

Prepared by the Department of: Health Sciences

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Effective: Fall 2017

1. Course Number: MAC 101**Course Title: Fundamentals of Medical Assisting**

2. Description: This introductory course for the medical assisting certificate is designed to bring together a learning community of students to explore the role of the professional medical assistant, the health care team, the history of the profession, credentialing requirements. They will learn to obtain patient histories, vital signs, principles of infection control, etc. **Prior to admission to this course the student must attend an information session and an advising session.**

3. Student Learning Outcomes (instructional objectives: intellectual skills):

Upon successful completion of this course, students are able to do the following:

Cognitive (Knowledge):

- Describe structural organization of the human body
- Identify body systems
- Describe:
 - a. Body planes
 - b. Directional terms
 - c. Quadrants
 - d. Body cavities
- List major organs in each body system
- Identify the anatomical location of major organs in each body system
- Compare structure and function of the human body across the life span
- Describe the normal function of each body system
- Compare structure and function of the human body across the life span
- Describe the normal function of each body system
- Identify common pathology related to each body system including:
 - a. Signs
 - b. Symptoms
 - c. Etiology
- Analyze pathology for each body system including:
 - a. Diagnostic measures
 - b. Treatment modalities
- List major types of infectious agents
- Describe the infection cycle including:
 - a. The infectious agent
 - b. Reservoir
 - c. Susceptible host
 - d. Means of transmission
 - e. Portals of entry
 - f. Portals of exit
- Define the following as practiced within an ambulatory care setting:
 - a. Medical asepsis
 - b. Surgical asepsis
- Identify methods of controlling the growth of microorganisms
- Define the principles of standard precautions
- Define personal protective equipment (PPE) for:
 - a. All body fluids, secretions and excretions
 - b. Blood
 - c. Non-intact skin
 - d. Mucous membranes
- Identify Center for Disease Control (CDC) regulations that impact healthcare practices

- Describe dietary nutrients including:
 - a. Carbohydrates
 - b. Fat
 - c. Protein
 - d. Minerals
 - e. Electrolytes
 - f. Vitamins
 - g. Fiber
 - h. Water
- Define the function of dietary supplements
- Identify the special dietary needs for:
 - a. Weight control
 - b. Diabetes
 - c. Cardiovascular disease
 - d. Hypertension
 - e. Cancer
 - f. Lactose sensitivity
 - g. Gluten-free
 - h. Food allergies
- Identify styles and types of verbal communication
- Identify types of nonverbal communication
- Recognize barriers to communication
- Identify techniques for overcoming communication barriers
- Recognize the elements of oral communication using a sender-receiver process
- Define coaching a patient as it relates to;
 - a. Health maintenance
 - b. Disease prevention
 - c. Compliance with treatment plan
 - d. Community resources
 - e. Adaptations relevant to individual patient needs
- Identify medical terms labeling the word parts
- Define medical terms and abbreviations related to all body systems
- Define the principles of self-boundaries
- Define patient navigator
- Describe the role of the medical assistant as a patient navigator
- Relate the following behaviors to professional communication:
 - a. Assertive
 - b. Aggressive
 - c. Passive
- Differentiate between adaptive and non-adaptive coping mechanisms
- Differentiate between subjective and objective information
- Discuss the theories of:
 - a. Maslow
 - b. Erikson
 - c. Kubler-Ross
- Discuss examples of diversity:
 - a. Cultural
 - b. Social
 - c. Ethnic
- Differentiate between scope of practice and standards of care for medical assistants
- Compare and contrast provider and medical assistant roles in terms of standard of care
- Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
- Summarize the Patient Bill of Rights
- Discuss licensure and certification as they apply to healthcare providers
- Compare criminal and civil law as they apply to the practicing medical assistant

- Define:
 - 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
 - h. Patient Self Determination Act (PSDA)
 - i. Risk management
- Describe the process of compliance reporting:
 - a. Unsafe activities
 - b. Errors in patient care
 - c. Conflicts of interest
 - d. Incident reports
- Describe compliance with public health statutes:
 - a. Communicable diseases
 - b. Abuse, neglect, and exploitation
 - c. Wounds of violence
- Define the following medical legal terms;
 - a. Informed consent
 - b. Implied consent
 - c. Expressed consent
 - d. Patient incompetence
 - e. Emancipated minor
 - f. Mature minor
 - g. Subpoena duces tecum
 - h. Respondent superior
 - i. Res Ipsa loquitor
 - j. Locum tenens
 - k. Defendant-plaintiff
 - l. Deposition
 - m. Arbitration-mediation
 - n. Good Samaritan laws
- Differentiate between personal and professional ethics

Psychomotor (Skills):

- Measure and record:
 - a. Blood pressure
 - b. Temperature
 - c. Pulse
 - d. Respirations
 - e. Height
 - f. Weight
 - g. Length (infant)
 - h. Head circumference (infant)
 - i. Pulse oximetry
- Produce up-to-date documentation of provider/professional level CPR
- Select appropriate barrier/personal protective equipment (PPE)
- Perform handwashing
- Prepare a sterile field
- Perform a sterile field
- Demonstrate proper disposal of biohazardous material
 - a. Sharps
 - b. Regulated wastes
- Instruct a patient according to patient's special dietary needs
- Use feedback techniques to obtain patient information including:
 - a. Reflection
 - b. Restatement
 - c. Clarification

- Respond to nonverbal communication
- Use medical terminology correctly and pronounced accurately to communicate information to providers and patients
- Coach patients regarding:
 - a. Health maintenance
 - b. Disease prevention
 - c. Treatment plan
- Coach patients appropriately considering:
 - a. Cultural diversity
 - b. Developmental life stage
 - c. Communication barriers
- Develop a current list of community resources related to patients' healthcare needs
- Facilitate referrals to community resources in the role of a patient navigator
- Report relevant information concisely and accurately
- Locate a state's legal scope of practice for medical assistants
- Apply HIPAA rules in regard to:
 - a. Privacy
 - b. Release of information
- Document patient care accurately in the medical record
- Apply the Patient's Bill of Rights as it relates to:
 - a. Choice of treatment
 - b. Consent for treatment
 - c. Refusal of treatment
- Perform compliance reporting based on public health statutes
- Develop a plan for separation of personal and professional ethics
- Demonstrate appropriate response(s) to ethical issues
- Comply with:
 - a. Safety signs
 - b. Symbols
 - c. Labels
- Demonstrate proper use of:
 - a. Eyewash equipment
 - b. Fire extinguishers
 - c. Sharps disposal containers
- Use proper body mechanics
- Participate in a mock exposure event with documentation of specific steps

Affective (Behavior):

- Incorporate critical thinking skills when performing patient assessment
- Incorporate critical thinking skills when performing patient care
- Show awareness of a patient's concerns related to the procedure being performed
- Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings
- Show awareness of patient's concerns regarding a dietary change
- Demonstrate:
 - a. Empathy
 - b. Active listening
 - c. Nonverbal communication
- Demonstrate the principles of self-boundaries
- Demonstrate respect for individual diversity including;
 - a. Gender
 - b. Race
 - c. Religion
 - d. Age
 - e. Economic status
 - f. Appearance
- Demonstrate sensitivity to patient rights

- Protect the integrity of the medical record
- Recognize the impact personal ethics and morals have on the delivery of healthcare

4. **Credits:** 3 credits

5. **Satisfies General Education Requirement:** No

6. **Prerequisites:** BIT103 (Medical Terminology) and BIO105 (Survey of Human Anatomy & Physiology)

7. **Semester(s) Offered:** Fall

8. **Suggested General Guidelines for Evaluation:** The final grade will be based on the following:

- Cognitive testing of theory content
- Completion of written and preparatory assignments
- Skills testing of procedures
- Demonstration of defined professional behaviors, class participation, mutual respect, attendance and punctuality

9. General Topical Outline (Optional):

This syllabus reflects content required by The Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE) and the Content Requirements for Commission on Accreditation of Allied Health Programs (CAAHEP)

Topics, Cognitive and Behavioral Outcomes:

1. Introduction to the Medical Assisting Program

Upon Completion of this unit, the student will be able to:

- ❖ Repeat the Medical Assisting Program expectations
- ❖ Describe strategies and study skills to enhance learning
- ❖ Employ library skills

2. Introduction to the role of the medical assistant

Upon completion of this unit, the student will be able to:

- ❖ Discuss the history of the profession
- ❖ Describe the national credentialing requirements
- ❖ Define the role, responsibilities and boundaries of the Medical Assistant
- ❖ List the other members of the healthcare team and their roles
- ❖ Identify a variety of medical specialties.
- ❖ Describe the characteristics of a successful medical assistant, i.e., attitude, image and demeanor
- ❖ Contribute to the caring climate of the medical assisting program where faculty care for one another and the students, and the students take care of each other for the purpose of developing a positive, caring attitude with colleagues and patients

3. Interpersonal communication in the medical setting

Upon completion of this unit, the student will be able to:

- ❖ Recognizes and responds appropriately to non-verbal and verbal cues
- ❖ Participates in telephone and interpersonal role-playing scenarios
- ❖ Identifies some cultural and generational differences in verbal and non-verbal communication
- ❖ Interprets Health Insurance Portability and Accountability Act (HIPAA) regulations on confidentiality related to verbal and written communication
- ❖ Describes conditions that may require adjustment in communication methods

4. Legal and Ethical issues

Upon completion of this unit, the student will be able to:

- ❖ Participate in discussions of ethical issues and dilemmas that occur in the health care setting
- ❖ Identify the 5 steps in ethical decision-making
- ❖ Discuss common legal issues with implications for the healthcare setting
- ❖ Describe examples of ethical boundaries and potential legal issues

5. Basic principles of psychology as they relate to the role of the medical assistant

Upon completion of this unit, the student will be able to:

- ❖ Identify some of the basic principles of psychology
- ❖ Describe the influences on behavior related to heredity, culture and environment
- ❖ Describe Strategies for Dealing with Difficult Behaviors and Conflict
- ❖ List developmental stages of the life cycle

6. Introduction to Conducting a Patient Interview

Upon completion of this unit, the student will be able to:

- ❖ Utilize communication skills that demonstrate a positive attitude
- ❖ Use appropriate verbal and non-verbal communication while simulating a patient interview with classmates.
- ❖ Interview a classmate to obtain the health history and chief complaint
- ❖ Accurately record a patient history

7. The Clinical Record

Upon completion of this unit, the student will be able to:

- ❖ List the major components of the patient record
- ❖ List and define six parts of a patient history
- ❖ Discuss the importance of the correct documentation and confidentiality of the record according to Health Insurance Portability and Accountability Act (HIPAA) regulations
- ❖ Demonstrate the legal technique used to make corrections in the patient record

8. Vital Signs / Height and Weight Measurement

Upon completion of this unit, the student will be able to:

- ❖ Define the terminology associated with vital signs
- ❖ Demonstrate proficiency in the skills needed to obtain accurate measurement of vital signs, height and weight
- ❖ Explain reasons for obtaining each of the vital signs, height and weight
- ❖ Accurately record vital signs, height and weight
- ❖ Demonstrate memorization of the normal vital sign ranges for all ages

9. Basic Principles of Infection Control

Upon completion of this unit, the student will be able to:

- ❖ Explain standard precautions and demonstrate proper handwashing
- ❖ Name five types of microorganisms and an example of a disease caused by each
- ❖ Identify the requirements for microorganisms to thrive
- ❖ Describe the six steps in the process of infection

10. Patients with Special Needs:

Upon completion of this unit, the student will be able to:

- ❖ Describe five age groups commonly used for children from human growth and development literature and selected physical and emotional changes in each group.
- ❖ Provide suggestions for parents to prepare a child for a visit to the doctor
- ❖ Describe appropriate ways of interacting with selected age groups.
- ❖ Demonstrates ability to teach patient about a health issue or disease prevention.
- ❖ Identify concerns when dealing with sensory losses.

11. Cultural Competency

Upon completion of this unit, the student will be able to:

- ❖ Identifies strategies for improving the cross-cultural caregiver/patient relationship.
- ❖ Identifies strategies for communicating with limited English-speaking patients.
- ❖ Identifies strategies for improving the effectiveness of interpreters.
- ❖ Identifies strategies for improving cross-cultural patient satisfaction and compliance.

12. Exploration of Community Resources

Upon completion of this unit, the student will be able to:

- ❖ Explain community resources available to patients.(VNA, meals on wheels, senior center, daycare centers, immunization clinics, blood pressure clinics, etc)
- ❖ Produce a paper and presentation on community resources in their own community
- ❖ Select, using clear rationale, a specialty area for his/her clinical placement

13. Final exam and Skills testing

Upon successful completion of this unit, the student will have:

- ❖ Demonstrated cognitive knowledge through obtaining 75% or better in a written exam
- ❖ Practical knowledge will be determined through a skills test in which five procedures will be chosen at random for the student to demonstrate proficiency at a 75% or better cumulative score. The student must pass both cognitive and practical knowledge tests in order to pass the course.