Semester: Summer 2016
Course Title: Medical Assisting Externship
Course Number: MAST 1170
Credit Hours/ Minutes: 6 / 13500
Student will spend 225 hours/semester at a clinical site without pay
Class Location: Various clinical sites
Class Meets: 8-5 M-F
CRN: 60095

Instructor: Kimberly Brown, BSHS, CMA(AAMA), CCS-P
Office Hours: M-R 2:00-5:00
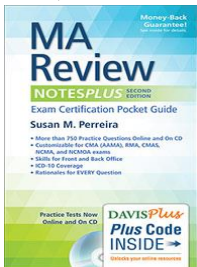**Office Location:** Building 8, 8168
Email Address: kbrown@southeasterntech.edu

Phone: 478-289-2243
Fax Number: 478-289-2336
Tutoring Hours: N/A

REQUIRED TEXT: MA Notes: Medical Assistant's Pocket Guide, 2nd ed.

REQUIRED SUPPLIES & SOFTWARE: 3 complete uniforms, (1) STC MA program logo patches, white leather duty shoes, lab coat, name pin/ photo ID, stethoscope, CPR mask, bandage scissors, calculator, watch with second hand, updated/completed physical exam(according to program health policy), drug screen and criminal background check, N-95 fit mask. Black ink pen, 3 ring notebook with paper, and another supplies as deemed necessary by the instructor. (Patches should be sewn on left sleeve of uniforms and lab coat. Photo ID/name tag should be worn at ALL times.)

COURSE DESCRIPTION Provides students with an opportunity for in-depth application and reinforcement of principles and techniques in a medical office job setting. This clinical practicum allows the student to become involved in a work setting at a professional level of technical application and requires concentration, practice, and follow-through. Topics include: application of classroom knowledge and skills and functioning in the work environment.

MAJOR COURSE COMPETENCIES:
1. Application of Classroom Knowledge and Skills.
2. Functioning in the Work Environment.

PREREQUISITE(S): All required coursework

COURSE OUTLINE: Provides students with an opportunity for in-depth application and reinforcement of principles and techniques in a medical office job setting. This clinical externship allows the student to become involved in a work setting at a professional level of technical application and requires concentration, practice, and follow-through. Topics include: application of classroom knowledge and skills and functioning in the work environment

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

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: (1) You must be dependable. (2) You must act professionally. (3) You must be well groomed and dressed in compliance with the program's dress code. Students are ultimately working under the physician's supervision and direction even though the physician may delegate the role of supervisor to a preceptor. Errors or lack of professionalism on the part of the

student during the externship will reflect directly on the physician.

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

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

TRADITIONAL ATTENDANCE ADDENDUM: STUDENTS ARE ALLOWED ONE 8 HR ABSENCE. THIS TIME MUST BE MADE UP; NO EXCEPTIONS

If the student is unable to be present due to illness, the student must **notify the physician's office <u>and</u> the instructor** at least 1 hour prior to arrival time. The student will make arrangements with the office manager to make-up the hours missed. Attendance is important in the work field. **Students are expected to be timely and keep their set schedule**. **Failure to notify the instructor of any tardiness, early departure, or absence may result in a 4 hour deduction from the total practicum hours. If the failure to notify happens a second time, the student may be dropped from the practicum course with a "WF."** A future reference from your externship supervisor can strongly influence the decision of a prospective employer. A good attendance record will be a strong asset for you and your future job placement. In the event the student must be absent, a doctor's excuse or an obituary must be presented to the instructor. **<u>All appointments</u>** must be scheduled after class/clinical times. Any exceptions to this policy must be approved in advance by the instructor. If you miss more than **24 hours** of your externship, you will automatically be dropped from the course and receive a grade of "F". **There will be absolutely no exceptions to this policy!**

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.

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.**

Because the student will be working directly under the supervision of the office manager in his/her assigned area, most of the input will come directly from the office staff. The student should be aware that personal characteristics such as the ability to work well with others, honesty, interest in giving a good performance, capacity to take correction and ethical behavior in the health care setting will greatly influence the work ethics grade. Failure to perform in an acceptable manner will be grounds for failure.

> **A student is accountable in the following areas:**
> 1. To review the sequence of criteria of a procedure before performing it.
> 2. Do not perform a new procedure without direct supervision.
> 3. Appearance must always be professional!
> **IF APPEARANCE IS NOT PROFESSIONAL, YOU WILL BE ASKED TO LEAVE THE CLINICAL SETTING AND LOSE CREDIT FOR THE DAY!!**

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.

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.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc…): Tests are not given in this class. Your grade is based upon your preceptor evaluations, instructor evaluations, self evaluations, journal, and paperwork.

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		**GRADING SCALE**	**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.*
Evaluations	80%	A: 90-100	
Paperwork	20%	B: 80-89	
Time sheets		C: 70-79	
Evaluations		D: 60-69	
Skills checklist		F: 0-59	
Drug Worksheets			
Total	100%		

Failure to complete the minimum 225 hour requirement will result in a grade of "F" for MAST 1170.

Provisions-Health Science Programs
Requirements for instructional hours within Health Science programs reflect the rules of respective Licensure Boards. Therefore, class and clinical attendance is mandatory. No excused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks.

The student will be expected to sign a Clinical Policy and Medication Administration Policy before the externship is started. Failure to follow these policies will result in being dropped from the course with a grade of "F".

The clinical preceptor will complete two student evaluations in addition to the bi-weekly evaluations: one at mid-term and one at the end of the externship. **It is the student's responsibility to make sure these evaluations are completed and returned to the instructor by the assigned date. Failure to complete and turn paperwork in on time may result in a 10 point deduction from the paperwork portion of the grade.**

CLINICAL/CLASSROOM SAFETY:
Refer to the STC Student Handbook, Blood and Airborne Pathogen Training and Student Health Policy.

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 1. Describe structural organization of the human body. 2. Identify body systems. 3. Describe body planes, directional terms, quadrants, and cavities. 4. List major organs in each body system. 5. Describe the normal function of each body system. 6. Identify common pathology related to each body system. 7. Analyze pathology as it relates to the interaction of body systems. 8. Discuss implications for disease and disability when homeostasis is not maintained. 9. Describe implications for treatment related to pathology. 10. Compare body structure and function of the human body across the life span. 11. Identify the classifications of medications, including desired effects, side effects and adverse reactions. 12. Describe the relationship between anatomy and physiology of all body systems and medications used for treatment in each.	**I. Anatomy & Physiology** 1. Obtain vital signs. 2. Perform venipuncture. 3. Perform capillary puncture. 4. Perform pulmonary function testing. 5. Perform electrocardiography. 6. Perform patient screening using established protocols. 7. Select proper sites for administering parenteral medication. 8. Administer oral medications. 9. Administer parenteral (excluding IV) medications. 10. Assist physician with patient care. 11. Perform quality control measures. 12. Perform hematology testing. 13. Perform chemistry testing. 14. Perform urinalysis. 15. Perform immunology testing. 16. Screen test results.	**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. Demonstrate knowledge of basic math computations. 2. Apply mathematical computation to solve equations. 3. Identify measurement systems. 4. Define basic units of measurement in metric, apothecary, and household systems. 5. Convert among measurement systems. 6. Identify both abbreviations and symbols used in calculating medication dosages. 7. Analyze charts, graphs and/or tables in the interpretation of healthcare results.	**II. Applied Mathematics** 1. Prepare proper dosages of medication for administration. 2. Maintain laboratory test results using flow sheets. 3. Maintain growth charts.	**II. Applied Mathematics** 1. Verify ordered doses/dosages prior to administration.
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.	**III. Applied Microbiology/ Infection Control** 1. Participate in training on Standard Precautions. 2. Practice Standard Precautions. 3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations.	**III. Applied Microbiology/ Infection Control** 1. Display sensitivity to patient rights and feelings in collecting specimens. 2. Explain the rationale for performance of a procedure to the patient.

3. Discuss infection control procedures.
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. Discuss quality control issues related to handling microbiological specimens.
10. Identify disease processes that are indications for CLIA waived tests.
11. Describe Standard Precautions, including:
   a. Transmission based precautions.
   b. Purpose.
   c. Activities regulated.
12. Discuss the application of Standard Precautions with regard to:
   a. All body fluids, secretions and excretions.
   b. Blood
   c. Non intact skin
   d. Mucous membranes
13. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.
	4. Perform handwashing.
	5. Prepare items for autoclaving.
	6. Perform sterilization procedures.
	7. Obtain specimens for microbiological testing.
	8. Perform CLIA waived microbiology testing.
		3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed.

Applied communications

IV.C Cognitive (Knowledge Base)	IV. P Psychomotor (Skills)	IV. A Affective (Behavior)
IV. Concepts of Effective Communication	IV. Concepts of Effective Communication	IV. Concepts of Effective Communication
1. Identify styles and types of verbal communication. 2. Identify nonverbal communication. 3. Recognize communication barriers. 4. Identify techniques for overcoming communication barriers. 5. Recognize the elements of oral communication using a sender-receiver process. 6. Differentiate between subjective and objective information. 7. Identify resources and adaptations that are required based on individual needs, i.e., culture and environment, developmental life stage,	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. Explain general office policies. 5. Instruct patients according to their needs to promote health maintenance and disease prevention. 6. Prepare a patient for procedures and/or treatments. 7. Demonstrate telephone techniques. 8. Document patient care.	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.

language, and physical threats to communication.	9. Document patient education.	7. Demonstrate recognition of the patient's level of understanding in communications.
8. Recognize elements of fundamental writing skills.	10. Document professional/business letters.	8. Analyze communications in providing appropriate responses/feedback.
9. Discuss applications of electronic technology in effective communication.	11. Respond to nonverbal communication.	9. Recognize and protect personal boundaries in communicating with others.
10. Diagram medical terms, labeling the word parts.	12. Develop and maintain a current list of community resources related to patients' healthcare needs.	10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status.
11. Define both medical terms and abbreviations related to all body systems.	13. Advocate on behalf of patients.	
12. Organize technical information and summaries.		
13. Identify the role of self boundaries in the health care environment.		
14. Recognize the role of patient advocacy in the practice of medical assisting.		
15. Discuss the role of assertiveness in effective professional communication.		
16. Differentiate between adaptive and non-adaptive coping mechanisms.		

Medical Business Practices

V.C Cognitive (Knowledge Base)	V. P Psychomotor (Skills)	V. A Affective (Behavior)
V. Administrative Functions	V. Administrative Functions	V. Administrative Functions
1. Discuss pros and cons of various types of appointment management systems.	1. Manage appointment schedule, using established priorities.	1. Consider staff needs and limitations in establishment of a filing system.
2. Describe scheduling guidelines.	2. Schedule patient admissions and/or procedures.	2. Implement time management principles to maintain effective office function.
3. Recognize office policies and protocols for handling appointments.	3. Organize a patient's medical record.	
4. Identify critical information required for scheduling patient admissions and/or procedures.	4. File medical records.	
5. Identify systems for organizing medical records.	5. Execute data management using electronic healthcare records such as the EMR.	
6. Describe various types of content maintained in a patient's medical record.	6. Use office hardware and software to maintain office systems.	
7. Discuss pros and cons of various filing methods.	7. Use internet to access information related to the medical office.	
8. Identify both equipment and supplies needed for filing medical records.	8. Maintain organization by filing.	
9. Describe indexing rules.	9. Perform routine maintenance of office equipment with documentation.	
10. Discuss filing procedures.	10. Perform an office inventory.	
11. Discuss principles of using Electronic Medical Records (EMR).		
12. Identify types of records common to the healthcare setting.		
13. Identify time management principles.		
14. Discuss the importance of routine maintenance of office equipment.		
VI.C Cognitive (Knowledge Base)	VI.P Psychomotor (Skills)	VI.A Affective (Behavior)
VI. Basic Practice Finances	VI. Basic Practice Finances	VI. Basic Practice Finances
1. Explain basic bookkeeping computations.	1. Prepare a bank deposit.	1. Demonstrate sensitivity and professionalism in handling accounts receivable activities
2. Differentiate between	2. Perform accounts receivable procedures, including:	

bookkeeping and accounting. 3. Discuss precautions for accepting checks. 4. Compare types of endorsement. 5. Differentiate between accounts payable and accounts receivable.	a. Post entries on a daysheet. b. Perform billing procedures. c. Perform collection procedures. d. Post adjustments. e. Process a credit balance. f. Process refunds. g. Post non-sufficient fund (NSF) checks. h. Post collection agency payments. 3. Utilize computerized office billing systems.	with clients.
VII.C Cognitive (Knowledge Base)	**VII.P Psychomotor (Skills)**	**VII.A Affective (Behavior)**
VII. Managed Care/Insurance 1. Identify types of insurance plans. 2. Identify models of managed care. 3. Discuss workers' compensation as it applies to patients. 4. Describe procedures for implementing both managed care and insurance plans. 5. Discuss utilization review principles. 6. Discuss referral process for patients in a managed care program. 7. Describe how guidelines are used in processing an insurance claim. 8. Compare processes for filing insurance claims both manually and electronically. 9. Describe guidelines for third-party claims. 10. Discuss types of physician fee schedules. 11. Describe the concept of RBRVS. 12. Define Diagnosis-Related Groups (DRGs)	VII. Managed Care/Insurance 1. Apply both managed care policies and procedures. 2. Apply third party guidelines. 3. Complete insurance claim forms. 4. Obtain precertification, including documentation. 5. Obtain preauthorization, including documentation. 6. Verify eligibility for managed care services.	VII. Managed Care/Insurance 1. Demonstrate assertive communication with managed care and/or insurance providers. 2. Demonstrate sensitivity in communicating with both providers and patients. 3. Communicate in language the patient can understand regarding managed care and insurance plans.
VIII.C Cognitive (Knowledge Base)	**VIII.P Psychomotor (Skills)**	**VIII.A Affective (Behavior)**
VIII. Procedural and Diagnostic Coding 1. Describe how to use the most current procedural coding system. 2. Define upcoding and why it should be avoided. 3. Describe how to use the most current diagnostic coding classification system. 4. Describe how to use the most current HCPCS coding.	VIII. Procedural and Diagnostic Coding 1. Perform procedural coding. 2. Perform diagnostic coding.	VIII. Procedural and Diagnostic Coding 1. Work with physician to achieve the maximum reimbursement.

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.	IX. 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	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

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. Compare criminal and civil law as it applies to the practicing medical assistant.
9. Provide an example of tort law as it would apply to a medical assistant.
10. Explain how the following impact the medical assistant's practice and give examples
   a. Negligence
   b. Malpractice
   c. Statute of Limitations
   d. Good Samaritan Act(s)
   e. Uniform Anatomical Gift Act
   f. Living will/Advanced directives
   g. Medical durable power of attorney
11. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.
12. List and discuss legal and illegal interview questions.
13. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations.
14. Describe the process to follow if an error is made in patient care.
	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.
		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.	X. **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)

XI. Protective Practices	XI. Protective Practices	XI. Protective Practices

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.
	1. Comply with safety signs, symbols, and labels.
	2. Evaluate the work environment to identify safe vs. unsafe working conditions.
	3. Develop a personal (patient and employee) safety plan.
	4. Develop an environmental safety plan.
	5. Demonstrate proper use of the following equipment:
	   a. Eyewash
	   b. Fire extinguishers
	   c. Sharps disposal containers
	6. Participate in a mock environmental exposure 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.
		1. Recognize the effects of stress on all persons involved in emergency situations.
		2. Demonstrate self awareness in responding to emergency situations.

Date	MAST 1170 TENTATIVE SCHEDULE Assignments & Tests Due	Comp Area
MON May 16	Orientation for MAST 1170 Visit clinical sites	
WED May 18	Begin Practicum/Externship	
MON May 30	HOLIDAY	
TUE May 31	Time Sheets for Week 1 & 2 (May 18 – May 26) Bi-weekly Evaluation to be faxed by 5 pm today	1,2 a,b,c
MON June 13	Time Sheets for Week 3 & 4 (May 31 – June 9) Bi-weekly Evaluation to be faxed by 5 pm today	1,2 a,b,c
WED June 15	**MIDTERM is June 15. You will need to turn in self-evaluation and preceptor evaluation by this day.**	
MON June 27	Time Sheets for Week 5 & 6 (June 13 – June 23) Bi-weekly Evaluation to be faxed by 5 pm today	1,2 a,b,c
MON July 11	Time Sheet for Week 7 & 8 (June 27 – July 7). This sheet will include Summer Break (July 4-7). If you work during the break, there will be 2 weeks, if you don't then there will be 1. Bi-weekly Evaluation to be faxed by 5 pm today	1,2 a,b,c
MON July 25	Time Sheets for Week 9 & 10 (July 11 – July 21) Bi-weekly Evaluation to be faxed by 5 pm today	1,2 a,b,c
WED July 27	Last Day of Summer Semester Classes	
MON Aug 1	FINAL EXAM for MAST 1180 Everything must be turned in before you leave on this date, including: Time Sheet for July 25-July 27 Preceptor Evaluation form (Final) Graduate Survey Practicum Evaluation of Student Practicum Site Evaluation Final Evaluations Skills Checklist Drug Sheets	

* Competency Areas: (will vary for each course/taken from state standards)
1. Application of classroom knowledge and skills.
2. Functioning in the work environment.

**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.