**1.** **COURSE TITLE\*:** Medical Laboratory Techniques

**2.** **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  MAST 2215

**3.** **PREREQUISITE(S)\*:** MAST 1101, MAST 1115

**CO-REQUISITE(S)\*:** MAST 2220, MAST 2230, MAST 2240

**4.** **COURSE TIME/LOCATION/MODALITY:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Course Time: | Course Location: |

**5.** **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 2

**LABORATORY HOURS\*:** 1 (2 Contact) **OBSERVATION HOURS\*:** 0

**6.** **FACULTY CONTACT INFORMATION:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Instructor: | Phone: |
| Email: | Term: |
| Office Hours:  | Days/Time: |
| Office Campus/Room: | Course Campus/Room: |
| Course Webpage/Login: |

**7.** **COURSE DESCRIPTION\*:**

An introduction to diagnostic laboratory procedures performed in the physician’s office and medical laboratory science. Principles of laboratory procedures will be studied by observation, discussion, and practice in the laboratory sessions with emphasis on collection, proper handling, including blood and body fluid restrictions, and identification of specimens, basic hematology procedures, routine urinalysis, rapid strep, pregnancy tests, and venipuncture for competency.

**8.** **LEARNING OUTCOMES\*:**

* To achieve proficient entry-level medical assisting skills for safe and effective performance of patient care in the ambulatory setting, with the understanding of their application to real life and/or on-the-job situations.

Medical assistant students will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants and in effective communication, both orally and written.

**Upon successful completion of this course, the student will be able to:**

Communication:

* Define, spell, and pronounce the terms listed in the vocabulary.
* Define abbreviations commonly used in the field of medicine.
* Explain the use of medical abbreviations in written communications in the medical office.

Clinical Laboratory:

* Discuss the role of the clinical laboratory in patient care and the medical assistant’s role in coordinating laboratory tests and results.
* Describe the essential elements of a laboratory requisition.
* Explain chain of custody and illustrate why it is important.
* Discuss specimen collection, including importance of sensitivity to patients’ rights.
* Explain the differences and similarities between quality assurance and quality control.
* Demonstrate use of laboratory equipment.

Urinalysis:

* Understand the purpose of routine urinalysis.
* Explain the various means and methods used for collection of urine specimens.
* Prepare urine specimen for microscopic evaluation.
* Instruct a patient in the collection of a timed urine specimen and a clean-catch midstream urine specimen.
* Perform a complete urinalysis and pregnancy testing.

Blood Collection:

* List the equipment needed for venipuncture.
* Describe the types of sharps used in phlebotomy.
* Explain how to apply a tourniquet and three consequences of improper application.
* Explain why one chooses a syringe for blood collection rather than an evacuated tube.
* State the correct order in which various types of tubes should be collected.
* List, in order, the steps of a routine venipuncture.
* Perform venipuncture using evacuated tube method.
* Perform a venipuncture using a winged infusion set.
* Perform a venipuncture using syringe method.
* Perform a capillary puncture.
* Discuss problems associated with venipuncture and possible solutions.
* Explain the consequences of an accidental needlestick.
* Describe a plan of action after an accidental sharps exposure.
* Be familiar with chain of custody procedures.

Blood Analysis:

* Describe handling and transport methods for blood after collection
* Name three main functions of blood.
* Identify the anticoagulant of choice for hematology testing.
* Explain the role of hemoglobin in the body.
* Determine the level of hemoglobin present in a given blood sample.
* Identify the tests included in a CBC.
* Use flow sheets to maintain lab test results.

Microbiology and Immunology:

* Differentiate between the ABO blood groupings and the Rh blood grouping.
* Secure a capillary blood sample, and determine the ABO and Rh grouping of the sample.
* Explain the reasons for testing blood glucose, blood cholesterol, hemoglobin A1c, thyroid hormone levels, and liver enzymes.
* Perform a glucose test using a U.S. Food and Drug Administration (FDA)–approved glucose monitor.
* Perform a cholesterol test using an FDA-approved cholesterol monitor.
* Cite the protocols for specimen collection.
* Compare bacteria with viruses.
* Compare bacteria with fungi, parasites, and protozoa.
* Describe the collection of a stool specimen for ova and parasite testing.
* Explain how pinworm testing is done and when it must be performed.
* Discuss the purpose of immunology testing.

**8A. COURSE LEARNING OBJECTIVES:**

This course follows the minimum standards of quality used in awarding accreditation to programs that prepare individuals to enter the medical assistingprofession.

CAAHEP/MAERB 2022 Entry Level Medical Assistant core curriculum:

* Cognitive Objectives: Example: *II.C.1. Define the basic units of measurement: a. the metric system, b. the household system.* (“C” represents Cognitive).
* Psychomotor Competencies: Example: *II.P.2.* *Record laboratory test results into the patient’s record.* (“P” represents Psychomotor).
* Affective Competencies: Example: *A.2. Reassure patients.* (“A” represents Affective).

**FOUNDATIONS FOR CLINICAL PRACTICE**

|  |
| --- |
| **CONTENT AREA I: Anatomy & Physiology** |
| **Cognitive (Knowledge)** **I.C. Anatomy & Physiology** |
| I.C.9 | 9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases  |
| I.C.11 | 11. Identify quality assurance practices in healthcare |
| **Psychomotor (Skills)** **I.P. Anatomy & Physiology** |
| I.P.2 | 2. Perform the following procedures: |
| I.P.2.b | b. venipuncture |
| I.P.2.c | c. capillary puncture |
| I.P.2.d | d. pulmonary function testing |
| I.P.10 | 10. Perform a quality control measure |
| I.P.11 | 11. Collect specimens and perform: |
| I.P.11.a | a. CLIA waived hematology test |
| I.P.11.b | b. CLIA waived chemistry test |
| I.P.11.c | c. CLIA waived urinalysis |
| I.P.11.d | d. CLIA waived immunology test |
| I.P.11.e | e. CLIA waived microbiology test |
| **CONTENT AREA II: Applied Mathematics** |
| **Cognitive (Knowledge)** **II.C. Applied Mathematics** |
| II.C.1 | 1. Define basic units of measurement: |
| II.C.1.a |  a. the metric system |
| II.C.1.b |  b. the household system |
| II.C.2 | 2. Identify abbreviations used in calculating medication dosages |
| II.C.3 | 3, Identify normal and abnormal test results as reported in: |
| II.C.3.a | 1. graphs
 |
| II.C.3.b | 1. tables
 |
| **Psychomotor (Skills)** **II.P. Applied Mathematics** |
| II.P.2 | 2. Record laboratory test results into the patient’s record |
| **CONTENT AREA III: Infection Control** |
| **Cognitive (Knowledge)****III.C. Infection Control** |
| III.C.1 | 1. Identify major types of infectious agents |
| III.C.4 | 4. Identify methods of controlling the growth of microorganisms |
| III.C.7 | 7. Identify the implications for failure to comply with Center for Disease Control (CDC) regulations in health care settings |
| **Psychomotor (Skills)** **III.P. Infection Control** |
| III.P.8 | 8. Perform wound care |
| **CONTENT AREA XII: Protective Practices** |
| **Cognitive (Knowledge)** **XII.C. Legal Implications** |
| XII.C.2 | 2. Identify safety techniques that can be used in responding to accidental exposure to:  |
| XII.C.2.a | a. blood  |
| XII.C.2.b | b. other body fluids |
| XII.C.2.c | c. needle sticks |
| XII.C.2.d | d. chemicals  |
|  **Affective (Behavior)**  |
|  A.1 |  1. Demonstrate critical thinking skills  |
|  A.2 |  2. Reassure patients  |
|  A.3 |  3. Demonstrate empathy for patients’ concerns  |
|  A.4 |  4. Demonstrate active listening  |
|  A.5 |  5. Respect diversity  |
|  A.6 |  6. Recognize personal boundaries  |
|  A.7 |  7. Demonstrate tactfulness  |
|  A.8 |  8. Demonstrate self-awareness  |

**9.** **ADOPTED TEXT(S)\*:**

*Kinn's The Medical Assistant with Student Study Guide and Procedure Checklist Manual, 15th Edition (or most recent edition) & SimChart for the Medical Office (SCMO), 2023Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:** 978-0-443-21312-0 – Printed Package Bundle

*Kinn's The Medical Assistant, 15th Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:** 978-0-323-87116-7 – Printed Paperback Textbook

*Student Study Guide and Procedure Checklist Manual, 15th Edition (or most recent edition)*

By: Niedzwiecki, Pepper

Elsevier, 2023

www.elsevier.com

**ISBN:** 978-0-323-87424-3 – Printed Paperback Textbook

*SimChart for the Medical Office (SCMO),* 2023 edition (or most recent)

Elsevier, 2023

**ISBN:** 978-0-443-10883-9 – Printed Paperback Textbook

Explore your favorite internet search engine or the publisher website for additional textbook options.

**10.** **OTHER REQUIRED BOOKS, SOFTWARE AND MATERIALS**:

**For Online/Hybrid Supplemental Course & Resource Materials students will need**:

* My Canvas LMS - will be utilized as a classroom supplement (per instructor).
* Daily access to personal desktop PC, laptop or tablet (see Southern State Community College (SSCC) website minimum computer requirement recommendations; iOS/Android (cell phone) will not meet all requirements/recommendations)
* A working printer
* High speed internet access for access to course supplemental materials (not all required software/online resources are compatible with iOS/Android)
* One USB storage device for personal use/backup
* A medical dictionary
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Learning resources/textbooks from previous program courses may be utilized. The online Learning Management System (LMS), Canvas, ZOOM, etc., will be used to meet course requirements as needed (per instructor).

**Required:** Elsevier HESI Practice Exam (with Rationales) for Medical Assisting

Complete: Monday/Tuesday of Week 12 in the SSCC Testing Center

(Exam Purchase via Publisher Elsevier - information in the MAST/ALTH office)

**11.** **GRADING SCALE\*\*\*:**

 To satisfactorily complete this course, the student must achieve a grade of ‘C’ or above according to the following system:

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

C (2.0) = 70% - 79% \*

D (1.0) = 60% - 69%

F = 0 – 59%

***\*****A minimum final grade of ‘C’ is required to apply toward Medical Assistant Technology (MAST) and/or Allied Health Technology (ALTH) program completion.*

**12.** **GRADING PROCEDURES OR ASSESSMENTS:**

This course maintains a no extension, no make-up policy for all course content (i.e., no make-up tests will be given). If you do not complete the course requirements as outlined, exceptions will not be made. The medical professional charged with care of others must remain diligent to meet career responsibilities and deadlines daily.

Students must earn a passing average exam score of 75% to progress in health science programs. A minimum final grade of ‘C’ is required for this course to apply toward MAST/ALTH program completion (refer to **11. GRADING SCALE**, and Sample Final Grade Percentage Calculation below).

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency-based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to Evaluation below).

Evaluation may include:

* Demonstration of safe psychomotor skills when providing patient care
* Demonstration of listening skills, and respect, for diversity during interactions with patients and families
* Demonstration of assertive verbal and nonverbal communication skills with patients, families and team members
* Practice of correct medical terminology to communicate and document patient information
* Providing patient care in accordance with regulations, policies, laws and patient rights
* Following health and safety policy and procedures to prevent injury and illness
* Textbook Reading: Students are to come to class prepared for lecture. Read all assigned chapters before coming to class.
* Examination: All exams may be comprehensive; quizzes are not. Quizzes may be utilized at the discretion of the instructor. Students must earn a passing *average score* of 75% on examinations. Failure to obtain the required 75% *average* may result in failure to progress in health science programs (refer to **11. GRADING SCALE,** and Sample Final Grade Percentage Calculation below).
* Anatomy Quiz: Anatomy diagrams may be similar to, but may not be identical to, images in the textbook. Images may also be cropped down to the area related to specific questions. Do not memorize the anatomy diagram images; learn the ANATOMY of these systems/organs (refer to **11. GRADING SCALE,** and Sample Final Grade Percentage Calculation below).
* Competency Based Examination (CBE): Competency-based skill performance is required on each psychomotor skill presented in the course (return demonstration *is not* an assessment of a skill explanation; *demonstration* of the skill set is required). Students must successfully pass 100% of all the psychomotor and affective competencies within two demonstration attempts, earning a minimum required score of 80%, in order to pass the course and/or progress in the program. A second attempt will have an automatic 10 point deduction (90% maximum score available). Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Scenarios: May include discussion or role-playing or both. Objective: the student will learn professional behavior (affective domain CBE), through the use of scenarios to demonstrate communication, critical thinking skills and understanding of their application to real life and/or on-the-job situations. Students must successfully pass 100% of the affective competencies within two demonstration attempts, with a minimum required score of 80%, in order to pass the course and/or progress in the program. Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Written Communication: Accurate spelling is required and will be graded. Spelling exams/quizzes may be administered at the discretion of the instructor. Points will be deducted on all course related work, exams, correspondence, assignments, quizzes, etcetera (including text and email), for incorrect spelling, punctuation and/or grammar.
* Participation: Evaluated by contribution(s) to class discussion; come prepared.
* Exercises/Assignments: Reinforce course content, cognitive objectives, and critical thinking skills. As assigned by the course instructor (refer to instructor syllabus/rubric).
* Work Projects:
	+ A project for specific MSDS presentations will be completed as assigned. Assignment details will be distributed by the instructor.
	+ Students will initiate the student Practicum Program Objectives (PPO) for instructor signature, verifying competent performance of core curriculum objectives, following successful completion of the term in which the competency-based examination was completed.
* Professionalism: Professionalism is required in both behavior and attire:
	+ Classroom attire – professional casual (refer to program handbook)
	+ Lab attire – scrubs/lab coat (refer to program handbook)

**Sample Coursework, Sample Final Grade Percentage Calculation** (passing score required as above; assignments may be added/graded to meet core objectives):

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **TOTAL POINTS** | **% OF FINAL GRADE****Passing Score required as above** |
| Competency Based Examinations | (core curriculum, 8.A) | 30% |
| Abbreviation Examination (1 X 100) | 1500 points | 30%  |
| Anatomy Examinations (9 x 100) |
| Chapter Examinations (5 x 100) |
| Project(s) (3 x 100) | 700 points | 20% |
| Presentation x2/Professionalism x1 (3 x 100) |
| Coursework/ Exercises/Vital Signs  |
| Midterm Exam (1 x 100) | 200 points | 20% |
| Final Exam (1 x 100) |
| TOTAL | 2400 points | 100% |

**13.** **COURSE METHODOLOGY:**

This course may include a variety of learning experiences which may include, but is/are not limited to: lecture, class discussion and/or online discussion board, journaling, audio-visual materials, critical thinking exercises, chapter and workbook assignments, computer assisted learning, publisher supplemental materials, student projects/ presentations, group exercises/projects, research paper, skill demonstration, lab skills and peer practice, practical scenarios, human patient simulation, competency based examination (CBE), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

Following procedure lecture, the instructor will demonstrate the psychomotor skill, and students will practice for return demonstration at required competency level. CBE will be utilized for skill competency in the lab and in the practicum site setting. Students must successfully pass 100% of the psychomotor and affective competencies, with a score of 80% or higher, within two demonstration attempts in order to pass the course and/or progress in the program (see **12. GRADING PROCEDURES OR ASSESSMENTS**).

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/****INDEPENDENT STUDY**  |
| Attend/participate in course as scheduled  | Attend/participate in course/online course activities as scheduled | NA |
| For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | NA |
| This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements. | This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements. | NA |
| Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | Classroom lecture, demonstration and skills practice, with supplemental resources, online skill video, skill practice (see schedule) | NA |
| Complete all assignments and examinations within the due dates  | Complete all assignments and examinations within the due dates | NA |
| Complete assigned discussion activities | Complete assigned Discussion Board activities | NA |
| Complete/turn in assigned reports and/or presentations | Complete/turn in assigned reports and/or presentations | NA |
| Skill Demonstration/CBE completed on campus with instructor | Skill Demonstration/CBE completed on campus with instructor | NA |
| Lab practice/peer review completed on campus with/without instructor (as assigned) | Lab practice/peer review completed on campus with/without instructor (as assigned) | NA |

Students are expected to apply information and knowledge gained in this course to other health science courses, including practicum assignments.

**14.** **COURSE OUTLINE**:

Textbook Outline:

The Kinn’s Medical Assistant:

Unit 7: Assisting with Medical Specialties

Chapter 33 Allergy and Infectious Disease

* Focus Lymph, Cells, Testing – Allergy/Injections MAST 2230)

Chapter 34 Gastroenterology

Chapter 39 Endocrinology

Chapter 41 Pulmonology

Chapter 42 Urology and Male Reproduction

* (Focus Urology – Male Reproduction MAST 2240)

Unit 8: Assisting with Clinical Laboratory Procedures

Chapter 46 Introduction to the Clinical Laboratory

Chapter 47 Urinalysis

Chapter 48 Blood Collection

Chapter 49 Analysis of Blood

Chapter 50 Microbiology and Immunology

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **CONTENT/TOPIC** | **EVALUATION** | **OBJECTIVES** |
| 1 | * **TOPIC (CAMPUS/CANVAS):** Read Syllabus and Class Rules, Class Schedule, Required Lab Policies/Lab Hour Guidelines, Peer and Competency Based Exam (CBE) Policies, thoroughly (3 times); Review Homework, Textbook//Workbook Activities and Chapter Assignments, Review Work Projects (WP), and all Publisher Online Skill Videos & Resources
* **TOPIC (CAMPUS/CANVAS):** Read Introduction to Clinical Laboratory (46) – Read the Chapter Thoroughly, Complete Assigned Study Guide, SetUp/Login Kinns Online Resources, other as assigned
* **EXAM PREP (CANVAS):** Study for ‘Label Parts of Microscope’
* **VIRTUAL STUDY/LAB (CANVAS):** Watch Kinns any/all Supplemental Skills Videos for Each Assigned Chapter, i.e., Cleaning/Maintenance Microscope
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.9, I.C.11, I.P.10, I.P.11.c, II.C.3.a, II.C.3.b, II.P.2, III.C.4, XII.C.2.a, XII.C.2.b, XII.C.2.c, XII.C.2.d, A.1-8 |
| * **SKILL LAB (CAMPUS):** Review Required Lab Hours, Lab Policies, Peer Evaluation and CBE policies, Complete CBEs and Scenarios as scheduled, skill practice as needed
* **WORK PROJECT (WP):** Outline SDS (formerly MSDS)
 |
| 2 | * **TOPIC (CAMPUS/CANVAS):** Allergy and Infectious Diseases (33) focus on Lymph and Cells content – Read, Complete Assigned Study Guide, Kinns Online Resources and other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.9, III.C.4, A.1-8 |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for Clean-Catch Mid-Stream (CCMS), Refractometer, Urine hCG, Color/Clarity Reagent Dipstick, Microscope, Glucose, etc.
* **WORK PRODUCT (WP):** Safety Data Sheet (SDS – formerly MSDS) topics
 |
| 3 | * **TOPIC (CAMPUS/CANVAS):** Urinalysis (47) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **WP:** Work as assigned (SDS)
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.9, I.C.11, II.C.3, III.C.4, I.P.10, I.P.11.c, I.P.11.d, II.C.3, II.P.2, A.1-8 |
| * **DIAGRAM EXAM (CAMPUS):** Label Microscope
* **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations Centrifuge, Urine sediment/slide prep for microscopic analysis, Screen and follow-up test results, clean-catch mid-stream specimen, 24hr urine specimen collection, refractometer, urine hCG, color and clarity, reagent dipstick, urinometer, specific gravity, Clini-Test, etc.
 |
| 4 | * **EXAM (CANVAS): Ch 46 and 33**
* **TOPIC (CAMPUS/CANVAS):** Urology and Male Reproduction (41) focus on Urology content – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter, Venipuncture, etc.,
* **LOOKING AHEAD:** Prepare for Anatomy of the Arm/Phlebotomy Exam
* **WP**: Work as assigned
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE

Presentation/Project: Rubric  | III.C.7, A.1-8 |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations using simulation anatomy for Venipuncture: Evacuated, Butterfly and Syringe methods, Capillary Puncture
 |
| 5 | * **TOPIC:** Blood Collection (48) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **LOOKING AHEAD:** Exam Prep – Review Order of Draw
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.11, I.P.2.b., I.P.2.c, XII.C.2.a, XII.C.2.b, XII.C.2.c, XII.C.2.d, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations using simulation anatomy for venipuncture via evacuated tube, syringe, butterfly, other as needed
 |
| 6 | * **EXAM (CANVAS):** Ch 47 and 42
* **DIAGRAM EXAM:** Arm and Phlebotomy
* **TOPIC:** Endocrine (39) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for capillary stick, glucose testing (capillary), GTT, blood cholesterol, biohazardous waste and sharps protocol, skill practice peer evaluations, venipuncture, screen/followup test results and appropriate documentation, other as needed
 |
| 7 | * **TOPIC:** Analysis of Blood (49) – Read Chapter thoroughly, Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.9, I.P.11.a, I.P.11.b, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Skill practice, Group practice/Peer evaluations for Hemocue, Microhematocrit, capillary stick, glucose testing (capillary), and GTT, blood cholesterol, biohazardous waste and sharps protocol, skill practice peer evaluations, venipuncture, screen/follow-up test results and appropriate documentation, other as needed
 |
| 8 | **MIDPOINT*** **EXAM:** Ch 48 and Ch 39 AND ORDER OF DRAW
* **TOPIC:** Pulmonology (41) – Read Chapter thoroughly, Complete Assigned Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.P.2.d, II.C.1, II.C.2, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Skill practice, Group practice/Peer evaluations for Hemocue, Microhematocrit, capillary stick, glucose testing (capillary), and GTT, blood cholesterol, biohazardous waste and sharps protocol, skill practice peer evaluations, venipuncture, screen/follow-up test results and appropriate documentation, other above as needed
 |
| 9 | * **TOPIC:** Microbiology and Immunology (50) – Read Chapter thoroughly, Complete Assigned Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | I.C.9, I.P.11.a, I.P.11.b, I.P.11.c, I.P.11.d, I.P.11.e, III.P.8, A.1-8 |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **CBE/SKILL LAB:** **(Rotation around Sim Labs):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for venipuncture, Strep/Throat culture, Naso-pharyngeal Swab (Verbal), Guiac Card x 3 (Take Home Instructions/Performance), Ova & Parasite Specimen, hCG, MonoSpot, other above as needed
 |
| 10 | * **EXAM:** Chapter 41 and 49
* **TOPIC:** Gastroenterology (34) – Read Chapter thoroughly, Complete Assigned Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for venipuncture, Strep/Throat culture, Naso-pharyngeal Swab (Verbal), Guiac Card x 3 (Take Home Instructions/Performance), Ova & Parasite Specimen, hCG, MonoSpot, other above as needed
 |
| 11 | * **TOPIC:** Self Review – Final Exam Preparations/Study (review Kinns Online Resources, practice exams, etc.
* **VIRTUAL STUDY/LAB:** Review Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **CBE/SKILL LAB:** **(Rotation around Sim Labs):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for Blood Typing, PKU (Verbal), Wound Culture (Verbal), Peripheral Blood Smear, Bleeding Time, Blood Cultures, venipuncture, other above as needed
 |
| 12 | * **COMPLETE HESI PRACTICE EXAM** (Watch for updates) – SSCC Testing Center; Appointment Needed. Before exiting the HESI Practice Exit Exam, ‘Review Rationales’ following completion (One-time explanation of your incorrect responses)
* **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 33, 34, 39, 41)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Group Practice/Peer Evaluations for Blood Typing, PKU (Verbal), Wound Culture (Verbal), Peripheral Blood Smear, Bleeding Time, Blood Cultures, venipuncture, other above as needed
 |
| 13 | * **EXAM:** Chapter 50 and 34
* **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 39, 41, 42, 46)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM (approximately)
* **CBE/SKILL LAB:** **(Rotation around Sim Labs): FINAL - ALL** CBE First Attempt Complete as above; **BEGIN Second Attempt** CBE
 |
| 14 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 47, 48, 49, 50)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams
* **LOOKING AHEAD:** Finalize PPO for Instructor Signature next week
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **WP DUE: PRESENTATIONS - Complete** All SDS
* **CBE/SKILL LAB:** **Complete** All Second-Attempt CBE as needed for all chapters as above
* **PREPARE:** PPO for FINAL Instructor Signatures NEXT WEEK
 |
| 15 | * **TOPIC:** Final Exam Prep (review weak areas twice!)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams
 | * As Needed Above
 | Listed Above |
| * **DUE:** PPO for Final Instructor Signatures
* **SKILL LAB:** Inventory and lab cleanup (course cabinet/refrigerator), lab equipment QA check
 |
| 16 | * **FINAL EXAM: PROCTORED (ZOOM OR CAMPUS – Per Instructor)**
 | * As Needed Above
 | Listed Above |

*\*The instructor reserves the right to adjust, rearrange, and/or maintain a different schedule of work (assignments, projects, exercises, exams/quizzes) to fulfill the objectives of the course and/or to revise course syllabus as needed according to circumstances during the semester. Changes will be announced/posted 24 hours prior to implementation; students are advised to read all announcements as they arrive.*

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* Instructor Responsibilities: 1). To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2). To prepare graduates for successful completion of appropriate credentialing examinations available to graduates of accredited Medical Assistant Technology programs. To this end, the instructor will develop a course of instruction to create a learning environment conducive to the achievement of professional competency. The student will develop information and insights that fill in this matrix. The instructor will highlight main points of the assigned text. The instructor will sensitize him/herself to individual student’s educational needs and make him/herself available for assistance.
* Student Responsibilities: 1). The student is responsible for reading, and being familiar with, the assigned material, prior to class presentation and/or discussion. 2). The student is responsible for bringing any misunderstandings they may have regarding the course content to the attention of the instructor in class. Participation in class discussion is mandatory.

**Classroom Policies:**

* Academic Honesty Statement: Academic honesty is expected of all students in institutions of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Honesty and integrity are a must in professional behavior and are expected of each Health Science Division student. Students observed or found to be cheating in any Health Science Division course will be given a failing grade for the test/assignment and/or the course. A written report of the incident, signed by the instructor and the student, will be placed in the student’s permanent program file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the Health Science Division. Should a second incident of cheating occur in any Health Science Division course, the student will be dismissed from the Health Science Division for one year (all re-application guidelines apply; acceptance is not guaranteed).

The failing grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given. If a student allows another student to copy or cheat from their work, or assists a student to cheat, the same ramifications will be given to that student as well. The student witnessing cheating is morally obligated to report the incident to the instructor.

* Online/hybrid: Students registered for the online course must visit the Online Information Webpage and comply with the Online Course Requirements, Instructor Requirements and complete the Online Readiness Checklist available on the SSCC website. Students are strongly advised to complete the Online Success Workshops. To meet the objectives of the online/hybrid course, students must login to the online course the first day of the semester and complete the attendance assignment, or be dropped from the course.
* Attendance: To meet the objectives of each course students must attend scheduled classes. The class schedule is passed out the first day of the term. There are no excused absences, only absences. It is your professional responsibility to inform the instructor of your absence via phone, e-mail, or voice message.

There is no penalty for the first three (3) class absences. A fourth (4) absence will result in a drop of one full letter grade from the final grade; a fourth (4) absence will reduce a final grade of A to a B, a B to a C (therefore impacting MAST/ALTH program progress) and a D to an F.

The student is responsible for missed lecture and/or notes, assignments, handouts, etcetera, due to failure to attend/login into class.

The fall and spring terms are on a 16-week schedule: 15 class weeks and a final exam week.

15 weeks x 2 classes/week = 30 class days less holidays/closings (approximately 28-30 class days/term).

Five to six (5-6) absences equals 20% missed scheduled class time.

Summer term is 10-week schedule: 10 class weeks and a 2-day final exam week. With holidays, one to two (1-2) absences equal 20% missed scheduled class time.

Faculty may withdraw students who have missed 20% of the total scheduled classes of a course and issue a grade of WI to the student (refer to SSCC College Catalog). If you intend to drop the course you must complete the drop process (refer to SSCC College Catalog). *Do not* assume the instructor will drop you from the course should you stop attending class.

* Tardiness/Early Departure: Tardiness/early departure is extremely disruptive to the classroom. For every two (2) occurrences of tardiness/early departure, you will earn an absence (refer to Absentee Policyabove).
* Inclement Weather: In the event of campus delay (when this class start time is impacted by said delay) the class will begin at the scheduled campus opening time to complete any remaining class time permitted.
* Reading: To be prepared to participate fully in class, students are expected to complete the assigned reading before attending class lecture. Examination may cover 100% of presented content in the assigned readings.
* Quizzes: May cover spelling, medical abbreviations, course content, other as needed.
* Examination: Exams may be timed, fill-in-the-blank, true/false, oral, multiple choice, and/or essay.
* Work Products/Projects: As assigned to meet core curriculum objectives outlined for program accreditation.
* Scenarios: May include written and/or role-playing scenarios, simulation assessment(s), and/or patient/client procedures/treatment scenarios to meet core curriculum objectives outlined for program accreditation.
* Missed Lab: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Skill Demonstration: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed CBE: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Examination: This course maintains a no extension, no make-up policy. You will earn a zero for missed exams. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Midterm: This course maintains a no extension, no make-up policy. You will earn a zero for missed midterm. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Final: This course maintains a no extension, no make-up policy. You will earn a zero for missed final. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Due Date: This course maintains a no extension, no make-up policy. You will earn a zero for the assignment (refer to instructor syllabus).
* Cell Phones: No cell phones are allowed in class. Put them away. If you have your cell phone out, you will be directed to leave class, and you will be marked absent.
* Sleeping: Sleep at home. If you are caught sleeping, you will be directed to leave class, and you will be marked absent.
* Disruptive Behavior: Any behavior that distracts other students from learning and participating is disruptive. If you are disruptive, you will be directed to leave class, and you will be marked absent.
* Plagiarism: Copying someone else’s ideas and/or words and passing them off as yours. This includes copying and pasting material from your group/peer work, books, the Internet, videos, and all copyrighted material without express permission and proper documentation (use quotation marks and citations/footnotes).
* See Three, Before Me (C3B4Me): To encourage students on the path to becoming self-directed learners, we endeavor to create an environment that will empower and encourage students, throughout their journey, to become more self-directed in their approach to learning.

Before contacting the instructor/professor, search three resources to determine if you can find the answer to your question on your own. Start with three of the following suggestions:

* + Think it through; you may know the answer.
	+ Read the textbook.
	+ Read the course syllabus and course handouts.
	+ Read/review the information posted in the online course.
	+ Search the internet/website.
	+ Ask a classmate to see if they know the answer.
	+ If available, post the question to a class forum to see if a classmate responds with the answer.
	+ If you do not locate the answer you need, it is time to contact the course instructor/professor (not support staff or another instructor). Most likely, at that point, it is a question that needs addressed with the whole class, and the instructor will determine the best way to share the information with everyone.

**16. FERPA:** \*

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17.** **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION:**

* Classroom Conduct: Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online courses are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the class; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department Coordinator and Academic Dean.

**SUPPORT SERVICES:**

* Student Success/Tutoring Services: Students seeking support in computer fundamentals, using the online LMS, or available learning resources for course success may contact the Student Success Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2281; or visit the SSCC website and search Student Success/Tutoring Services.
* Accommodation: Students in need of accommodations may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2604; or visit the SSCC website and search Disability Services.
* Career Services: Students and alumni seeking guidance with resume and employment resources may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Career Services.
* Counseling Services: Students seeking guidance with career counseling and counseling services may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Counseling Services.
* Campus Library:Students seeking assistance with reference and study materials may contact any campus library, at 800-628-7722 or 937-393-3431; or visit the SSCC website and search Library for online resources, hours of operation and contact information.

**ADDENDUM TO SYLLABUS**

**MEDICAL ASSISTING LAB POLICIES**

The MAST lab is for student skill practice only.

* The area is not to be used for study; you will be instructed to leave if you are not actively practicing skills for competency-based exams.
* Each group must respectfully consider the working environment for all; professionalism must be maintained at all times.
* Study areas are available in campus libraries, the student computer lab, and study tables are available in selected hallways. Multiple individuals/groups may be practicing skills in the lab at the same time.
* If you are not actively practicing skill sets, leave the lab practice area.

**Required Clinical Lab:**

The purpose of the Required Practice Lab is to allow the student a simulated patient/client care experience in order to become familiar with the required psychomotor skills for a course.

* To meet program degree requirements (ODHE), students are required to arrange time for one (1) hour practice lab time outside of class weekly for practice of competency skills only.
* Supervised practice lab during class with an instructor according to the requirements of a course.
* Attendance at supervised labs is required.
* Specific lab objectives written for each lab session must be satisfactorily achieved in order to successfully complete the course.

**Open Lab:**

* Students are required (ODHE) to complete one hour lab practice outside the regularly scheduled class time to meet degree/course requirements (scheduled Simulation Laboratory Hours will count toward the required lab practice).
* The lab is available for self-directed student practice during the hours not utilized for instruction.
* The student should use the Open Lab Practice to become proficient in a skill BEFORE requesting an evaluation of the skill by the student peer/instructor.
* Students must record each lab session, and remember to sign in and out of the lab.
* The sign-in book is located on the counter of the lab; locate and sign in on the correct COURSE log sheet and complete date, time, name, and procedure as directed.

**Equipment and Lab Maintenance:**

* All equipment, reference materials and supplies should be returned to the appropriate place after they are used for practice.
* No equipment may be removed from the lab at any time.
* Students are expected to leave the laboratory in order, which means cleaning up lab surfaces with appropriate solutions, making and straightening beds and returning models and equipment to appropriate spaces.

If stations have been prepared for instruction, they are to be kept clean, clutter-free and safely out of traffic flow.

All students are responsible for maintaining order in the lab as follows:

* See that the room/lab is in order at the end of each class (chairs pushed in, tables clean, etc).
* All equipment and supplies are returned to proper place.
* Mannequins are secured in beds, chairs, or on carts and draped.
* Bed side furniture is in proper place.
* Beds are neat and in proper place.
* All lights are turned off.

**PROPER WASTE AND BIOHAZARDOUS WASTE DISPOSAL**

**Regular trash:**

* Equipment packaging materials and instructional papers, food and drink containers, paper towels, newspapers, etcetera, lightly soiled gloves, band aids, cotton balls, gauze, used alcohol pads, feminine hygiene products from patients/clients with no known bloodborne disease (excluding obstetrical waste), needleless syringes, empty medicine vials, unbroken/uncontaminated glass bottles or vials, empty IV bags and tubing. Most, but not all, waste will be safe for regular trash.

**Infectious waste (Red Bags):**

* Cultures, bloody gloves, pathological wastes, discarded vaccines, medicine vials (partially filled), and laboratory wastes that were in contact with infectious agents, laboratory wastes that were in contact with blood or body fluids.

**Sharps container (Red Plastic Container**)

* Needles and syringes, lancets, slides, broken glass, razors, scalpel blades, guidewires, ampules.

**PROTOCOL FOR PEER EVALUATION**

**MINIMUM REQUIREMENTS:**

**After watching the skill video resources and/or instructor demonstration, using textbook competency checklist:**

**1. Ten (10) error-free practice sessions**

* Sign in on the Lab Hour Log as needed.
* Start your recording device as needed.
* Gather needed supplies.
* Set up your lab area.
* Begin to practice (minimum 10 error-free practice sessions successfully completed within the instructor/checkoff specified time).

**2. Three (3) peer competency evaluations**

Each skill that is designated for Competency Based Exams (CBE) must have three (3) **peer competency evaluation reviews** completed in the following manner:

* + 1. After completing ten (10) error-free practice sessions above, perform each step, ensuring video recording of the entire process (as instructed), and document the skill with a one peer reviewer from your lab group.
		2. Get constructive feedback from your peer reviewer about your performance of the skill. Feedback is to be given, and received, as a professional evaluation (i.e., no smiley faces, etcetera).
		3. Have each peer competency evaluation signature, with appropriate dates, documented on your skill sheet, indicating you have performed the skill for the peer competency evaluation correctly.

***\*Peer Competency Reviewers: Do not sign off on a skill for classmates unless you feel certain that the skill has been performed safely and competently (error-free).***

* + 1. Perform and record the skill for/with two additional peer competency reviewers from each of the OTHER lab groups (2 addition classmates for a minimum total of three (3)). Continue to practice independently for improved proficiency after peer competency reviews are complete.
* Ensure all steps have been documented accurately.
* Turn off your recording device.
* Return supplies to proper storage location.
* Clean up your lab area (refer to Medical Assisting Lab Policies):
	+ Make sure all equipment is plugged in/recharging.
	+ Make sure all cabinet doors are closed.
	+ Push in all chairs, cover mannequins, etc.
	+ Turn off all lights.
		1. Continually practice the skill until you feel confident in each step and your performance of the skill is consistently error free (achieve mastery of the skill).
		2. Address all questions regarding specific competency reviews to the instructor from whom the assignment was obtained.
		3. Place all signed peer competency sheets and documentation of required lab log hours in a designated folder for safe keeping until the time of your CBE or by the deadline date as designated by instructor.
		4. Turn in your USB device containing all lab and skill video recordings at the end of the term (as/if assigned).

**COMPETENCY BASED EXAMINATION (CBE) -- SKILL CHECKOFF PROCEDURE**

Lab participation is an important factor in lab performance evaluation. Students are to take individual responsibility for learning laboratory procedures BEFORE evaluation by an instructor/peer. The laboratory will be open for individual practice during the hours posted (one hour required weekly to meet degree/course requirements). The initial skills CBE will be scheduled by the instructor. CBEs will be performed according to the procedure listed below:

A. Students are required to successfully demonstrate skill mastery of all skill competencies within 2 CBEs, with a minimum score of 80%. Performance skills are weighted. The second attempt is not awarded 100 points; a 10-point deduction will be assessed after competency scoring (maximum attainable score for second attempt 90%).

B. If unsuccessful in 2 attempts, an unsatisfactory lab performance will result. Unsatisfactory lab performance at completion of the semester will result in the grade of "F" for the entire course regardless of the theory grade.

C. Only one attempt to perform the same lab procedure may be made each proficiency day. If the lab procedure is not completed successfully, the student will be required to reschedule the CBE at an available time on the second attempt calendar with the lab instructor, before the date it is due.

D. CBEs are to be scheduled during lab time and at other assigned times as scheduled by instructor. Each student may sign up only once for a skill until all students have had an opportunity to sign up for that skill.

E. No books or notes are to be available during CBEs. "Patient/Client" and assistant may not give clues or any verbal assistance during the CBE.

Before beginning the CBE, each student testing needs to:

* Make arrangements for an assistant if needed (per instructor).
* Make arrangements for a patient/client if needed (per instructor).
* Be ready to start 10 minutes prior to your scheduled CBE time.
* Have accurate record of all required lab hours/log copies, all peer evaluation documentation, all names/signatures on all documents as required, ready to give to evaluating instructor (proof for error to ensure accurate completion/documentation).
* Place all required documentation in order of performance (per instructor), ready to present at CBE.

F. Students are instructed not to watch others being evaluated.

G. CBE sheets are to be given to the instructor at the beginning of the evaluation. Upon satisfactory completion, each sheet will be signed by the testing student, CBE partners, the lab instructor, and scores will be calculated.

Each CBE must be successfully completed in the lab before a student is permitted to perform the skill in the clinical setting.

H. All written lab assignments must be satisfactorily completed and submitted on due date to pass the fundamentals skills course.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.