



TENTATIVE SYLLABUS

MAST 1060 Medical Office Procedures

COURSE SYLLABUS

Online

Spring Semester 2021 (202114)

COURSE INFORMATION

Credit Hours/Minutes: 4/3750

Campus/Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: Via Internet for 15 weeks

Course Reference Number (CRN): 40298

Preferred Method of Contact: 478-289-2243 or [Kimberly Brown \(kbrown@southeasterntech.edu\)](mailto:kbrown@southeasterntech.edu)

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: Available by email only

Phone: (478) 289-2243

Fax Number: (478) 289-2336

Tutoring Hours (if applicable): By appointment only

SOUTHEASTERN TECHNICAL COLLEGE (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

Administrative Medical Assisting 8th edition-French

Cengage Publishing

MindTap Access

Cengage Unlimited – 24 month access code available in STC bookstore or online through Cengage

International Standard Book Number (ISBN): 978-1-305-11086-1

REQUIRED SUPPLIES & SOFTWARE

EHRGo access code available through the STC bookstore

Computer and internet access

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

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

COURSE DESCRIPTION

Emphasizes essential skills required for the medical practice. Topics include: office protocol, time management, appointment scheduling, medical office equipment, medical references, mail services, medical records, and professional communication.

MAJOR COURSE COMPETENCIES

1. Office Protocol
2. Time Management
3. Appointment Scheduling
4. Medical Records
5. Electronic Medical Records
6. Medical Office Equipment
7. Medical References
8. Mail Services
9. Professional Communication

PREREQUISITE(S)

ENGL 1010, MATH 1012, PSCY 1010, ALHS 1011, ALHS 1090, COLL 1040, ALMA 1000

COURSE OUTLINE

Office Protocol

1. Demonstrate proficiency in medical office etiquette.
2. Apply appropriate procedures for the beginning and ending of the work day.
3. Recognize personal qualities required in an office.

Time Management

1. Identify time management principles and ways to eliminate time wasters.
2. Discuss time management principles to maintain effective office function.

Appointment Scheduling

1. Identify the different types of appointment scheduling methods. (VI.C.1)
2. Describe scheduling guidelines.
3. Recognize office policies and protocols for handling appointments.
4. Manage appointment schedule using established priorities. (VI.P.1)
5. Schedule a patient procedure. (VI.P.2)
6. Identify critical information required for scheduling patient procedures. (VI.C.3)
7. Display sensitivity when managing appointments. (VI.A.1)
8. Identify advantages and disadvantages of the following appointment systems:
 - a. Manual
 - b. Electronic (VI.C.2)

Medical Records

1. Create a patient's medical record. (VI.P.3)
2. Organize a patient's medical record. (VI.P.4)
3. Identify methods of organizing the patient's medical record based on:
 - a. Problem-Oriented Medical Record (POMR)
 - b. Source-Oriented Medical Record (SOMR) (VI.C.5)
4. Define types of information contained in the patient's medical record. (VI.C.4)

5. Identify equipment and supplies needed for filing medical records in order to:
 - a. Create
 - b. Maintain
 - c. Store (VI.C.6)
6. Describe filing indexing rules. (VI.C.7)
7. Discuss filing procedures.
8. File patient medical records. (VI.P.5)
9. Identify types of healthcare records.
10. Discuss the process in compliance reporting of an incident report. (X.C.11d)
11. Complete an incident report related to an error in patient care. (X.P.7)

Electronic Medical Records

1. Explain meaningful use as it applies to an EMR. (VI.C.12)
2. Input patient data utilizing a practice management system. (VI.P.7)
3. Differentiate between electronic medical records and a practice management system. (VI.C.8)
4. Utilize an electronic medical record. (VI.P.6)
5. Discuss principles of using electronic medical records.

Medical Office Equipment

1. Explain the purpose of routine maintenance of administrative and clinical equipment. (VI.C.9)
2. Describe safe operation of the administrative equipment which may include but not be limited to fax machines, copiers, printers, postage meters, and credit card processors, etc.
3. Perform routine maintenance of administrative or clinical equipment. (VI.P.8)
4. Explain the importance of data back-up. (VI.C.11)
5. Perform an office inventory with documentation. (VI.P.9)
6. List steps involved in completing an inventory. (VI.C.10)

Medical References

1. Develop a current list of community resources related to patient's healthcare needs. (V.P.9)
2. Use internet to access information related to the medical office.

Mail Services

1. Demonstrate the processing of incoming and outgoing mail.
2. Describe special services offered by the U.S. Postal Service.
3. Describe the classes of mail.
4. Discuss the use of a postage meter.

Professional Communication

1. Identify styles and types of verbal communication. (V.C.1)
2. Identify nonverbal communication. (V.C.2)
3. Respond to nonverbal communication. (V.C.2)
4. Recognize barriers to communication. (V.C.3)
5. Identify techniques for overcoming communication barriers. (V.C.4)
6. Demonstrate: a. empathy, b. active listening, c. nonverbal communication. (V.A.1)
7. Report relevant information concisely and accurately. (V.P.11)
8. Recognize the elements of oral communication using a sender-receiver process. (V.C.5)
9. Differentiate between subjective and objective information. (V.C.16)
10. Coach patients appropriately considering: a. cultural diversity, b. developmental life stages, c. communication barriers. (V.P.5)

11. Recognize elements of fundamental writing skills. (V.C.7)
12. Describe the basic types of written communication used in a medical office.
13. Compose professional correspondence utilizing electronic technology. (V.P.8)
14. Identify different letter styles (full block, modified block, semi-block, and simplified).
15. Demonstrate professional telephone techniques. (V.P.6)
16. Discuss types of telephone calls and how each type should be handled (Example: prioritizing and forwarding to other office personnel).
17. Discuss applications of electronic technology in professional communication. (V.C.8)
18. Document telephone messages accurately. (V.P.7)
19. Demonstrate proper etiquette when using electronic mail.
20. Define the principles of self-boundaries. (V.C.11)
21. Demonstrate the principles of self-boundaries. (V.A.2)
22. Define patient navigator. (V.C.12)
23. Facilitate referrals to community resources in the role of a patient navigator. (V.P.10)
24. Describe the role of the medical assistant as a patient navigator. (V.C.13)
25. Relate the following behaviors to professional communication: a. assertive, b. aggressive, c. passive. (V.C.14)
26. Differentiate between adaptive and non-adaptive coping mechanisms. (V.C.15)
27. Discuss the theories of: a. Maslow, b. Erikson, c. Kubler-Ross. (V.C.17)
28. Demonstrate respect for individual diversity including: a. gender, b. race, c. religion, d. age, e. economic status, f. appearance. (V.A.3)
29. Discuss examples of diversity: a. cultural, b. social, c. ethnic. (V.C.18)

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 (ONLINE)

Students are expected to complete all work required by the instructor and to attend the required proctored campus exam. Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Thursday of each week. Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week and spending a minimum of 75 hours during the semester doing the required homework, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email is accessed at <https://portal.office.com>, under Quick links on our webpage, or in the menu of your Blackboard course.

NOTE: Students are **required** to fully complete Job Skills assigned for each chapter to receive credit for the course. These job skills are mandatory and required to complete the course, and if they are not completed, students may receive an "F" for the course. Job skills will be due the same day as the chapter tests and should be uploaded via MindTap along with completed forms and work product as attachments. Make sure your name and date are included on the job skill sheet for each assignment. Keep up with the job skills for each chapter and do not get behind on completing them. Job skills are included in the grade for completion of

MindTap. If you have questions regarding job skills, please email your instructor at [Kimberly Brown \(kbrowne@southeasterntech.edu\)](mailto:Kbrowne@southeasterntech.edu).

COVID-19 MASK REQUIREMENT

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

| COVID-19 Key Symptoms |
|--|
| Fever or felt feverish |
| Cough: new or worsening, not attributed to another health condition |
| Shortness of breath, not attributed to another health condition |
| New loss of taste or smell |
| Chills; Repeated shaking with chills |
| Sore throat, not attributed to another health condition |
| Muscle pain, not attributed to another health condition or exercise |
| Headache, not attributed to another health condition |
| Diarrhea (unless due to known cause) |
| In the past 14 days, if you: |
| Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s). |

COVID-19 SELF-REPORTING REQUIREMENT

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form https://bit.ly/2Xq4g0f](https://bit.ly/2Xq4g0f). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

ONLINE ATTENDANCE

It is the student's responsibility to be academically engaged each week doing course related 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" (Failing 0-59) in a course.

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. Students will be expected to complete all

work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at 11:59 p.m. on Monday of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

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 make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

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" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

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.

ONLINE PROCTORED EVENT WITHDRAWALS

Students who do not complete the proctored exam for an online class on the scheduled date and do not present a valid excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing) and will be disabled in their online class. If the proctored event is scheduled during final exams, any student who misses the proctored exam will receive an "F" for the course.

PROCTORED EVENT REQUIREMENT

In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on separate days—once on the Vidalia campus and once on the Swainsboro campus. Students must attend one of the proctored sessions as scheduled on the Lesson Plan/Course Calendar. The event will be monitored by the instructor or by an approved proctor. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course.

Students living farther than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area. The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Proctored events will be given after the 65% point of the semester. **Students who do not complete the proctored event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing). If the proctored event is scheduled during final exams, any student who misses the proctored event will be issued an "F" (Failing) for the course.**

PROCTORING FEES

Students are not charged a proctoring fee when taking a proctored event at Southeastern Technical College or any other TCSG college. Students who choose to use an off-campus proctor may be assessed a proctoring fee by the proctoring site. In this instance, the student is responsible for payment.

The required proctored event for this class is scheduled on the following dates and times: Vidalia Campus, (date), (time), (room location) and Swainsboro Campus, (date), (time), (room location).

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

This is an online course. No make-up tests, quizzes, or assignments will be allowed. You have ample time to complete the assignments. Test resets due to technical issues will be issued on a case-by-case basis. Make sure you use Firefox or Chrome to take your tests on a desktop or laptop computer. Do not attempt to complete assignments on your phone or pad. If you need assistance with computer issues, please contact your instructor immediately via email. **LOWEST EXAM GRADES ARE NOT DROPPED.** If you experience any technical difficulties when completing tests, quizzes, or assignments, you will need to contact your instructor via email immediately. Communication is key to resolving any issues you may have throughout the semester.

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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

| | |
|---|---|
| American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer | Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer |
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas (hthomas@southeasterntech.edu) | Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas (ljonas@southeasterntech.edu) |

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 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 |
|-----------------------|------------|
| Tests | 40% |
| Quizzes | 5% |
| MindTap | 5% |
| EHRGo | 5% |
| Discussion Boards | 5% |
| Proctored Project | 20% |
| Final Exam | 20% |

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)

| Cognitive (Knowledge Base) | Psychomotor (Skills) | Affective (Behavior) |
|--|---|---|
| <p>V.C. Concepts of Effective Communication</p> <ol style="list-style-type: none"> 1. Identify styles and types of verbal communication. 2. Identify types of nonverbal communication. 3. Recognize barriers to communication. 4. Identify techniques for overcoming communication barriers. 5. Recognize the elements of oral communication using a sender-receiver process. 7. Recognize elements of fundamental writing skills. 8. Discuss applications of electronic technology in professional communication. 10. Define medical terminology and abbreviations related to all body systems. 11. Define the principles of self-boundaries. 12. Define patient navigator. 13. Describe the role of the medical assistant as a patient navigator. 14. Relate the following behaviors to professional communication. <ol style="list-style-type: none"> a. Assertive b. Aggressive c. Passive 15. Differentiate between adaptive and non-adaptive coping mechanisms. 16. Differentiate between subjective and objective information. 17. Discuss the theories of: <ol style="list-style-type: none"> a. Maslow b. Erikson c. Kubler-Ross 18. Discuss examples of diversity: <ol style="list-style-type: none"> a. Cultural b. Social c. Ethnic | <p>V.P. Concepts of Effective Communication</p> <ol style="list-style-type: none"> 1. Use feedback techniques to obtain patient information including: <ol style="list-style-type: none"> a. Reflection b. Restatement c. Clarification 2. Respond to nonverbal communication. 5. Coach patients appropriately considering: <ol style="list-style-type: none"> a. Cultural diversity b. Developmental life stage c. Communication barriers 6. Demonstrate professional telephone techniques. 7. Document telephone messages accurately. 8. Compose professional correspondence utilizing electronic technology. 9. Develop a current list of community resources related to patients' healthcare needs. 10. Facilitate referrals to community resources in the role of a patient navigator. 11. Report relevant information concisely and accurately. | <p>V.A Concepts of Effective Communication</p> <ol style="list-style-type: none"> 1. Demonstrate: <ol style="list-style-type: none"> a. Empathy b. Active listening c. Nonverbal communication 2. Demonstrate the principles of self-boundaries. 3. Demonstrate respect for individual diversity including <ol style="list-style-type: none"> a. Gender b. Race c. Religion d. Age e. Economic Status f. Appearance 5. Demonstrate awareness of the territorial boundaries of a person with whom communicating. 6. Demonstrate sensitivity appropriate to the message being delivered. 7. Demonstrate awareness of how an individual's personal appearance affects anticipated responses. 8. Demonstrate recognition of the patient's level of understanding in communications. 9. Analyze communications in providing responses/feedback. 10. Recognize and protect personal boundaries in communicating with others. 11. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status. |
| Cognitive (Knowledge Base) | Psychomotor (Skills) | Affective (Behavior) |

| | | |
|---|--|--|
| <p>VI.C Administrative Functions</p> <ol style="list-style-type: none"> 1. Identify different types of appointment scheduling methods. 2. Identify advantages and disadvantages of the following appointment systems: <ol style="list-style-type: none"> a. Manual b. Electronic 3. Identify critical information required for scheduling patient procedures. 4. Define types of information contained in the patient's medical record. 5. Identify methods of organizing the patient's medical record based on: <ol style="list-style-type: none"> a. Problem-Oriented Medical Record (POMR) b. Source-Oriented Medical Record (SOMR) 6. Identify equipment and supplies needed for medical records in order to: <ol style="list-style-type: none"> a. Create b. Maintain c. Store 7. Describe filing indexing rules. 8. Differentiate between electronic medical records (EMR) and a practice management system. 9. Explain the purpose of routine maintenance of administrative and clinical equipment. 10. List steps involved in completing an inventory. 11. Explain the importance of data back-up. 12. Explain meaningful use as it applies to Electronic Medical Records (EMR). | <p>VI.P Administrative Functions</p> <ol style="list-style-type: none"> 1. Manage appointment schedule, using established priorities. 2. Schedule a patient procedure. 3. Create a patient's medical record. 4. Organize a patient's medical record. 5. File patient medical records. 6. Utilize an Electronic Medical Record (EMR). 7. Input patient data utilizing a practice management system. 8. Perform routine maintenance of administrative or clinical equipment. 9. Perform an inventory with documentation. | <p>VI.A Administrative Functions</p> <ol style="list-style-type: none"> 1. Display sensitivity when managing appointments. |
| Cognitive (Knowledge Base) | Psychomotor (Skills) | Affective (Behavior) |
| <p>X.C Legal Implications</p> <ol style="list-style-type: none"> 11. Describe the process in compliance reporting of: <ol style="list-style-type: none"> d. Incident reports. | <p>X.P Legal Implications</p> <ol style="list-style-type: none"> 20. Complete an incident report related to an error in patient care. | <p>X.A Legal Implications</p> <p>None are listed.</p> |

MAST 1060 Medical Office Procedures

Spring Semester 2021 Lesson Plan

Weeks will begin on Tuesday of each week and end on Monday of the following week. Graded assignments available during the designated week for you to complete by due dates are in **bold** and are **highlighted**. All assignments for each week will be due on each MONDAY by 11:59p for this course. DO NOT wait until the last hour to begin completing your work. Technology issues will not be addressed if you wait to begin the assignments. Please make every attempt to complete your work during normal working hours to prevent delays in responses to your potential issues.

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------------|--------------------|--|---|--------------------|
| Week 1 01/11 to 01/18 | Chapter 1 | Chapter 1: A Career as a Medical Assistant Job Skills for Chapter 1 1-1: Interpret and accurately spell medical terms and abbreviations 1-2: Use the Internet to look up key terms and her pronunciations 1-3: Prioritize a task list to practice time management skills 1-4: Use the Internet to obtain information on certification or registration 1-5: Use the Internet to test your knowledge of anatomy and physiology or medical terminology 1-6: Develop a medical practice survey Bolded assignments available 01/11/21 at 8:00 a.m. to 01/18/21 at 11:59 p.m. | Explore and begin completion of Mind Tap through Cengage Unlimited Read Chapter 1 Quiz 1 Chapter 1 Job Skills Chapter 1 MindTap Chapter 1 Introduction Discussion Board COVID Presentation and Quiz Read Chapter 2 | 1,2,3,9 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------------|--------------------|--|---|--------------------|
| Week 2 01/19 to 01/25 | Chapter 2 | <p>Chapter 2: The Health Care Environment: Past, Present, and Future</p> <p>Job Skills for Chapter 2</p> <p>2-1: Use the Internet to research and write an essay about a medical pioneer</p> <p>2-2: Direct patients to specific hospital departments</p> <p>2-3: Refer patients to the correct physician specialist</p> <p>2-4: Define abbreviations for health care professionals</p> <p>2-5: Determine basic skills needed by the administrative medical assistant</p> <p>EHRGo</p> <p>EHR Orientation</p> <p>Tools and Resources in EHR Go</p> <p>EHR Documentation Standards</p> <p><u>Bolded assignments available 01/19/21 at 8:00 a.m. to 01/25/21 at 11:59 p.m.</u></p> | <p>Discussion Board 1</p> <p>Quiz 2 Chapter 2</p> <p>Job Skills Chapter 2</p> <p>EHRGo Assignments</p> <p>MindTap Chapter 2</p> <p>Read Chapter 3</p> | 1,2,3,9 a,c |
| Week 3 01/26 to 02/01 | Chapter 3 | <p>Chapter 3: Medicolegal and Ethical Responsibilities</p> <p>Job Skills for Chapter 3</p> <p>3-1: List personal ethics and set professional ethical goals</p> <p>3-2: Complete an authorization form to release medical records</p> <p>3-3: Download state-specific scope of practice laws and determine parameters for a medical assistant</p> <p>3-4: Compose a letter of withdrawal</p> <p>3-5: View a MedWatch online form and learn submitting requirements</p> <p>3-6: Print the Patient Care Partnership online brochure and apply it to the medical office setting</p> <p>3-7: Download and compare state-specific advance directives</p> <p>EHRGo</p> <p>The Power of the EHR</p> <p>Introduction to Privacy and Security</p> <p><u>Bolded assignments available 01/26/21 at 8:00 a.m. to 02/01/21 at 11:59 p.m.</u></p> | <p>Discussion Board 2</p> <p>Quiz 3 Chapter 3</p> <p>Job Skills Chapter 3</p> <p>MindTap for Chapters 1-3</p> <p>EHRGo Assignments</p> <p>Test 1 Chapters 1-3</p> <p>Read Chapter 4</p> | 1,2,3,9 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------------|--------------------|--|--|--------------------|
| Week 4 02/02 to 02/08 | Chapter 4 | <p>Chapter 4: The Art of Communication</p> <p>Job Skills for Chapter 4</p> <p>4-1: Demonstrate body language</p> <p>4-2: Use the Internet to research active listening skills and write a report</p> <p>4-3: Communicate with a child via role-playing</p> <p>4-4: Communicate with an older adult via role-playing</p> <p>4-5: Name unique qualities of other cultures</p> <p>4-6: Communicate with a hearing-impaired patient via role-playing</p> <p>4-7: Communicate with a visually impaired patient via role-playing</p> <p>4-8: Communicate with a speech-impaired patient via role-playing</p> <p>4-9: Communicate with a patient who has an impaired level of understanding via role-playing</p> <p>4-10: Communicate with an anxious patient via role-playing</p> <p>4-11: Communicate with an angry patient via role-playing</p> <p>4-12: Communicate with a patient and his or her family members and friends via role-playing</p> <p>4-13: Communicate with a coworker on the health care team via role-playing</p> <p><u>Bolded assignments available 02/02/21 at 8:00 a.m. to 02/08/21 at 11:59 p.m.</u></p> | <p>Quiz 4 Chapter 4</p> <p>Job Skills Chapter 4</p> <p>MindTap Chapter 4</p> <p>Read Chapter 4</p> | 1,2,6 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------------|--------------------|---|--|--------------------|
| Week 5 02/09 to 02/15 | Chapter 5 | <p>Chapter 5: The Receptionist and the Medical Environment</p> <p>Job Skills for Chapter 5</p> <p>5-1: Prepare a patient registration form 5-2: Prepare an application form for a disabled person placard 5-3: Research community resources for patient referrals and patient education 5-4: Assess and use proper body mechanics 5-5: Evaluate the work or school environment and develop a safety plan 5-6: Demonstrate proper use of a fire extinguisher 5-8: Determine potential disaster hazards in your local community 5-9: Develop an emergency response template with an evacuation plan</p> <p>EHRGo</p> <p>Data Entry Retrieval of Data New Patient Registration A New Patient Registration B New Patient Registration C Editing Patient Information Checking in a Patient A Checking in a Patient B Updating Health Information Updating Patient Registration Insurance</p> <p>Bolded assignments available 02/09/21 at 8:00 a.m. to 02/15/21 at 11:59 p.m.</p> | <p>Quiz 5 Chapter 5 MindTap for Chapters 4 and 5 Job Skills Chapter 5 EHRGo Test 2 Chapters 4 and 5 Read Chapter 6</p> | 1,2,6 a,c |
| Week 6 02/16 to 02/22 | Chapter 6 | <p>Chapter 6: Telephone Procedures</p> <p>Job Skills for Chapter 6</p> <p>6-1: Screen incoming telephone calls 6-2: Prepare telephone message forms 6-3: Document telephone messages and physician responses 6-4: Role-play emergency telephone scenarios</p> <p>EHRGo</p> <p>Documenting a Patient phone call</p> <p>Bolded assignments available 02/16/21 at 8:00 a.m. to 02/22/21 at 11:59 p.m.</p> | <p>Discussion Board 3 Quiz 6 Chapter 6 MindTap for Chapter 6 Job Skills for Chapter 6 EHRGo Read Chapter 7</p> | 1,2,3,6,9 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------------|--------------------|--|--|--------------------|
| Week 7 02/23 to 03/01 | Chapter 7 | <p>Chapter 7: Appointments</p> <p>Job Skills for Chapter 7</p> <p>7-1: Set up an appointment matrix 7-2: Schedule appointments 7-3: Prepare an appointment reference sheet 7-4: Complete appointment cards 7-5: Abstract information and complete a hospital/surgery scheduling form 7-6: Transfer surgery scheduling information to a form letter 7-7: Complete requisition forms to schedule outpatient diagnostic tests</p> <p>EHRGo</p> <p>Scheduling Provider Calendar Blocks New Patient Registration and Scheduling Rescheduling an appointment A Rescheduling an appointment B Rescheduling an appointment C Scheduling a Follow-up Appointment A Scheduling a Follow-up Appointment B Scheduling a Follow-up Appointment C Missed Appointment Appointment Reminder</p> <p>Bolded assignments available 02/23/21 at 8:00 a.m. to 03/01/21 at 11:59 p.m.</p> | <p>Quiz 7 Chapter 7 MindTap for Chapters 6 and 7 Job Skills for Chapters 6 and 7 EHRGo Test 3 Chapters 6 and 7 Read Chapter 8</p> | 1,2,3,6,9 a,c |
| Week 8 03/02 to 03/08 | Chapter 8 | <p>Chapter 8: Filing Procedures</p> <p>Job Skills for Chapter 8</p> <p>8-1: Determine Filing Units 8-2: Index and file names alphabetically 8-3: File patient and business names alphabetically 8-4: Index names on file folder labels and arrange file cards in alphabetical order</p> <p>Bolded assignments available 03/02/21 at 8:00 a.m. to 03/08/21 at 11:59 p.m.</p> | <p>Discussion Board 4 Quiz 8 Chapter 8 MindTap for Chapter 8 Job Skills for Chapter 8 Read Chapter 9 Emergency Preparedness Projects will be assigned</p> | 1,4,5 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|--------------------|---|--|--------------------|
| Week 9 03/09 to 03/15 | | Chapter 9: Medical Records Job Skills for Chapter 9 9-1: Prepare a patient record and insert progress notes 9-2: Prepare a patient record and format chart notes 9-3: Correct a medical record 9-4: Abstract from a medical record 9-5: Prepare a history and physical (H&P) report 9-6: Record test results on a flow sheet Bolded assignments available 03/09/21 at 8:00 a.m. to 03/15/21 at 11:59 p.m. | Quiz 9 Chapter 9 MindTap for Chapters 8 and 9 Job Skills for Chapter 8 and 9 Test 4 Chapters 8 and 9 Read Chapter 10 Begin working on Emergency Preparedness Projects | 1,4,5 a,c |
| Week 10 03/16 to 03/22 03/22 65% point | | Use this week to work on Emergency Preparedness Project Bolded assignments available 03/16/21 at 8:00 a.m. to 03/22/21 at 11:59 p.m. | Discussion Board 5 Emergency Preparedness Projects Submitted via Blackboard (Proctored Event – 20% of grade) NO LATE ASSIGNMENTS ACCEPTED! | |
| Week 11 03/23 to 03/29 | Chapter 10 | Chapter 10: Drug and Prescription Records MindTap/Job Skills for Chapter 10 10-1: Spell drug names 10-2: Determine the correct spelling of drug names 10-3: Use a drug reference book to locate information 10-4: Translate prescriptions 10-5: Record prescription refills in medical records 10-6: Write a prescription 10-7: Interpret a medication log 10-8: Record on a medication schedule EHRGo Patient Portal Refill Request Bolded assignments available 03/16/21 at 8:00 a.m. to 03/22/21 at 11:59 p.m. | Quiz 10 Chapter 10 MindTap for Chapter 10 Job Skills for Chapter 10 EHRGo Test 5 Chapter 10 Read Chapter 11 | 1,4,5 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|----------------------------------|--------------------|---|---|--------------------|
| Week 12 03/30 to 04/07 | Chapter 11 | <p>Chapter 11: Written Correspondence</p> <p>Job Skills for Chapter 11</p> 11-1: Spell medical words 11-2: Key a letter of withdrawal 11-3: Edit written communication 11-4: Compose and key a letter for a failed appointment 11-5: Compose and key a letter for an initial visit 11-6: Compose and key a letter to another physician 11-7: Compose and key a letter requesting payment 11-8: Key two interoffice memorandums 11-9: Abstract information from a medical record; compose and key a letter 11-10: Key a two-page letter <p>EHRGo Patient Results Letter</p> <p><u>Bolded assignments available 03/30/21 at 8:00 a.m. to 04/07/21 at 11:59 p.m.</u></p> | <p>Quiz 11 Chapter 11</p> MindTap Chapter 11 <p>Job Skills for Chapters 11</p> <p>EHRGo</p> Read Chapter 12 | 1,7,9 a,c |

| Date/Week | Chapter/ Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---------------------------|--------------------|--|---|------------------------------|
| Week 13 04/05 to 04/12 | Chapter 12 | <p>Chapter 12: Processing Mail and Electronic Correspondence Time Management Time Zone</p> <p>Job Skills for Chapter 12 12-1: Process incoming mail 122: Annotate mail 12-3: Classify outgoing mail 12-4: Address small envelopes for Optical Character Recognition (OCR) scanning 12-5: Complete a mail-order form for postal supplies 12-6: Compose a letter and prepare an envelope for Certified Mail 12-7: Key and fold an original letter; address a small envelope for Certified Mail, Return Receipt requested 12-8: Key and fold an original letter; address a large envelope for Certified Mail, Return Receipt requested 12-9: Prepare a cover sheet for fax transmission</p> <p>Bolded assignments available 04/05/21 at 8:00 a.m. to 04/12/21 at 11:59 p.m.</p> | <p>Quiz 12 Chapter 12 MindTap Chapters 11 and 12 Job Skills for Chapters 11 and 12 Test 6 Chapters 11 and 12</p> <p>BEGIN STUDYING FOR FINAL EXAM</p> | 1,7,8,9 a,c |
| Week 14 04/13 to 04/19 | | Review for Final Exam | | |
| Week 15 04/20 to 04/26 | | <p>FINAL EXAM – comprehensive</p> <p>Bolded assignments available 04/20/21 at 8:00 a.m. to 04/26/21 at 11:59 p.m.</p> | <p>FINAL EXAM All Job Skills and MindTap</p> | 1,2,3,4,5, 6,7,8,9 a,c |

COMPETENCY AREAS:

1. Office Protocol
2. Time Management
3. Appointment Scheduling
4. Medical Records
5. Electronic Medical Records
6. Medical Office Equipment
7. Medical References
8. Mail Services
9. Professional Communication

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.

Discussion Board Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|---|---|
| | Novice | Competent | Proficient |
| Posts Weight 25.00% | 0.00 % No post from student. | 50.00 % One post from student | 100.00 % Well thought out post from student. |
| Replies Weight 25.00% | 0.00 % does not reply to any student posts | 50.00 % replies to other students post without original post Reply to at least one student post | 100.00 % replies to at least 3 student posts |
| Length Weight 25.00% | 0.00 % original post less than 20 words Replies less than 10 words | 50.00 % original post at least 25 words Replies at least 10 words | 100.00 % Original post at least 50 words Replies at least 25 words |
| Grammar/Spelling Weight 25.00% | 0.00 % Several grammatical errors and misspellings. Difficult to read or comprehend. | 50.00 % few grammatical and spelling errors | 100.00 % grammatical and spelling errors do not exist |

MAST 1060 EMERGENCY PREPAREDNESS PROJECT INSTRUCTIONS

20% of your final grade (proctored event)

You are the lead medical assistant at your clinic. You have been given the responsibility to plan evacuation procedures in the event of natural disaster or emergency and will be developing this project to educate the office staff about what to do in this emergency situation. You will be assigned a geographical region of the United States and will be expected to research the risk for disasters in that region and plan an emergency preparedness plan based on one of the disasters you have researched. You will be given a generic emergency action plan template as well as a generic office floor plan to use.

You will prepare an **emergency action plan** using the template provided and turn it in, along with a copy of your **power point presentation**, and **one page double spaced 12 point font (1" margins) summary** of your emergency disaster research done to compile your work.

You will prepare a power point presentation that should include the following information:

- 1) Information on the region of the United States you were assigned.
- 2) Information on the type of disaster you chose to use.
- 3) Show the connection between the risks of the community with the need for emergency preparedness.
- 4) Statistics on how often that type of disaster occurs in that region.
- 5) Determine what actions would need to be taken in order to keep people safe during the emergency.
- 6) A diagram of the evacuation route using the generic office floor plan given. (in Blackboard)
 - i. Show location of fire extinguishers, sprinklers, fire doors, etc.
 - ii. Identify areas in the clinic where emergency supplies (water, flashlights, etc.) are kept.
- 7) A listing of the individual employee responsibilities during the disaster.

With the changing atmosphere in healthcare, be sure to include information related to COVID-19 preparedness along with the disaster you have been assigned. You should have **at least one slide** in your presentation explaining to the staff how to protect themselves from COVID-19, as well as other airborne diseases. (Remember PPE!!!) While researching, if you find other potentially infectious diseases that could arise from your disaster, please address them in your presentation and paper.

All of the above listed items should be emailed to your instructor by the due date on your syllabus. Make sure you have a cover page for your one page summary and you follow the rubric and guidelines for completing the PowerPoint presentation.

You will be graded according to the following:

40% DISASTER INFORMATION (included in the PowerPoint and in the summary paper)

20% CLINIC INFORMATION

10% PROJECT WORK/PRESENTATION

20% COMPLETED EMERGENCY ACTION PLAN

5% SLIDES

5% GRAMMAR/SPELLING

RUBRIC FOR MAST 1060 EMERGENCY PREPAREDNESS PROJECT
STUDENT: _____ GRADE: _____

| | | | | |
|---|--|---|---|---|
| <p>Disaster Information</p> <p style="text-align: center;">40%</p> <p>_____ points given</p> | <p>40 Points: All 5 Requirements</p> <p>_____ Information on region assigned</p> <p>_____ Chose disaster common to the area</p> <p>_____ Shows connection between risks of community and need for emergency preparedness</p> <p>_____ Statistics on how often disaster occurs in region</p> <p>_____ Listed steps to be taken to keep patients safe</p> | <p>30 Points: 4 out of 5 Requirements</p> <p>_____ Information on region assigned</p> <p>_____ Chose disaster common to the area</p> <p>_____ Shows connection between risks of community and need for emergency preparedness</p> <p>_____ Statistics on how often disaster occurs in region</p> <p>_____ Listed steps to be taken to keep patients safe</p> | <p>20 Points: 3 out of 5 Requirements</p> <p>_____ Information on region assigned</p> <p>_____ Chose disaster common to the area</p> <p>_____ Shows connection between risks of community and need for emergency preparedness</p> <p>_____ Statistics on how often disaster occurs in region</p> <p>_____ Listed steps to be taken to keep patients safe</p> | <p>10 Points: 2 out of 5 Requirements</p> <p>_____ Information on region assigned</p> <p>_____ Chose disaster common to the area</p> <p>_____ Shows connection between risks of community and need for emergency preparedness</p> <p>_____ Statistics on how often disaster occurs in region</p> <p>_____ Listed steps to be taken to keep patients safe</p> |
| <p>Clinic Information</p> <p style="text-align: center;">20%</p> <p>_____ points given</p> | <p>20 Points: All 4 Requirements</p> <p>_____ Clinic name given</p> <p>_____ Diagram of office layout with evacuation route</p> <p>_____ Location of emergency supplies given</p> <p>_____ Location of fire ext., sprinklers, etc. given</p> | <p>15 Points: 3 out of 4 Requirements</p> <p>_____ Clinic name given</p> <p>_____ Diagram of office layout with evacuation route</p> <p>_____ Location of emergency supplies given</p> <p>_____ Location of fire ext., sprinklers, etc. given</p> | <p>10 Points: 2 out of 4 Requirements</p> <p>_____ Clinic name given</p> <p>_____ Diagram of office layout with evacuation route</p> <p>_____ Location of emergency supplies given</p> <p>_____ Location of fire ext., sprinklers, etc. given</p> | <p>5 Points: 1 out of 4 Requirements</p> <p>_____ Clinic name given</p> <p>_____ Diagram of office layout with evacuation route</p> <p>_____ Location of emergency supplies given</p> <p>_____ Location of fire ext., sprinklers, etc. given</p> |
| <p>Project Work/Presentation</p> <p style="text-align: center;">10%</p> <p>_____ points given</p> | <p>10 Points: All 4 Requirements</p> <p>_____ Knew information well</p> <p>_____ Explanation of info was easy to understand</p> <p>_____ Used assigned class time wisely</p> <p>_____ Stayed on task/involved</p> | <p>7 Points: 3 out of 4 Requirements</p> <p>_____ Knew information well</p> <p>_____ Explanation of info was easy to understand</p> <p>_____ Used assigned class time wisely</p> <p>_____ Stayed on task/involved</p> | <p>5 Points: 2 out of 4 Requirements</p> <p>_____ Knew information well</p> <p>_____ Explanation of info was easy to understand</p> <p>_____ Used assigned class time wisely</p> <p>_____ Stayed on task/involved</p> | <p>2 Points: 1 out of 4 Requirements</p> <p>_____ Knew information well</p> <p>_____ Explanation of info was easy to understand</p> <p>_____ Used assigned class time wisely</p> <p>_____ Stayed on task/involved</p> |
| <p>Slides</p> <p style="text-align: center;">5%</p> <p>_____ points given</p> | <p>5 Points</p> <p>_____ 10 or more slides</p> | <p>4 Points</p> <p>_____ 7-9 slides</p> | <p>3 Points</p> <p>_____ 4-6 slides</p> | <p>2 Points</p> <p>_____ Less than 3 slides</p> |
| <p>Grammar/Spelling</p> <p style="text-align: center;">5%</p> <p>_____ points given</p> | <p>5 Points</p> <p>_____ 1-2 grammatical errors</p> <p>_____ 1-2 misspelled words</p> | <p>4 Points</p> <p>_____ 3-6 grammatical errors</p> <p>_____ 3-6 misspelled words</p> | <p>3 Points</p> <p>_____ 1-3 Punctuation errors</p> <p>_____ 7-10 grammatical errors</p> <p>_____ 7-10 misspelled words</p> | <p>2 Points</p> <p>_____ 3 or more punctuation errors</p> <p>_____ 11 or more grammatical errors</p> <p>_____ 11 or more misspelled words</p> |