



**MEDICAL OFFICE PROCEDURES  
MAST 1060  
COURSE SYLLABUS  
Summer Semester 2017**

**Semester:** 201716  
**Course Title:** Medical Office Procedures  
**Course Number:** MAST 1060  
**Credit Hours/ Minutes:** 4/3750  
**Class Location:** Gillis Bldg, Room 735  
**Class Meets:** M/W 8:00-12:10  
**CRN:** 60096

**Instructor:** Stephannie Waters, BAS, CMA (AAMA)  
**Office Hours:** T/R 3:00-5:00, W 1:00-5:00  
**Office Location:** Gillis Bldg, Room 731  
**Email Address:** swaters@southeasterntech.edu  
**Phone:** 912-538-3195  
**Fax Number:** 912-538-3106  
**Tutoring Hours:** By Appointment Only

**REQUIRED TEXT: Administrative Medical Assisting 8<sup>th</sup> edition Linda L. French 9781305859173  
Workbook to accompany Administrative Medical Assisting 9781305859180**



**REQUIRED SUPPLIES & SOFTWARE:** 3 ring notebook, paper, ink pens, No. 2 pencils, highlighters, and any other supplies deemed necessary throughout the semester

**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, PSYC 1010, ALHS 1011, ALHS 1090, COMP 1000

**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 and 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 patients' 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.P.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:** 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.

**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.

**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.

**For this class, which meets 2 days a week for 9 weeks, the maximum number of days a student may miss is 2 days during the semester.**

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

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

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

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc.):** Students who miss an exam can only make it up with a physician's excuse. The excuse must be provided to the instructor within three (3) days of the exam date. If a student has to miss an

exam for a reason besides illness, they may take it the day before the test date. If an exam is missed, the student will be allowed to take make-up exams at the end of the semester on a date determined by the instructor. There will be **NO** exceptions to this policy. If you are **absent or late** on the day a **chapter quiz** is given, you will **receive a "0"** for that grade. Lowest exam grades are not dropped.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook*.

**Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

**--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).

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

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

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

**ACCESS TO TECHNOLOGY:** Students can now access [Blackboard](#), [Remote Lab Access](#), [Student Email](#), [Library Databases \(Galileo\)](#), and [BannerWeb](#) via the mySTC portal or by clicking the [Current Students](#) link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Tests	60%
Quizzes	10%
Workbook	5%
Final Exam	25%
Total	100%
Skills Comp.	Pass/Fail
Alphabetization	Pass/Fail

**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.*

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% (psychomotor and affective domain)

Students are required to pass Unit/Chapter Tests with at least a 75% average in order to take the final exam. (cognitive domain)

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

Cognitive (Knowledge Base) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P Concepts of Effective Communication	Affective (Behavior) V.A Concepts of Effective Communication
<ol style="list-style-type: none"> <li>1. Identify styles and types of verbal communication.</li> <li>2. Identify types of nonverbal communication.</li> <li>3. Recognize barriers to communication.</li> <li>4. Identify techniques for overcoming communication barriers.</li> <li>5. Recognize the elements of oral communication using a sender-receiver process.</li> <li>6.</li> <li>7. Recognize elements of fundamental writing skills.</li> <li>8. Discuss applications of electronic technology in professional communication.</li> <li>9.</li> <li>10. Define medical terms and abbreviations related to all body systems.</li> <li>11. Define the principles of self-boundaries</li> <li>12. Define patient navigator</li> <li>13. Describe the role of the medical assistant as a patient navigator</li> <li>14. Relate the following behaviors to professional communication               <ol style="list-style-type: none"> <li>a. Assertive</li> <li>b. Aggressive</li> <li>c. Passive</li> </ol> </li> <li>15. Differentiate between adaptive and non-adaptive coping mechanisms</li> <li>16. Differentiate between subjective and objective information</li> <li>17. Discuss the theories of               <ol style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-Ross</li> </ol> </li> <li>18. Discuss examples of diversity:               <ol style="list-style-type: none"> <li>a. Cultural</li> <li>b. Social</li> <li>c. Ethnic</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use feedback techniques to obtain patient information including:               <ol style="list-style-type: none"> <li>a. Reflection</li> <li>b. Restatement</li> <li>c. Clarification</li> </ol> </li> <li>2. Respond to nonverbal communication</li> <li>3.</li> <li>4.</li> <li>5. Coach patients appropriately considering:               <ol style="list-style-type: none"> <li>a. Cultural diversity</li> <li>b. Developmental life stage</li> <li>c. Communication barriers</li> </ol> </li> <li>6. Demonstrate professional telephone techniques.</li> <li>7. Document telephone messages accurately.</li> <li>8. Compose professional correspondence utilizing electronic technology</li> <li>9. Develop a current list of community resources related to patients' healthcare needs.</li> <li>10. Facilitate referrals to community resources in the role of a patient navigator</li> <li>11. Report relevant information concisely and accurately</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate               <ol style="list-style-type: none"> <li>a. Empathy</li> <li>b. Active listening</li> <li>c. Nonverbal communication</li> </ol> </li> <li>2. Demonstrate the principles of self-boundaries</li> <li>3. Demonstrate respect for individual diversity including               <ol style="list-style-type: none"> <li>a. Gender</li> <li>b. Race</li> <li>c. Religion</li> <li>d. Age</li> <li>e. Economic status</li> <li>f. Appearance</li> </ol> </li> <li>4.</li> <li>5. Demonstrate awareness of the territorial boundaries of the person with whom communicating.</li> <li>6. Demonstrate sensitivity appropriate to the message being delivered.</li> <li>7. Demonstrate awareness of how an individual's personal appearance affects anticipated responses.</li> <li>8. Demonstrate recognition of the patient's level of understanding in communications.</li> <li>9. Analyze communications in providing appropriate responses/feedback.</li> <li>10. Recognize and protect personal boundaries in communicating with others.</li> <li>11. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status.</li> </ol>
<b>Cognitive (Knowledge Base)</b> <b>VI.C Administrative Functions</b>	<b>Psychomotor (Skills)</b> <b>VI.P Administrative Functions</b>	<b>Affective (Behavior)</b> <b>VI.A Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify advantages and disadvantages of the following appointment systems               <ol style="list-style-type: none"> <li>a. Manual</li> <li>b. Electronic</li> </ol> </li> <li>3. Identify critical information required for scheduling patient procedures</li> <li>4. Define types of information contained in the patient's medical record</li> <li>5. Identify methods of organizing the patient's medical record based on:               <ol style="list-style-type: none"> <li>a. Problem-oriented medical record (POMR)</li> <li>b. Source-oriented medical record (SOMR)</li> </ol> </li> <li>6. Identify equipment and supplies needed for medical records in order to               <ol style="list-style-type: none"> <li>a. Create</li> <li>b. Maintain</li> <li>c. Store</li> </ol> </li> <li>7. Describe filing indexing rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage appointment schedule, using established priorities.</li> <li>2. Schedule a patient procedure</li> <li>3. Create a patient's medical record</li> <li>4. Organize a patient's medical record</li> <li>5. File patient medical records</li> <li>6. Utilize an EMR</li> <li>7. Input patient data utilizing a practice management system</li> <li>8. Perform routine maintenance of administrative or clinical equipment</li> <li>9. Perform an inventory with documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Display sensitivity when managing appointments</li> </ol>

<p>8. Differentiate between electronic medical records (EMR) and a practice management system</p> <p>9. Explain the purpose of routine maintenance of administrative and clinical equipment</p> <p>10. List steps involved in completing an inventory</p> <p>11. Explain the importance of data back-up</p> <p>12. Explain meaningful use as it applies to EMR</p>		
<p><b>Cognitive (Knowledge)</b> X.C Legal Implications</p>	<p><b>Psychomotor (Skills)</b> X.P Legal Implications</p>	<p><b>Affective (Behaviors)</b> X.A Legal Implications</p>
<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11. Describe the process in compliance reporting:</p> <p>    a.</p> <p>    b.</p> <p>    c.</p> <p>    d. Incident reports</p> <p>12.</p> <p>13.</p>	<p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20. Complete an incident report related to an error in patient care</p>	

**MEDICAL OFFICE PROCEDURES**  
**MAST 1060**  
**SUMMER SEMESTER 2017 LESSON PLAN**  
**Plan Subject to Change at Discretion of Instructor**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
05/18		First day of class: Introduction to course, syllabi, etc.	<ul style="list-style-type: none"> <li>• Read Chapter 1 and study for Quiz 1</li> <li>• Read Chapter 2 and study for Quiz 2</li> </ul>	
05/23	Ch. 1  Ch. 2	<b>Chapter 1: A Career as an Administrative Medical Assistant</b> <b>Chapter 2: The Health Care Environment: Past, Present, and Future</b>	<b>Quiz 1 Chapter 1</b> <ul style="list-style-type: none"> <li>• Do Workbook pages for Chapter 1</li> <li>• Work on Job Skills for Chapter 1 <b>1-1, 1-2, 1-3, 1-4, 1-5, 1-6</b></li> <li>• Read Chapter 2 and study for Quiz 2</li> </ul> <b>Quiz 2 Chapter 2</b> <ul style="list-style-type: none"> <li>• Do Workbook pages for Chapter 2</li> <li>• Work on Job Skills Chapter 2</li> <li>• <b>2-1, 2-2, 2-3, 2-4, 2-5</b></li> </ul>	1,2,3,9 A, C
05/25		History of Medicine Videos	<a href="#">Study for Abbreviation Quiz 1, page 507</a>	
05/30		<b>HOLIDAY</b>		
06/01	Ch. 3	<b>Chapter 3: Medicolegal and Ethical Responsibilities</b>	<b>Quiz 3 Chapter 3</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 1 page 507</a></li> <li>• Do Workbook pages for Chapter 3</li> <li>• Work on Job Skills Chapter 3 <b>3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7</b></li> </ul>	1 A,C
06/06	Ch. 1-3	TEST 1 CHAPTERS 1-3	<b>Test 1 Chapters 1-3</b> <ul style="list-style-type: none"> <li>• Workbook due</li> <li>• Read Chapter 4</li> <li>• Study for Quiz 4</li> <li>• <a href="#">Study for Abbreviation Quiz 2, page 508</a></li> </ul>	1,2,3,9 A,C
06/08	Ch. 4	<b>Chapter 4: The Art of Communication</b>	<b>Quiz 4 Chapter 4</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 2 page 508</a></li> <li>• Do Workbook pages for Chapter 4</li> <li>• Work on Chapter 4 Job Skills <b>4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 4-11, 4-12, 4-13</b></li> <li>• Videos 1, 2, 3, 4</li> <li>• Read Chapter 5</li> <li>• Study for Quiz 5</li> <li>• <a href="#">Study for Abbreviation Quiz 3, page 509</a></li> </ul>	9 A,C
06/13	Ch. 5	<b>Chapter 5: Receptionist and the Medical Office Environment</b>	<b>Quiz 5 Chapter 5</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 3, page 509</a></li> <li>• Do Workbook pages for Chapter 5</li> <li>• Work on Job Skills Chapter 5 <b>5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9</b></li> <li>• Fire Extinguisher</li> </ul>	1,2,6 A,C

			Study for Test 2 Chapters 4 & 5	
06/15		TEST 2 CHAPTERS 4 & 5	<b>Test 2 Chapters 4 &amp; 5</b> <ul style="list-style-type: none"> <li>• Workbook due</li> <li>• Read Chapter 6</li> <li>• Study for Quiz 6</li> <li>• Read Chapter 7</li> <li>• Study for quiz 7</li> <li>• <a href="#">Study for Abbreviation Quiz 4, pages 510-511</a></li> </ul>	1,2,6 A,C
06/20	Ch. 6 Ch. 7	<b>Chapter 6: Telephone Procedures</b> <b>Chapter 7: Appointments</b> <b>MidTerm</b>	<b>Quiz 6 Chapter 6</b> <ul style="list-style-type: none"> <li>• Do workbook pages for Chapter 6</li> <li>• Work on Job Skills Chapter 6 <b>6-1, 6-2, 6-3, 6-4</b></li> </ul> <b>Quiz 7 Chapter 7</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 4, pages 510-511</a></li> <li>• Do workbook pages for Chapter 7</li> <li>• Work on Job Skills Chapter 7 <b>7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7</b></li> <li>• <b>Study for Test 3 Chapters 6 &amp; 7</b> Have workbook completed</li> </ul>	1,6,9 A,C
06/22		TEST 3 Ch. 6 & 7	<b>Test 3 Chapters 6 &amp; 7</b> <ul style="list-style-type: none"> <li>• Workbook due</li> <li>• Read Chapter 8</li> <li>• Study for Quiz 8</li> <li>• Workbook/Job Skills Chapter 8</li> </ul>	1,2,3,6,9 A,C
06/27	Ch. 8	<b>Chapter 8: Filing Procedures</b> <b>Alphabetization Review</b>	<b>Quiz 8 Chapter 8</b> <ul style="list-style-type: none"> <li>• Do Workbook/Job Skills for Chapter 8</li> <li>• Work on Job Skills Chapter 8 <b>8-1, 8-2, 8-3, 8-4, 8-5</b></li> <li>• Study Alphabetization Rules</li> <li>• Alphabetization Practice Test</li> </ul>	1,4,5,9 A,C
06/29		<b>65% Point of Summer Semester</b>	<ul style="list-style-type: none"> <li>• Alphabetization Test 1</li> <li>• Alphabetization Test 2</li> <li>• Alphabetization Test 3</li> <li>• Read Chapter 9</li> <li>• Study for Quiz 9</li> <li>• <a href="#">Study for Abbreviation Quiz 5, page 514</a></li> </ul>	9 A,C
07/03-07/06		<b>SUMMER BREAK</b>		
07/11	Ch. 9	<b>Chapter 9: Medical Records</b>	<b>Quiz 9 Chapter 9</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 5, page 514</a></li> <li>• Do workbook pages for Chapter 9</li> <li>• Work on Job Skills Chapter 9 <b>9-1, 9-2, 9-3, 9-4, 9-6</b></li> <li>• <b>Study for Test 4 Chapters 8 &amp; 9</b> Have workbook completed</li> </ul>	1,4,5 A,C



07/13		TEST 4 Ch. 8 & 9	<b>Test 4 Chapters 8 &amp; 9</b> <ul style="list-style-type: none"> <li>• Workbook due</li> <li>• Read Chapter 10</li> <li>• Study for Quiz 10</li> <li>• Workbook/Job Skills Chapter 10</li> <li>• <a href="#">Study for Abbreviation Quiz 6, page 515</a></li> </ul>	1,4,5 A,C
07/18	Ch. 10	<b>Chapter 10: Drug and Prescription Records</b>	<b>Quiz 10 Chapter 10</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 6, page 515</a></li> <li>• Do workbook pages for Chapter 10</li> <li>• Work on Job Skills Chapter 10 <b>10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8</b></li> <li>• <b>Study for Test 5 Chapter 10</b> Have workbook completed</li> </ul>	1,4,5 A,C
07/20		TEST 5 Chapter 10	<b>Test 5 Chapter 10</b> <ul style="list-style-type: none"> <li>• Workbook due</li> <li>• Read Chapter 11</li> <li>• Study for Quiz 11</li> <li>• Workbook/Job Skills Chapter 11</li> <li>• <a href="#">Study for Abbreviation Quiz 7, page 516</a></li> </ul>	1,4,5 A,C
07/25	Ch. 11  Ch. 12	<b>Chapter 11: Written Correspondence</b>  <b>Chapter 12: Processing Mail and Electronic Correspondence</b>	<b>Quiz 11 Chapter 11</b> <ul style="list-style-type: none"> <li>• <a href="#">Abbreviation Quiz 7, page 516</a></li> <li>• Do workbook pages for Chapter 11</li> <li>• Work on Job Skills Chapter 11 <b>11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10</b></li> </ul> <b>Quiz 12 Chapter 12</b> <ul style="list-style-type: none"> <li>• Do workbook pages for Chapter 11</li> <li>• Work on Job Skills Chapter 11 <b>12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9</b> Copier, Fax, Postage Machine</li> </ul>	1,7,9 A,C
07/27		TEST 6 Chapter 11 & 12	<b>Test 6 Chapter 11 &amp; 12</b> <ul style="list-style-type: none"> <li>• Workbook due</li> </ul>	1,6,8 A,C
08/02		FINAL EXAM		

**\* 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.