



**TENTATIVE—SUBJECT TO CHANGE**  
**MAST 1060 Medical Office Procedures**  
**COURSE SYLLABUS**  
**Summer Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 4/3750  
Campus/Class Location: Swainsboro Campus/Building 8 Room 8166  
Class Meets: Monday & Wednesday 8:00-12:10  
Course Reference Number (CRN): 60175

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kimberly Brown, BSHS, CMA (AAMA), CCS-P  
Campus/Office Location: Swainsboro Campus/Building 8 Room 8166  
Office Hours: Monday through Wednesday 3:00-5:30; Thursday by appointment  
Email Address: [Kimberly Brown \(kbrown@southeasterntech.edu\)](mailto:kbrown@southeasterntech.edu)  
Phone: 478-289-2243  
Fax Number: 478-289-2336  
Tutoring Hours (if applicable): Available by appointment

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

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

**REQUIRED TEXT**

Administrative Medical Assisting 8<sup>th</sup> edition – French

Cengage Publishing

Cengage Unlimited with MindTap access

4 mo - 9780357700037

12 mo - 9780357700044

24 mo – 9780357700051

<https://www.cengage.com/dashboard/#/course-confirmation/MTPNZMPNG69R/initial-course-confirmation>

**REQUIRED SUPPLIES & SOFTWARE**

3 ring notebook

Paper

Ink pens

Number 2 pencils

Highlighters

Any other supplies deemed necessary throughout the semester

**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, COMP 1000, COLL 1040, ALMA 1000COURSE

## **OUTLINE**

### 1. Office Protocol

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Demonstrate proficiency in medical office etiquette.	Cognitive	Application
2	Discuss appropriate procedures for the beginning and ending of the work day.	Cognitive	Comprehension
3	Recognize personal attributes required in an office.	Cognitive	Analysis

### 2. Time Management

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Identify time management principles and ways to eliminate time wasters.	Cognitive	Knowledge
2	Discuss time management principles to maintain effective office function.	Cognitive	comprehension

### 3. Appointment Scheduling

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Identify different types of appointment scheduling methods. (VI.C.1)	Cognitive	Knowledge
2	Describe scheduling guidelines.	Cognitive	Comprehension
3	Recognize office policies and protocols for handling appointments.	Cognitive	Analysis
4	Manage appointment schedule using established	Psychomotor	Guided

Order	Description	Learning Domain	Level of Learning
	priorities. (VI.P.1)		Response
5	Schedule a patient procedure. (VI.P.2)	Psychomotor	Guided Response
6	Identify critical information required for scheduling patient procedures. (VI.C.3)	Cognitive	Knowledge
7	Display sensitivity when managing appointments. (VI.A.1)	Affective	Responding
8	Identify advantages and disadvantages of following appointment systems. a) Manual b) Electronic (VI.C.2)	Cognitive	Knowledge

#### 4. Medical Records

Order	Description	Learning Domain	Level of Learning
1	Create a patient's medical record. (VI.P.3)	Psychomotor	Guided Response
2	Organize a patient's medical record. (VI.P.4)	Psychomotor	Set
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)	Cognitive	Knowledge
4	Define types of information obtained in the patient's medical record. (VI.C.4)	Cognitive	Knowledge
5	Identify equipment and supplies needed for filing medical records in order to: a) Create b) Maintain c) Store (VI.C.7)	Cognitive	Comprehension
6	Describe filing indexing rules. (VI.P.5)	Cognitive	Comprehension
7	Discuss filing procedures.	Cognitive	comprehension
8	File patient medical records. (VI.P.5)	Psychomotor	Guided Response
9	Identify types of healthcare records.	Cognitive	Knowledge
10	Discuss the process in compliance reporting of an incident report. (X.C.11d)	Cognitive	Comprehension
11	Complete an incident report to an error in patient care. (X.P.7)	Psychomotor	Guided Response

#### 5. Electronic Medical Records

Order	Description	Learning Domain	Level of Learning
1	Explain meaningful use as it applies to an EMR. (VI.C.12)	Cognitive	Comprehension
2	Input patient data utilizing a practice management system. (VI.P.7)	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
3	Differentiate between electronic medical records and a practice management system. (VI.C.8)	Cognitive	Analysis
4	Utilize an electronic medical record. (VI.P.6)	Psychomotor	Origination
5	Discuss principles of using electronic medical records.	Cognitive	Comprehension

#### 6. Medical Office Equipment

Order	Description	Learning Domain	Level of Learning
1	Explain the purpose of routine maintenance of administrative and clinical equipment. (VI.C.9)	Cognitive	Comprehension
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.	Cognitive	Comprehension
3	Perform routine maintenance of administrative or clinical equipment. (VI.P.8)	Psychomotor	Guided Response
4	Explain the importance of data back-up. (VI.C.11)	Cognitive	Comprehension
5	Perform an office inventory with documentation. (VI.P.9)	Psychomotor	Guided Response
6	List steps involved in completing an inventory. (VI.C.10)	Cognitive	Knowledge

#### 7. Medical References

Order	Description	Learning Domain	Level of Learning
1	Develop a current list of community resources related to patients' healthcare needs. (V.P.9)	Psychomotor	Guided Response
2	Use internet to access information related to the medical office.	Psychomotor	Mechanism

#### 8. Mail Services

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the processing of incoming and outgoing mail.	Psychomotor	Guided Response
2	Describe special services offered by the U.S. Postal Service.	Cognitive	Comprehension
3	Describe the classes of mail.	Cognitive	Comprehension
4	Discuss the use of a postage meter.	Cognitive	Comprehension

#### 9. Professional Communication

Order	Description	Learning Domain	Level of Learning
1	Identify styles and types of verbal communication. (V.C.1)	Cognitive	Knowledge

Order	Description	Learning Domain	Level of Learning
2	Identify types of nonverbal communication. (V.C.2)	Cognitive	Knowledge
3	Respond to verbal communication. (V.P.2)	Psychomotor	Guided Response
4	Recognize barriers to communication. (V.C.3)	Cognitive	Analysis
5	Identify techniques for overcoming communication barriers. (V.C.4)	Cognitive	Knowledge
6	Demonstrate: a) Empathy b) Active listening c) Nonverbal communication (V.A.1)	Affective	Responding
7	Report relevant information concisely and accurately. (V.P.11)	Psychomotor	Guided Response
8	Recognize the elements of oral communication using a sender-receiver process. (V.C.5)	Cognitive	Analysis
9	Differentiate between subjective and objective information. (V.C.16)	Cognitive	Analysis
10	Coach patients appropriately considering: a) Cultural diversity b) Developmental life stages c) Communication barriers (V.P.5)	Psychomotor	Set
11	Recognize elements of fundamental writing skills. (V.C.7)	Cognitive	Analysis
12	Describe the basic types of written correspondence utilizing electronic technology. (V.P.8)	Psychomotor	Guided Response
13	Compose professional correspondence utilizing electronic technology. (V.P.8)	Psychomotor	Guided Response
14	Identify different letter styles (full block, modified block, semi-block, and simplified).	Cognitive	Knowledge
15	Demonstrate professional telephone techniques. (V.P.6)	Psychomotor	Guided Response
16	Discuss types of telephone calls and how each type should be handled. (Example: prioritizing and forwarding to other office personnel.)	Cognitive	Comprehension
17	Discuss applications of electronic technology in professional communication. (V.C.8)	Cognitive	Comprehension
18	Document telephone messages accurately. (V.P.7)	Psychomotor	Guided Response
19	Demonstrate proper etiquette when using electronic mail.	Psychomotor	Guided Response
20	Define the principles of self-boundaries. (V.C.11)	Cognitive	Knowledge
21	Define the principles of self-boundaries. (V.A.2)	Affective	Responding
22	Define patient navigator. (V.C.12)	Cognitive	Knowledge
23	Facilitate referrals to community resources in the role of patient navigator. (V.P.10)	Psychomotor	Guided Response
24	Describe the role of the medical assistant as the patient navigator. (V.C.13)	Cognitive	Knowledge

Order	Description	Learning Domain	Level of Learning
25	Relate the following behaviors to professional communication: a) Assertive b) Aggressive c) Passive (V.C.14)	Cognitive	Comprehension
26	Differentiate between adaptive and non-adaptive coping mechanisms. (V.C.15)	Cognitive	Analysis
27	Discuss the theories of: a) Maslow b) Erikson c) Kubler-Ross (V.C.17)	Cognitive	Analysis
28	Demonstrate respect for individual diversity including: a) Gender b) Race c) Religion d) Age e) Economic status f) Appearance (V.A.3)	Affective	Responding
29	Discuss examples of diversity: a) Cultural b) Social c) Ethnic (V.C.18)	Cognitive	Comprehension

### GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

### STUDENT REQUIREMENTS

Students are required to abide by all of the policies, rules, and regulations of Southeastern Technical College, as published in the *STC Catalog and Handbook*. *STC Catalog and Handbook Related Policies and Procedures* are found online at [STC's Website \(http://www.southeasterntech.edu\)](http://www.southeasterntech.edu).

Students are expected to complete all reading, tests, and daily assignments by the specified date. This includes tests, quizzes, MindTap, and any special projects assigned by the instructor throughout the course. *A final unit test average of 75 is required to sit for the final exam. Grades of 74.9 will not be rounded up. If you have below a 75 average, you will receive a "0" for your final test grade.*

Students must satisfactorily complete each skill competency area (psychomotor and affective) successfully with an 85% or better. 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" (Withdrawn Failing) or "F" (Failing 0-59). Students will be given three (3) opportunities to demonstrate each skill competency.

Critical thinking is also a necessary part of the learning process in this course. The student is expected to

complete all critical thinking assignments prior to class. Situations will be included on tests in order to test critical thinking ability.

The use of proper grammar, correct spelling, and writing principles is expected in all work. Full credit will not be granted for work that contains grammar or spelling errors.

### **ATTENDANCE GUIDELINES**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

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

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

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

### **ASSIGNMENTS**

The lesson plan is subject to change at instructor's discretion. Late assignments are assessed ten-points each day. Three (3) days past the due date, the assignments are not accepted; a grade of zero (0) is assigned. It is the student's responsibility to make sure all assignments are completed and submitted by the 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, and assignment name. Failure to include this information will result in a five (5) point reduction.

### **CLASSROOM RULES**

All cell phones will be turned off at the beginning of class time. Any cell phone that rings during class will become property of the instructor until further notice. This is not only a distraction to the instructor, but to other students as well. If you have an emergency, please discuss options with me prior to class. There will be no eating or drinking in the classroom

### **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 1208  
**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

### **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 1208  
**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

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.

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

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

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

No make-up exams are allowed without a physician's excuse that must be provided to the instructor within three (3) days of the absence. If an exam is missed, the student will be allowed to take the exam during one hour at the end of the semester (date to be scheduled by the instructor). There will be no exceptions to this policy. If you are absent or late on the day a chapter quiz is given, you will receive a "0" for that grade.

**LOWEST EXAM GRADES ARE NOT DROPPED.**

### **ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for



discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

## **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## **STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (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:

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

### ACCESSIBILITY STATEMENT

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

### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

### ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

### TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

### GRADING POLICY

Assessment/Assignment	Percentage
Tests	60%
Quizzes	10%
MindTap	10%
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 for Medical Assistants Medical Assisting Education Review Board (MAERB) 2015 Curriculum Requirements**

Cognitive (Knowledge Base)	Psychomotor (Skills)	Affective (Behavior)
<p><b>V.C. Concepts of Effective Communication</b></p> <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>7. Recognize elements of fundamental writing skills.</li> <li>8. Discuss applications of electronic technology in professional communication.</li> <li>10. Define medical terminology 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>	<p><b>V.P. Concepts of Effective Communication</b></p> <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>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>	<p><b>V.A Concepts of Effective Communication</b></p> <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>5. Demonstrate awareness of the territorial boundaries of a 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 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>Psychomotor (Skills)</b>	<b>Affective (Behavior)</b>
<p><b>VI.C Administrative Functions</b></p> <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> <li>8. Differentiate between electronic medical records (EMR) and a practice management system.</li> <li>9. Explain the purpose of routine maintenance of administrative and clinical equipment.</li> <li>10. List steps involved in completing an inventory.</li> <li>11. Explain the importance of data back-up.</li> <li>12. Explain meaningful use as it applies to Electronic Medical Records (EMR).</li> </ol>	<p><b>VI.P Administrative Functions</b></p> <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 Electronic Medical Record (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>	<p><b>VI.A Administrative Functions</b></p> <ol style="list-style-type: none"> <li>1. Display sensitivity when managing appointments.</li> </ol>

Cognitive (Knowledge Base)	Psychomotor (Skills)	Affective (Behavior)
<p><b>X.C Legal Implications</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between scope of practice and standards of care for medical assistants.</li> <li>2. Compare and contrast provider and medical assistant roles in terms of standard of care.</li> <li>3. Describe the components of the Health Information Portability and Accountability Act (HIPAA)</li> <li>4. Summarize the Patient Bill of Rights</li> <li>5. Discuss licensure and certification as they apply to health care providers</li> <li>6. Compare civil and criminal laws as they apply to the participating medical assistant.</li> <li>7. Define: a.) negligence, b.) malpractice, c.) statute of limitation, d.) Good Samaritan Act, e.) Uniform Anatomical Gift Act, f.) living will/advance directives, g.) medical durable power of attorney, h.) Patient Self Determination Act (PSDA), i.) risk management</li> <li>8. Describe the following types of insurance: a.) liability, b.) professional (malpractice) c.) personal injury</li> <li>10. Identify Health Information Technology for Economic and Clinical Health (HITECH) Act</li> </ol>	<p><b>X.P Legal Implications</b></p> <ol style="list-style-type: none"> <li>1. Locate a state's legal scope of practice for medical assistants</li> <li>2. Apply HIPAA rules in regard to privacy and release of information</li> <li>4. Apply the Patient's Bill of Rights as it relates to a.) choice of treatment, b.) consent for treatment, and c. refusal of treatment</li> <li>6. Report illegal activity in the health care setting following proper protocol</li> <li>20. Complete an incident report related to an error in patient care.</li> </ol>	<p><b>X.A Legal Implications</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate sensitivity to patient rights</li> <li>2. Protect the integrity of the medical record</li> </ol>

Cognitive (Knowledge Base)	Psychomotor (Skills)	Affective (Behavior)
<ol style="list-style-type: none"> <li>11. Describe the process in compliance reporting <ol style="list-style-type: none"> <li>a. unsafe activities</li> <li>b. errors in patient care</li> <li>c. conflicts of interest</li> <li>d. incident reports</li> </ol> </li> <li>12. Describe compliance with public health statutes. <ol style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, negligence, and exploitation</li> <li>c. wounds of violence</li> </ol> </li> <li>13. Define the following legal terms. <ol style="list-style-type: none"> <li>a. informed consent</li> <li>b. implied consent</li> <li>c. expressed consent</li> </ol> </li> </ol>		

d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondeat superior i. res ipsa loquitor j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-meidation n. Good Samaritan laws		
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<b>Cognitive (Knowledge Base)</b>	<b>Psychomotor (Skills)</b>	<b>Affective (Behavior)</b>
<b>XI.C Ethical Considerations</b> 1. Define ethics and morals 2. Differentiate between personal and professional ethics. 3. Identify the effect of personal morals on professional performance.	<b>XI.P Ethical Considerations</b> 1. Develop a plan for separation of personal and professional ethics 2. Develop appropriate responses to ethical issues	<b>XI.A Ethical Considerations</b> 1. Recognize the impact personal ethics and morals have on the delivery of health care.

<b>Cognitive (Knowledge Base)</b>	<b>Psychomotor (Skills)</b>	<b>Affective (Behavior)</b>
<b>XII.C Protective Practices</b> 3. Discuss fire safety issues in a healthcare environment 8. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency	<b>XII.P Protective Practices</b> 2. Demonstrate proper use of b. fire extinguishers 4. Participate in mock environmental exposure even with documentation of specific steps taken 5. Evaluate the work environment to identify unsafe working conditions	<b>XII.A Protective Practices</b> 1. Recognize the physical and emotional effects of persons involved in emergency situation 2. Demonstrate self-awareness in responding to emergency situations

**MAST 1060 Medical Office Procedures**  
**Summer Semester 2019 Lesson Plan**  
**Subject to Change at Instructor's Discretion**

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
05/15		First day of class: Introduction to course, syllabi, etc.	Read Chapter 1 and study for Quiz 1 Read Chapter 2 and study for Quiz 2	
5/20	Chapter 1  Chapter 2	<p><b>Chapter 1: A Career as a Medical Assistant</b>            Job Skills for Chapter 1</p> <ul style="list-style-type: none"> <li>• Interpret and accurately spell medical terms and abbreviations (1-1)</li> <li>• Use the Internet to look up key terms and hear pronunciations (1-2)</li> <li>• Prioritize a task list to practice time management skills (1-3)</li> <li>• Use the internet to obtain information on certification or registration (1-4)</li> <li>• Use the internet to test your knowledge of anatomy and physiology or medical terminology (1-5)</li> <li>• Develop a medical practice survey (1-6)</li> </ul> <p><b>Chapter 2: The Health Care Environment: Past, Present, and Future</b></p>	<p><b>Quiz 1 Chapter 1</b>  <b>Quiz 2 Chapter 2</b>            Complete MindTap exercises            Job Skills for Chapters 1 and 2</p> <p>Job Skills for Chapter 2</p> <ul style="list-style-type: none"> <li>• Use the internet to research and write an essay about a medical pioneer (2-1)</li> <li>• Direct patients to specific hospital departments (2-2)</li> <li>• Refer patients to the correct physician specialist (2-3)</li> <li>• Define abbreviations for health care professionals (2-4)</li> <li>• Determine basic skills needed by the administrative medical assistant (2-5)</li> </ul>	1,2,3,9 a,c
5/22		History of Medicine Videos	Study for Abbreviation Quiz 1, page 507 Read Chapter 3 study for Quiz 3	
5/27		HOLIDAY		

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
5/29	Chapter 3	<p><b>Chapter 3: Medicolegal and Ethical Responsibilities</b></p> <p>Job Skills for Chapter 3</p> <ul style="list-style-type: none"> <li>• List personal ethics and set professional ethical goals (3-1)</li> <li>• Complete an authorization form to release medical records (3-2)</li> <li>• Download state-specific scope of practice laws and determine parameters for a medical assistant (3-3)</li> <li>• Compose a letter of withdrawal (3-4)</li> <li>• View a MedWatch online form and learn submitting requirements (3-5)</li> <li>• Print the Patient Care Partnership online brochure and apply it to the medical office setting (3-6)</li> <li>• Download and compare state-specific advance directives (3-7)</li> </ul>	<p><b>Quiz 3 Chapter 3</b></p> <p><b>Abbreviation Quiz 1 page 507</b></p> <p>Complete MindTap exercises</p> <p>Study for Test 1 Chapters 1-3</p>	<p>1</p> <p>a,c</p>
6/3	Chapters 1-3	<p><b>MindTap and Job Skills DUE</b></p>	<p><b>Test 1 Chapters 1-3</b></p> <p>Read Chapter 4 and study for Quiz 4</p> <p>Read Chapter 5 and study for Quiz 5</p> <p>Study for Abbreviation Quiz 2, page 508</p>	<p>1,2,3,9</p> <p>a,c</p>



Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
6/5	Chapter 4  Chapter 5	<p><b>Chapter 4: The Art of Communication</b> Job Skills</p> <ul style="list-style-type: none"> <li>• Demonstrate body language (4-1)</li> <li>• Use the Internet to research active listening skills and write a report (4-2)</li> <li>• Communicate with a child via role-playing (4-3)</li> <li>• Communicate with an older adults via role-playing (4-4)</li> <li>• Name unique qualities of other cultures (4-5)</li> <li>• Communicate with a hearing-impaired patient via role-playing (4-6)</li> <li>• Communicate with a visually impaired patient via role-playing (4-7)</li> <li>• Communicate with a speech-impaired patient via role-playing (4-8)</li> <li>• Communicate with a patient who has an impaired level of understanding via role-playing (4-9)</li> <li>• Communicate with an anxious patient via role-playing (4-10)</li> <li>• Communicate with an angry patient via role-playing (4-11)</li> <li>• Communicate with a patient and his or her family members and friends via role-playing (4-12)</li> <li>• Communicate with a coworker on the health care team via role-playing (4-13)</li> </ul> <p><b>Chapter 5: The Receptionist and the Medical Environment</b></p>	<p><b>Quiz 4 Chapter 4</b> <b>Quiz 5 Chapter 5</b> <b>Abbreviation Quiz 2, page 508</b></p> <p>Complete MindTap exercises Job Skills for Chapter 4</p> <p>Complete MindTap exercises and Job Skills for Chapter 5 Videos 1,2,3,4</p> <p>Study for Test 2 Chapters 4 and 5</p> <p>Job Skills for Chapter 5</p> <ul style="list-style-type: none"> <li>• Prepare a patient registration form (5-1)</li> <li>• Prepare an application form for a disabled person placard (5-2)</li> <li>• Research community resources for patient referrals and patient education (5-3)</li> <li>• Assess and use proper body mechanics (5-4)</li> <li>• Evaluate the work or school environment and develop a safety plan (5-5)</li> <li>• Take steps to prevent and prepare for fires in a health care setting (5-6)</li> <li>• Demonstrate proper use of a fire extinguisher (5-7)</li> <li>• Determine potential disaster hazards in your local community (5-8)</li> </ul> <p>Develop an emergency response template with an evacuation plan (5-9)</p>	1,2,6,9 a,c
6/10	Chapters 4-5	<b>MindTap and Job Skills DUE</b>	<p><b>Test 2 Chapters 4-5</b></p> <p>Read Chapter 6 and study for Quiz 6</p> <p>Read Chapter 7 and study for Quiz 7</p> <p>Study for Abbreviation Quiz 3, page 509</p>	1,2,6 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
6/12	Chapter 6 Chapter 7	<p><b>Chapter 6: Telephone Procedures</b> Job Skills</p> <ul style="list-style-type: none"> <li>• Screen incoming telephone calls (6-1)</li> <li>• Prepare telephone message forms (6-2)</li> <li>• Document telephone messages and physician responses (6-3)</li> </ul> <p>Role-play emergency telephone scenarios (6-4)</p> <p><b>Chapter 7: Appointments</b> Job Skills</p> <ul style="list-style-type: none"> <li>• Set up appointment matrix (7-1)</li> <li>• Schedule appointments (7-2)</li> <li>• Prepare an appointment reference sheet (7-3)</li> <li>• Complete appointment cards (7-4)</li> <li>• Abstract information and complete a hospital/surgery scheduling form (7-5)</li> <li>• Transfer surgery scheduling information to a form letter (7-6)</li> </ul> <p>Complete requisition forms to schedule outpatient diagnostic tests (7-7)</p>	<p><b>Quiz 6 Chapter 6</b> <b>Quiz 7 Chapter 7</b> <b>Abbreviation Quiz 3, page 509</b></p> <p>Complete MindTap exercises and Job Skills for Chapters 6 and 7 Study for Test 3 Chapters 6 and 7</p>	1,6,9 a,c
6/17	Chapters 6-7	<p><b>MID TERM FOR SUMMER SEMESTER</b> <b>MindTap and Job Skills DUE</b></p>	<p><b>Test 3 Chapters 6-7</b></p> <p>Read Chapter 8 and study for Quiz 8 Read Chapter 9 and study for Quiz 9 Study for Abbreviation Quiz 4, pages 510-511</p>	1,2,3,6,9 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
6/19	Chapter 8 Chapter 9	<p><b>Chapter 8: Filing Procedures</b>  <b>Alphabetization Review</b>            Job Skills</p> <ul style="list-style-type: none"> <li>• Determine filing units (8-1)</li> <li>• Index and file names alphabetically (8-2)</li> <li>• File patient and business names alphabetically (8-3)</li> </ul> <p>Index names on file folder labels and arrange file cards in alphabetical order (8-4)</p> <p><b>Chapter 9: Medical Records</b>            Job Skills</p> <ul style="list-style-type: none"> <li>• Prepare a patient record and insert progress notes (9-1)</li> <li>• Prepare a patient record and format chart notes (9-2)</li> <li>• Correct a medical record (9-3)</li> <li>• Abstract from a medical record (9-4)</li> <li>• Prepare a history and physical (H&amp;P) report (9-5)</li> <li>• Record test results on a flow sheet (9-6)</li> </ul>	<p><b>Quiz 8 Chapter 8</b>  <b>Abbreviation Quiz 4, pages 510-511</b>            Complete MindTap exercises and Job Skills for Chapter 8            Study alphabetization rules            Alphabetization Practice Test  <b>Quiz 9 Chapter 9</b>            Complete MindTap exercises and Job Skills for Chapter 9            Study for Test 4 Chapters 8-9</p>	1,4,5,9 a,c
6/24		<b>65% POINT FOR SUMMER SEMESTER</b>	<p><b>Alphabetization Test 1</b>  <b>Alphabetization Test 2</b>  <b>Alphabetization Test 3</b>  <b>Abbreviation Quiz 5, page 514</b>            Study for Test 4 Chapters 8-9</p>	9 a,c
6/26	Chapters 8-9	<p><b>MindTap and Job Skills DUE</b>            Work on Emergency Preparedness Projects</p>	<p><b>Test 4 Chapters 8-9</b>            MindTap and Job Skills due            Read Chapter 10 and study for Quiz 10            Study for Abbreviation Quiz 6, page 515</p>	1,4,5 a,c
7/2-7/5		<b>SUMMER BREAK!!</b>		
7/8		Present Emergency Preparedness Projects		1,4,5 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
7/10	Chapter 10	<b>Chapter 10: Drug and Prescription Records</b> Job Skills <ul style="list-style-type: none"> <li>• Spell drug names (10-1)</li> <li>• Determine the correct spelling of drug names (10-2)</li> <li>• Use a drug reference book to locate information (10-3)</li> <li>• Translate prescriptions (10-4)</li> <li>• Record prescription refills in medical records (10-5)</li> <li>• Write a prescription (10-6)</li> <li>• Interpret a medication log (10-7)</li> <li>• Record on a medication schedule (10-8)</li> </ul>	<b>Quiz 10 Chapter 10</b> Complete MindTap exercises and Job Skills for Chapter 10 <b>Abbreviation Quiz 6, page 515</b> Study for Test 5 Chapter 10	1,4,5 a,c
7/15	Chapter 10	<b>MindTap and Job Skills DUE</b>	<b>Test 5 Chapter 10</b> MindTap and Job Skills Due Reach Chapter 11 and study for Quiz 11 Read Chapter 12 and study for Quiz 12 Study for Abbreviation Quiz 7, page 516	1,4,5 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
7/17	Chapter 11  Chapter 12	<p><b>Chapter 11: Written Correspondence</b> Job Skills</p> <ul style="list-style-type: none"> <li>• Spell medical words (11-1)</li> <li>• Key a letter of withdrawal (11-2)</li> <li>• Edit Written Communication (11-3)</li> <li>• Compose and key a letter for a failed appointment (11-4)</li> <li>• Compose and key a letter for an initial visit (11-5)</li> <li>• Compose and key a letter to another physician (11-6)</li> <li>• Compose and key a letter requesting payment (11-7)</li> <li>• Key two interoffice memorandums (11-8)</li> <li>• Abstract information from a medical record; compose and key a letter (11-9)</li> <li>• Key a two-page letter (11-10)</li> </ul> <p><b>Ch. 12: Processing Mail and Electronic Correspondence</b> Job Skills</p> <ul style="list-style-type: none"> <li>• Process incoming mail (12-1)</li> <li>• Annotate mail (12-2)</li> <li>• Classify outgoing mail (12-3)</li> <li>• Address small envelopes for Optical Character Recognition (OCR) scanning (12-4)</li> <li>• Complete a mail-order form for postal supplies (12-5)</li> <li>• Compose a letter and prepare an envelope for Certified Mail (12-6)</li> <li>• Key and fold an original letter; address a small envelope for Certified Mail, Return Receipt requested (12-7)</li> <li>• Key and fold an original letter; address a large envelope for Certified Mail, Return Receipt requested (12-8)</li> <li>• Prepare a cover sheet for fax transmission (12-9)</li> </ul>	<p><b>Quiz 11 Chapter 11</b> <b>Quiz 12 Chapter 12</b> <b>Abbreviation Quiz 7, page 516</b> Complete MindTap and Job Skills for Chapters 11 and 12 Study for Test 6 Chapters 11 and 12</p>	1,7,9 a,c
7/22	Chapters 11-12	<b>MindTap and Job Skills DUE</b>	<b>Test 6 Chapters 11-12</b> Study for Final Exam!!	1,7,9 a,c

Date/ Week	Chapter/ Lesson	Content	Assignments & Tests Due Dates	Competency Area
7/24		<b>FINAL EXAM!!</b>		1,2,3,4,5,6,7,8, 9 a,b,c

**COMPETENCY AREAS: (WILL VARY FOR EACH COURSE/TAKEN FROM STATE STANDARDS)**

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.