family.

Vital Signs/Mensuration

1. Explain the importance of vital signs and know normal limits.
2. Demonstrate obtaining vital signs
3. Demonstrate recording vital signs.
4. Demonstrate measuring height and weight.
5. Demonstrate recording height and weight.
6. Demonstrate maintaining growth charts.

Medical Office Surgical Procedures

1. Identify surgical instruments.
2. Demonstrate preparation of the basic surgical setup.
3. Demonstrate assisting the physician with minor surgical procedures.

Electrocardiography

1. Explain the conduction system of the heart.
2. Describe the electrocardiograph cycle as related to heart function.
3. Demonstrate identification of the parts of an EKG machine.
4. Demonstrate preparation of a patient for the EKG procedure.
5. Perform an electrocardiography.
6. Apply problem solving techniques associated with the EKG procedure.

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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

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.

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: This lesson plan is subject to change at instructor's discretion. Late assignments are assessed ten-points each day. Three days past the due date, the assignments are not accepted; a grade of zero is assigned. It is the student's responsibility to make sure all assignments are completed and submitted by these 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, assignment name. Failure to include this information will result in a **five point reduction**.

Every student is expected to be present on lab skills days and on test days. **A skill area must be made up within one week.** Failure to make up missed skills will result in failure of that skills area. If a skill is not completed, the student will not exit the course. The student must satisfactorily prove competency in each skills area in order to pass the course, regardless of academic standing on tests.

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 final grade of "WF" or "F". Students will be given three opportunities to demonstrate each skill competency.*

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 10 points from your next scheduled test.

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 check critical thinking ability.

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: 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.

Long hair must be pulled up and away from face.

DRESS: Students must dress appropriately for class each day. Follow STC's dress code policy in your Student Handbook. When attending field trips, your attire should reflect your professionalism. No visible body piercings or tattoos *Please refer to your Student Handbook for additional rules, regulations, and policies and procedures related to STC.

FINAL EXAM: Students will take a comprehensive final exam covering the material in the textbook and workbook during the last week of class. Failure to take the exam will result in a grade of zero. No exceptions. **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.**

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.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

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. Time and/or 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 (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

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.

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 Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 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 the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (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% 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...): Failure to take the final exam at the end of the semester will result in a grade of zero. 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 make-up exams during **ONE hour at the end of the semester** (date to be scheduled by 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:

--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).

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

ACCESS TO TECHNOLOGY: Students can now access Angel, 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.

GRADING POLICY

Unit Tests	60%
Quizzes	10%
Workbook	5%
Final Exam	25%
	100%

Skills Competency* Pass/Fail
 *All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100%

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)
I. Anatomy & Physiology	I. Anatomy & Physiology 1. Obtain vital signs. 2. Perform pulmonary function testing. 3. Perform electrocardiography. 4. Perform patient screening using established protocols.	I. Anatomy & Physiology 1. Apply critical thinking skills in performing patient assessment and care. 2. Use language/verbal skills that enable patients' understanding. 3. Demonstrate respect for diversity in approaching families.
II.C Cognitive (Knowledge Base)	II.P Psychomotor (Skills)	II.A Affective (Behavior)
II. Applied Mathematics 1. Convert among measurement systems. 2. Analyze charts, graphs and/or tables in the interpretation of healthcare results.	II. Applied Mathematics 1. Maintain growth charts.	II. Applied Mathematics
III.C Cognitive (Knowledge Base)	III.P Psychomotor (Skills)	III.A Affective (Behavior)
III. Applied Microbiology/ Infection Control 1. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit. 2. Define asepsis. 3. Discuss infection control procedures.	III. Applied Microbiology/ Infection Control 1. Participate in training on Standard Precautions. 2. Practice Standard Precautions. 3. Select appropriate barrier/ersonal protective equipment (PPE) for potentially infectious	III. Applied Microbiology/ Infection Control 1. Explain the rationale for performance of a procedure to the patient. 2. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed.

<ol style="list-style-type: none"> 4. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA). 5. List major types of infectious agents. 6. Compare different methods of controlling the growth of microorganisms. 7. Match types and uses of personal protective equipment (PPE). 8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate. 9. Describe Standard Precautions, including: <ol style="list-style-type: none"> a. Transmission based precautions. b. Purpose. c. Activities regulated. 10. Discuss the application of Standard Precautions with regard to: <ol style="list-style-type: none"> a. All body fluids, secretions and excretions. b. Blood c. Non intact skin d. Mucous membranes 11. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings. 	<p>situations.</p> <ol style="list-style-type: none"> 4. Perform handwashing. 5. Prepare items for autoclaving. 6. Perform sterilization procedures. 	
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Applied communications

IV.C Cognitive (Knowledge Base)	IV. P Psychomotor (Skills)	IV. A Affective (Behavior)
<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> 1. Differentiate between subjective and objective information. 2. Organize technical information and summaries. 3. Identify the role of self boundaries in the health care environment. 4. Recognize the role of patient advocacy in the practice of medical assisting. 	<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> 1. Use reflection, restatement, and clarification techniques to obtain a patient history. 2. Report relevant information to others succinctly and accurately. 3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations. 4. Instruct patients according to their needs to promote health maintenance and disease prevention. 5. Document patient care. 6. Document patient education. 7. Respond to nonverbal communication. 8. Develop and maintain a current list of community resources related to patients' healthcare needs. 9. Advocate on behalf of patients. 	<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> 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.
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Medical Law & Ethics

IX.C Cognitive (Knowledge Base)	IX. P Psychomotor (Skills)	IX. A Affective (Behavior)
IX. Legal Implications 1. Discuss legal scope of practice for medical assistants. 2. Explore issue of confidentiality as it applies to the medical assistant. 3. Describe the implications of HIPAA for the medical assistant in various medical settings. 4. Summarize the Patient Bill of Rights. 5. Discuss licensure and certification as it applies to healthcare providers. 6. Describe liability, professional, personal injury, and third party insurance. 7. Compare and contrast physician and medical assistant roles in terms of standard of care. 8. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession. 9. List and discuss legal and illegal interview questions. 10. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations. 11. Describe the process to follow if an error is made in patient care.	V. Legal Implications 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.	IX. Legal Implications 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.
X.C Cognitive (Knowledge Base)	X.P Psychomotor (Skills)	X.A Affective (Behavior)
X. Ethical Considerations 1. Differentiate between legal, ethical, and moral issues affecting healthcare. 2. Compare personal, professional, and organizational ethics. 3. Discuss the role of cultural, social, and ethnic diversity in ethical performance of medical assisting practice. 4. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others. 5. Identify the effect personal ethics may have on professional performance.	X. Ethical Considerations 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.	VI. Ethical Considerations 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.

Safety and Emergency Practices

XI.C Cognitive (Knowledge Base)	XI. P Psychomotor (Skills)	XI. A Affective (Behavior)
<p>XI. Protective Practices</p> <ol style="list-style-type: none"> 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. 	<p>VII. Protective Practices</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Eyewash b. Fire extinguishers c. Sharps disposal containers 6. Participate in a mock environmental exposure even 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. 	<p>XI. Protective Practices</p> <ol style="list-style-type: none"> 1. Recognize the effects of stress on all persons involved in emergency situations. 2. Demonstrate self awareness in responding to emergency situations.

MAST 1080, MEDICAL ASSISTING SKILLS I

Fall Semester 2015 - Lesson Plan

****Subject to Change****

Date	Chapter/ Lesson	Content	Assignments Tests	*Competency Area
Aug 17		First Day of Class Introduction to Course Syllabi, Outline, Rules & Regulations, Completion of Forms Begin Reading Chapter 23	Read Chapter 23. Highlight objectives. Complete workbook exercises/student CD with Text. Prepare for Quiz 1 Chapter 23	2 a, c
Aug 18	Ch. 23	Quiz 1 Chapter 23 The Patient History and Documentation		2 a, c
Aug 19		Continue Chapter 23 Workbook and Competencies	23-1	2 a, c
Aug 20		Workbook Read Chapter 33	Read Chapter 33. Highlight objectives. Complete workbook exercises/student CD with Text. Prepare for Quiz 2 Chapter 33	2 a, c
Aug 24	Ch. 33	Quiz 2 Chapter 33 Rehabilitation and Therapeutic Modalities		2 a, c
Aug 26		Videos – 84, 85, 86, 87, 88, 89, 90, 91, 92		2 a, c
Aug 26		Workbook LAB CHECK-OFF	33-1, 33-2, 33-3, 33-4, 33-5, 33-6, 33-7	2 a, c
Aug 27		Workbook LAB CHECK-OFF	Study for Test 1	
Aug 31	Ch. 23 & 33	Test 1 Chapter 23 & 33 Workbooks Due	Read Chapter 22. Highlight objectives. Complete workbook exercises. Prepare for Quiz 3 Chapter 24	2 a, c
Sept 1	Ch. 24	Quiz 3 Chapter 24 Vital Signs and Measurements Vital Signs Worksheet		3 a, b, c
Sept 2		Videos – 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 Workbook		3 a, b, c
Sept 3		<u>Activsim:</u> Temperature, Pulse, Respiration, Blood Pressure		3 a, b, c, d
Sept 7		HOLIDAY		

MAST 1080, MEDICAL ASSISTING SKILLS I

Fall Semester 2015 - Lesson Plan

****Subject to Change****

Date	Chapter/ Lesson	Content	Assignments Tests	*Competency Area
Sept 8		LAB CHECK-OFF	24-1, 24-2, 24-3, 24-4, 24-5, 24-6, 24-7, 24-8, 24-9, 24-10, 24-11, 24- 12	3 a, b, c
Sept 9		LAB CHECK-OFF	Read Chapter 25. Highlight objectives. Complete workbook exercises. Prepare for Quiz 4 Chapter 25	3 a, b, c
Sept 10	Ch. 25	Quiz 4 Chapter 25 The Physical Examination		2 a, b, c, d
Sept 14		Videos – 31, 32 Activsim: Handling a Patient with Known Hypertension		2 a, b, c
Sept 15		LAB CHECK-OFF Workbook	25-1	2 a, b, c, d
Sept 16		Workbook	Study for Test 3 Ch. 24 & 25	2 a, b, c
Sept 17	Ch. 24 & 25	Test 3 Chapters 24 & 25 Workbooks Due Begin Reading Chapter 26	Read Chapter 26. Highlight objectives. Complete workbook exercises. Prepare for Quiz 5 Chapter 26	2 a, b, c
Sept 21	Ch. 26	Quiz 5 Chapter 26 Obstetrics and Gynecology		2 a, c
Sept 22		Videos - 93, 94, 95, 97 LAB CHECK-OFF – 26-1, 26-2, 26-5, 26- 6	Read Chapter 28 Highlight objectives. Complete workbook exercises. Prepare for Quiz 6 Chapter 28	2 a, c
Sept 23	Ch. 28	Quiz 6 Chapter 28 Male Reproductive System		2 a, c
Sept 24		Videos – 59 LAB CHECK-OFF – 28-1 Workbook Review Test 4	Study for Test 4 Chapter 26 & 28	2 a, c
Sept 28	Ch. 26 & 28	Test 4 Chapters 26 & 28 Workbook Due	Read Chapter 27. Highlight objectives. Complete workbook exercises. Prepare for Quiz 7 Chapter 27	

MAST 1080, MEDICAL ASSISTING SKILLS I
Fall Semester 2015 - Lesson Plan
****Subject to Change****

Date	Chapter/ Lesson	Content	Assignments Tests	*Competency Area
Sept 29	Ch. 27	Quiz 7 Chapter 27 Pediatrics		2 a, c
Sept 30		Videos – 98, 99, 100, 101 Workbook		2 a, c
Oct 1		LAB CHECK-OFF – 27-1, 27-2, 27-3, 27-5, 27-6, 27-7	Read Chapter 29. Highlight objectives. Complete workbook exercises. Prepare for Quiz 8 Chapter 29	2 a, c
Oct 5	Ch. 29	Quiz 8 Chapter 29 Gerontology		2 a, b, c
Oct 6		Video - 103 Workbook	Study for Test 5 Chapter 27 & 29	2 a, b, c
Oct 7	Ch. 27 & 29	Test 5 Chapters 27 & 29 Workbook Due	Read Chapter 30. Highlight objectives. Complete workbook exercises. Prepare for Quiz 9 Chapter 30	2 a, b, c, d
Oct 8	Ch. 30	Quiz 9 Chapter 30		2 a, b, c
Oct 12		Continue Ch. 30		2 a, b, c, d
Oct 13		Videos – 102, 66, 67, 68, 69, 70, 71, 72, 73, 77, 63, 64, 65, 84, 40, 56, 57		2 a, b, c, d
Oct 14		LAB CHECK-OFF	30-1, 30-2, 30-3, 30-4, 30-5, 30-6, 30-7, 30-8, 30-9, 30-10, 30-11, 30- 12, 30-14, 30-15, 30-16, 30-17, 30- 18, 30-19, 30-21, 30-22, 30-23	2 a, b, c, d
Oct 15		LAB CHECK-OFF		2 a, b, c, d
Oct 19		LAB CHECK-OFF	Study for Test 6 – Chapter 30	2 a, b, c, d
Oct 20	Ch. 30	Test 6 Chapter 30 Workbook Due	Read Chapter 22. Highlight objectives. Complete workbook exercises. Prepare for Quiz 10 Chapter 22	2 a, b, c, d
Oct 21	Ch. 22	Quiz 10 Chapter 22 Infection Control and Medical Asepsis		1 a, c

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Date	Chapter/ Lesson	Content	Assignments Tests	*Competency Area
Oct 22		Videos – 1, 2, 3 Activsim Handwashing Applying Alcohol-Based Handrub Application and Removal of Clean Disposable Gloves LAB CHECK-OFF	Read Chapter 31. Highlight objectives. Complete workbook exercises. Prepare for Quiz 11 Chapter 31 22-1, 22-2, 22-3, 22-4, 22-5	1 a, c
Oct 26	Ch. 31	Quiz 11 Chapter 31 Assisting with Office/Ambulatory Surgery		1, 4 a, c, d
Oct 27		Videos – 4, 5, 9, 10, 11, 34 Go over Instruments <u>Activsim</u> Wrapping Instruments Sterilizing Articles in the Autoclave LAB CHECK-OFF	31-1, 31-2, 31-3, 31-4	1, 4 a, c, d
Oct 28		LAB CHECK-OFF Videos – 6, 7, 8, 37	31-5, 31-6, 31-7, 31-8, 31-9, 31-10	1, 4 a, b, c, d
Oct 29		LAB CHECK-OFF Videos – 33, 35, 36,	31-11, 31-12, 31-13, 31-14, 31-15, 31-16, 31-17, 31-18 Study for Test 7 – Chapter 31	4 a, c
Nov 2	Ch. 31	Test 7 Chapter 22 & 31 Workbook Due	Study Instruments	4 a, c
Nov 3		Study for instrument test		4 a, c
Nov 4		Study for instrument test		4 a, c
Nov 5		Study for instrument test		4 a, c
Nov 9		<u>INSTRUMENT TEST!!!!!!</u>	Read Chapter 37. Highlight objectives. Complete workbook exercises. Prepare for Quiz 12 Chapter 37	4 a, c
Nov 10	Ch. 37	Quiz 12 Chapter 37 Cardiopulmonary Procedures		
Nov 11		Continue Ch. 37		2, 5

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Date	Chapter/ Lesson	Content	Assignments Tests	*Competency Area
				a, b, c, d
Nov 12		Videos – 61, 62		2, 5 a, b, c, d
Nov 16		Activsim		2, 5 a, b, c, d
Nov 17		LAB CHECK-OFF	37-1, 37-2	2, 5 a, b, c, d
Nov 18		LAB CHECK-OFF		2, 5 a, b, c, d
Nov 19		LAB CHECK-OFF		2, 5 a, b, c, d
Nov 23		LAB CHECK-OFF	Study for Test 8 – Chapter 37	2 a, c
Nov 24	CH 37	TEST 8 Chapters 37 Workbook Due		
Nov 25-26		THANKSGIVING HOLIDAY		
Nov 30		Make Up Day		
Dec 1-2		Workbooks/Check-Offs		
Dec 3		Last Day of Class		
Dec 8-9		<u>FINAL EXAM</u>		

*** Competency Areas: (will vary for each course/taken from state standards)**

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. Electrocardiography

****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.

Note—the last column, Comp Area, should include a competency area number and a general core competency letter.

