**1.** **COURSE TITLE:** \* Emergency Medical Procedures

**2.** **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION:** \* MAST 2220

**3.** **PREREQUISITE(S): \*** Acceptance into the Medical Assistant, Medical Assistant Technology, or Phlebotomy Program, MAST 1101, MAST 1111, MAST 1115

**CO-REQUISITE(S):** \* MAST 2215, MAST 2230, MAST 2240

**4.** **COURSE TIME/LOCATION:** (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: \***

Introduction of theory and techniques employed by the health care professional in emergency situations. Course includes simulations and laboratory sessions to identify and institute appropriate responses to various emergency incidents. Included with the emergency procedures is a course in cardiopulmonary resuscitation. With successful completion of the course, the student will receive a course completion card in adult, child, and infant CPR.

**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:**

* Discuss the Emergency Medical Services (EMS) system and the role of the emergency responder.
* Describe emotional aspects when treating family, friends, elderly, and children when responding in an emergency.
* Describe 5 stages of grief or death.
* Explain how to confront death and dying while delivering services.
* Describe reaction to stress and grief that EMR’s must face.
* Utilize standard precautions, importance of PPE, handwashing, gloving, and possible exposure.
* Define consent, and know different types, minors, mental illness, refusal of treatment.
* Discuss advanced directives.
* Perform emergency patient/client moves safely and effectively.
* Know signs of adequate and inadequate breathing, check for foreign objects.
* Provide cardiopulmonary resuscitation (CPR) to adults, children, and infants.
* Utilize an Automated External Defibrillator (AED).
* Perform an appropriate patient assessment.
* Provide initial management for a variety of medical emergencies.
* Provide care for the mother and newborn in an emergency childbirth.
* Explain the role of the first responder in terrorism situations.

**At the end of the course the participant will be able to demonstrate the following skills, using an adult, infant, or child manikin and a phone:**

* Activation of the emergency response system
* Rescue breathing using mouth-to-mouth ventilation, mouth-to-barrier device ventilation (with and without oxygen), and bag-mask ventilation with oxygen for adult, infant and child victims
* 1- and 2-rescuer CPR for adult, infant, and child victims
* Use of an AED
* Relief of FBAO in the responsive and unresponsive victim of any age

**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, and Pharmacology** | |
| **Cognitive (Knowledge)**  **I.C. Anatomy, Physiology, and Pharmacology** | |
| I.C.12 | 12. Identify basic principles of first aid |
| **Psychomotor (Skills)**  **I.P. Anatomy, Physiology, and Pharmacology** | |
| I.P.12 | 12. Provide up-to-date documentation of provider/professional level CPR |
| I.P.13 | 13. Perform first aid procedures: |
| I.P.13.a | a. bleeding |
| I.P.13.b | b. diabetic coma or insulin shock |
| I.P.13.c | c. stroke |
| I.P.13.d | d. seizures |
| I.P.13.e | e. environmental emergency |
| I.P.13.f | f. syncope |
| **CONTENT AREA X: Legal Implications** | |
| **Psychomotor (Skills)**  **X.P. Legal Implications** | |
| X.P.6 | 6. Complete an incident report related to an error in patient care |
| **CONTENT AREA XII: Protective Practices** | |
| **Cognitive (Knowledge)**  **XII.C. Protective Practices** | |
| XII.C.1 | 1. Identify workplace safeguards |
| XII.C.3 | 3. Identify fire safety issues in an ambulatory healthcare environment |
| XII.C.4 | 4. Identify emergency practices for evacuation of a healthcare setting |
| XII.C.5 | 5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting |
| XII.C.6 | 6. Identify processes for disposal of: |
| XII.C.6.a | a. biohazardous waste |
| XII.C.6.b | b. chemicals |
| XII.C.7 | 7. Identify principles of: |
| XII.C.7.a | a. body mechanics |
| XII.C.7.b | b. ergonomics |
| XII.C.8 | 8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency |
| XII.C.9 | 9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency |
| **Psychomotor (Skills)**  **XII.P. Protective Practices** | |
| XII.P.1 | 1. Comply with safety practices |
| XII.P.2 | 2. Demonstrate proper use of: |
| XII.P.2.a | a. eyewash equipment |
| XII.P.2.b | b. fire extinguishers |
| XII.P.3 | 3. Use proper body mechanics |
| XII.P.4 | 4. Evaluate an environment to identify unsafe conditions |
| **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): \***

*First Aid, CPR, and AED Advanced, 8th Edition with companion Navigate 2* (or most recent edition)

By: AAOS

Jones and Bartlett Publishers, 2022

**ISBN:** 978-1-284-23436-7– Printed Paperback Textbook

*BLS for HealthCare Providers Student Manual*

American Heart Association, 2016 (or most recent edition)

Order item number 15-1010

**ISBN:** 978-1-61669-407-4 – Printed Paperback Textbook

**10.** **OTHER REQUIRED MATERIALS:**

It is highly recommended that students have:

**For Online/Hybrid Course Supplemental & 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)

Required learning resources from previous program courses may be utilized.

***MAST 1101 Textbook (as needed, per instructor)***

*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), 2023 edition (or most recent edition), Elsevier, 2023*

**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% on exams. 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:
  + As assigned; assignment details and topic(s) will be determined 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% |
| Anatomy Examinations (2 x 100) | 1000 points | 30% |
| Chapter Examinations (8 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 | 1900 points | 100% |

**13.** **COURSE METHODOLOGY OR COURSE FORMAT:**

This course may include a variety of learning experiences which may include, but is 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 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 (see schedule), with supplemental resources, online skill video, skill practice (see schedule) | Classroom lecture, demonstration and skills practice (see schedule), 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 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:**

Content related to the medical profession may be presented throughout the course:

* Critical Thinking Skills
* Competency Based Education
* Role of the Medical Assistant
* Professional Behavior
* Effective Communication
* Cooperative Teamwork
* Integration of Technology
* Law and Ethics in Medicine
* Infection and Universal Precautions
* Anthropometric Measurements
* Patient Assessment and Education
* Assisting with Physical and Specialty Exams
* Nutrition and Well Being
* Safety in the Ambulatory Care Setting
* Personal and Professional Work Ethics
* Continuing Education and Career Development
* Life Skills

Textbook Outline:

Emergency Medical Responder:

Chapter 1 Background Information

Chapter 2 Action at an Emergency

Chapter 3 Human Body

Chapter 4 Finding Out What is Wrong

Chapter 7 Shock

* Oxygen Administration

Chapter 8 Bleeding

Chapter 9 Wounds

Chapter 10 Bandaging Wounds

Chapter 11 Burns

Chapter 12 Head and Spinal Injuries

Chapter 13 Chest Abdomen and Pelvic Injuries

Chapter 14 Bone, Joint and Muscle Injuries

Chapter 15 Extremity Injuries

Chapter 16 Splinting Extremities

Chapter 17 Sudden Illness

Chapter 18 Poisoning

Chapter 19 Bites and Stings

Chapter 20 Cold Related Injuries

Chapter 21 Heat Related Injuries

Chapter 22 Childbirth and Gynecological Emergencies

Chapter 23 Behavioral Emergencies

Chapter 24 Wilderness First Aid

Chapter 25 Rescuing and Moving Injured People

* BLS for Healthcare Providers/CPR

Chapter 26 Disaster Preparedness

**SAMPLE COURSE SCHEDULE (see your instructor syllabus)\***

|  |  |  |  |
| --- | --- | --- | --- |
| **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 any/all Publisher Online Skill Videos & Resources * **TOPIC (CAMPUS/CANVAS):** Background Information (1) – Read the Chapter Thoroughly, Complete Assigned Study Guide, SetUp/Login Kinns Online Resources (if instructed), other as assigned * **TOPIC (CAMPUS/CANVAS):** Action at an Emergency (2) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned | * Cognitive: Comprehensive Exam * Psychomotor: Class participation. * Affective: Exam/ Scenario | XII.C.1, XII.C.3, XII.C.4, XII.C.5, XII.C.6, XII.C.8, XII.P.1, XII.P.2.a, XII.P.2.b, XII.P.4, A.1-8  XII.C.7.a, XII.C.7.b, XII.P.3, XII.C.9, A.1-8 |
| * **TOPIC (CAMPUS/CANVAS):** Human Body (3) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned * **TOPIC (CAMPUS/CANVAS):** Disaster Preparedness (26) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). |
| 2 | * **EXAM (CANVAS):** Ch 1, 2, 3, and 26 * **TOPIC (CAMPUS):** Rescuing and Moving Injured People (25) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned * **TOPIC (CAMPUS):** Finding Out What is Wrong (4) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned * **TOPIC (CAMPUS):** Patient Assessment (9) and Shock- Oxygen administration (7) – Read, Complete Assigned Study Guide/Workbook, online resources/other as assigned * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | XII.P.4, XII.C.9, A.1-8  I.C.12, I.P.13.a, I.P.13.b, I.P.13.c, I.P.13.d, I.P.13.e, I.P.13.f, XII.P.4, A.1-8 |
| * **QUIZ (CAMPUS):** Respiratory * **SKILL LAB (CAMPUS):** Review Required Lab Hours, Lab Policies, Peer Evaluation and CBE policies. Begin Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled; Moving patients, Respiratory diagram for quiz, Incident Reports, Fire Extinguisher, eyewash, and patient assessment |
| 3 | * **EXAM (CANVAS):** Chapter 25,4,7 * **TOPIC (CANVAS):** Bleeding (8) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | Listed above |
| * **QUIZ (CAMPUS):** Pulse Points – Skills Lab. * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Mock Disaster, continue skill practice/peer evaluations patient assessment, pulse points quiz |
| 4 | * **TOPIC (CANVAS):** Wounds (9) and Bandaging Wounds (10) * **TOPIC (CANVAS):** Burns (11) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | I.C.12, I.P.13.a, I.P.13.b, I.P.13.c, I.P.13.d, I.P.13.e, I.P.13.f, XII.P.4, A.1-8  I.P.13.a, I.P.13.b, I.P.13.c, I.P.13.d, I.P.13.e, I.P.13.f, I.C.12, A.1-8 |
| * **SKILL LAB (CAMPUS):** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Peer evaluations patient assessment, fire extinguisher, eyewash |
| 5 | * **TOPIC:** Continue with Bleeding, Wounds, and Burns – Workbook and Online Resources as assigned * **TOPIC:** Bone, Joint, and Muscle Injuries (14) – Workbook and Online Resources as assigned, skeleton for quiz * **TOPIC:** Extremity Injuries (15) and Splinting Extremities (16) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | I.P.13a, I.P.13c, I.C.12,  A.1-8 |
| * **QUIZ:** Skeleton Diagram – Skills Lab * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Peer evaluationsbleeding, shock, bandaging, splinting, bleeding control, and patient assessment, skeleton diagram |
| 6 | * **EXAM:** Ch 8,9,10,11 * **TOPIC:** Head and Spinal Injuries (12) –Workbook and Online Resources as assigned * **TOPIC:** Chest, Abdomen, and Pelvic Injuries (13) – Workbook and Online Resources as assigned * **Topic:** Sudden Illness (17) – Workbook and Online Resources as assigned * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | XII.C.9, A.1-8  I.C.12, I.P.13.d, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: CBE on Pt Assessment, bleeding control, bandaging, splinting |
| 7 | * **TOPIC:** Complete Chap 12, 13, and 17 * **TOPIC:** Poisoning (18) – Workbook and Online Resources as assigned * **REMINDER:** \*\*CPR books needed next week, and Cardiopulmonary blood flow/path for quiz * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE |  |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: CBE as needed, complete Peer evaluations |
| 8 | * **EXAM:** Ch 14,15,16 * **TOPIC:** Bites and Stings (19) * **TOPIC:** Wilderness First Aid (24) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | (CPR Text) I.P.12, A.1-8 |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: CBE Final Patient Assessment, bandaging, bleeding and splinting |
| 9 | * **EXAM:** 18, 19, 24 * **REVIEW:** BloodflowCardiopulmonary System Exam next week * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately) * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Splinting, bleeding and patient assessment * **CPR Books Needed NEXT CLASS** * **LAB PREP:** Practicum Program Objectives (PPO) for Instructor Signatures |
| 10 | * **QUIZ:** BloodflowCardiopulmonary System * **TOPIC:** Review for CBE CPR * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 1,2,3,4) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE * Affective: Scenario/CBE | Listed Above |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: CBE for CPR |
| 11 | * **TOPIC:** Cold Related Injuries (20) and Heat Related Injuries (21) * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 7,8,9,10) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE |  |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately) * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Final CBE CPR as needed |
| 12 | * **TOPIC:** Childbirth and Gynecological Emergencies (22)– Workbook and Online Resources as assigned * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 11,12,13,14,15) * **VIRTUAL STUDY/LAB (CANVAS):** Watch any/all supplemental skills videos for assigned chapter(s). | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE | Listed Above |
| * **CBE/SKILL LAB:** Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios as scheduled: Final CBE as needed |
| 13 | * **EXAM:** Chapter 20, 21, 22, 23 * **TOPIC:** Workbook and Online Resources as assigned * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 16,17,28,19,20) | * Cognitive Objectives: Exam/Quiz * Psychomotor: CBE | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately) * **CBE/SKILL LAB:** FINAL CBE/Scenarios all skills and Begin Second Attempt Skills |
| 14 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chp 20,22,23,24,25,26) * **LOOKING AHEAD:** Finalize PPO for Instructor Signature next week | * Psychomotor: CBE | Listed Above |
| * **SKILL LAB:** **Complete** All Second-Attempt Skills as needed for all chapters * **SKILL LAB:** Inventory (course cabinets) |
| 15 | * **TOPIC:** Final Exam Prep (review weak areas twice!) | * Psychomotor: CBE | Listed Above |
| * **DUE:** PPO for Instructor Signature * **SKILL LAB:** Inventory and lab cleanup (course cabinet/refrigerator), lab equipment check, QA |
| 16 | * **FINAL EXAM: PROCTORED** (ZOOM OR CAMPUS – Per Instructor) | * Cognitive Objectives: Exam/Quiz |  |

*\*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 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 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](mailto: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. Study areas are available in campus libraries and study tables are in selected hallways. Multiple groups may be practicing skills in the lab at the same time. Each group must respectfully consider the working environment for all; professionalism is to be maintained at all times.

**Required Lab:**

The purpose of the Required Practice Lab is to allow the student a simulated patient 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. The student is scheduled for 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 to complete one hour lab practice outside the regularly scheduled class time to meet degree/course requirements. 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 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 and requests date, time, name, and procedure.

**Equipment and Lab Maintenance:**

All equipment 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:

1. See that the room/lab is in order at the end of each class (chairs pushed in, tables clean, etc).
2. All equipment and supplies are returned to proper place.
3. Mannequins are secured in beds, chairs, or on carts and draped.
4. Bed side furniture is in proper place.
5. Beds are neat and in proper place.
6. 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 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 REQUIREMENT: Three peer competency evaluations**

* 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.

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

* + 1. After completing the steps above, perform each step, ensuring video recording of the entire process (as instructed), and document the skill with a lab partner from your lab group.
    2. Get constructive feedback from your lab partner 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 lab partner signatures with appropriate dates documented on your skill sheet, indicating you have performed the skill correctly.

***\*Peer Evaluators: 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 another classmate from each of the OTHER lab groups (2 other people for a minimum total of three (3)). Continue to practice independently for proficiency after peer 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 has been plugged in.
  + 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 peer check offs to the instructor from whom the assignment was obtained.
    3. Place all signed peer evaluation 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.

**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. "Patients" and assistants 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 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.